

**EFL STUDENTS' ACADEMIC PROCRASTINATION  
IN COMPLETING ENGLISH ASSIGNMENTS  
AT THE STATE ISLAMIC UNIVERSITY  
OF KIAI HAJI ACHMAD SIDDIQ JEMBER**

**THESIS**



**By:**  
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**STATE ISLAMIC UNIVERSITY OF  
KIAI HAJI ACHMAD SIDDIQ JEMBER  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
2025**

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**THESIS**

Submitted to the State Islamic University of Kiai Haji Achmad Siddiq Jember  
To fulfill one of the Requirements for a Bachelor's Degree (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
Department of Islamic Studies and Language Education  
Study Program of English Education



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Has been examined and approved as the requirement  
To obtain bachelor degree of Sarjana Pendidikan (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
Department of Islamic Studies and Language Education  
Study Program of English Education

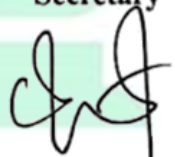
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## MOTTO

عَدَا ذَلِكَ فَاعِلٌ إِنِّي لِشَايٍ تَقُولَنَّ وَلَا ٢٣

“And never say of anything, “I shall do such and such thing tomorrow.”

(QS. Al-Kahf:23)\*



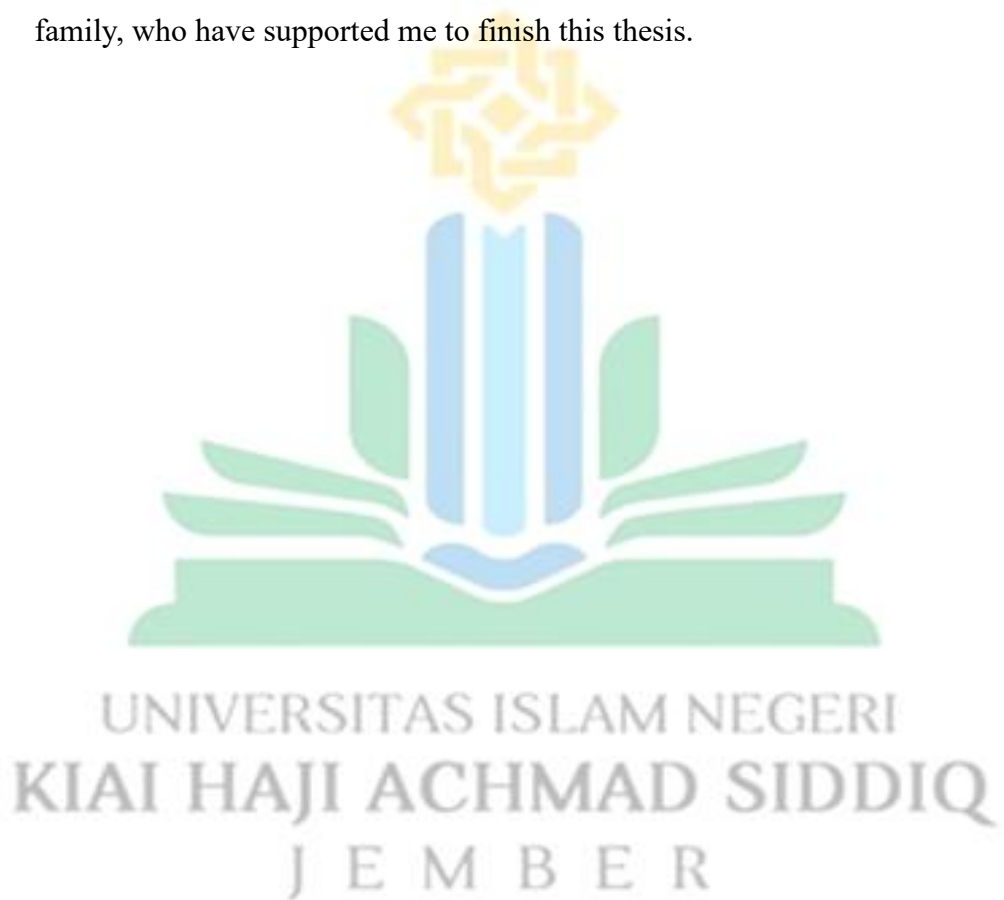
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\*Dr. Muhammad Taqi-Ud-Din Al Hilali, and Dr. Muhammad Muhsin Kan. “Translation of the Meaning of THE NOBLE QUR’AN In English Language. Pdf,” n.d., 388.

## **DEDICATION**

I proudly dedicate this thesis to:

1. My beloved parents, Mr. Holis and Mrs. Hossaimah, who have given me their support, motivation, love, and have prayed for me to finish this thesis.
2. My sister, Siti Nur Aisyah, has encouraged me to do my best. My entire family, who have supported me to finish this thesis.



## ACKNOWLEDGEMENT

Firstly, all praises due to Allah SWT who has been giving mercies, blessings, health, opportunity, and inspiration so that the researcher can complete this thesis entitled “EFL Students' Academic Procrastination in Completing English Assignments at the State Islamic University of Kiai Haji Ahmad Shiddiq Jember”. Sholawat and salam always be with my prophet Muhammad SAW, who guided us from the darkness to the lightness and guided us to a world of knowledge. This thesis is prepared to fulfill one of the requirements for a Bachelor's Degree (S.Pd), Faculty of Tarbiyah and Teacher Training, Program of English Education.

The researcher realized that this thesis would not be finished without help and guidance from other people. In this opportunity, I would like to say thank you to the following people:

1. Prof. Dr. H. Hepni, S.Ag, M.M., as the Rector of UIN Kh. Achmad Siddiq Jember, who has given me the opportunity to study in this institute.
2. Dr. H.Abdul Mu'is S.Ag M.Si., as the Dean Faculty of Tarbiyah and Teacher Training, who has facilitated me to study in this faculty.
3. Dr. Nuruddin M.Pd.I., as the Chief of the Islamic Studies and Language Education Department, who has facilitated and supported me in every matter.
4. Dewi Nurul Qomariyah S.S M.Pd. I., as the Head of English Education Program who have encouraged me to finish the thesis as soon as possible.
5. Praptika Septi Femilia, M.Pd., as my advisor, who has helped, guided, dedicated time, motivated, and supported me during the writing of my thesis.

6. All students in the English teaching program have kindly agreed to be the subjects of my research.

The researcher really realizes that this thesis is far from being perfect. Therefore, I welcome all the criticism and suggestions. The researcher hopes that this thesis will be useful for the reader and other researchers who need it.

Jember, November 26<sup>th</sup>, 2025  
Researcher

**Uswatun Hasanah**





## ABSTRACT

**Uswatun hasanah, 2025:** EFL Students' Academic Procrastination in Completing English Assignments at the State Islamic University of Kiai Haji Achmad Siddiq Jember

**Keywords:** academic procrastination, EFL students, English assignments

Academic procrastination is a common problem among EFL (English as a Foreign Language) students when it comes to completing academic assignments, such as daily tasks, midterm projects, and final projects. Academic procrastination is the deliberate delay in completing academic tasks, often accompanied by feelings of anxiety or discomfort, which hinders the effectiveness of foreign language learning.

The focus of this study was: 1) How is the level of academic procrastination among EFL students in completing English assignments at the State Islamic University of Kiai Haji Achmad Siddiq Jember? 2) What factors do influence academic procrastination among EFL students in completing English assignments at the State Islamic University of Kiai Haji Achmad Siddiq Jember? Then, the objectives of this study are: 1) To measure the level of academic procrastination among EFL students in completing English assignments at the State Islamic University of Kiai Haji Achmad Siddiq Jember. 2) To identify the factors that influence academic procrastination among EFL students in completing English assignments at the State Islamic University of Kiai Haji Achmad Siddiq Jember.

This study employed a quantitative survey method. The data were collected through questionnaires distributed to 75 EFL students at the State Islamic University of Kiai Haji Achmad Siddiq Jember. The data analysis employed descriptive statistics, including mean scores, mode, and standard deviations, to assess the levels of academic procrastination and the factors influencing it based on the average scores of the measured indicators.

This findings of the research including; 1) The level of academic procrastination among EFL students in completing English assignments at the State Islamic University of Kiai Haji Achmad Siddiq Jember showed that 68% of students were in the high category, 29,33% into the moderate category, and 2,67% into the low category, indicating that the majority of students showed a high level of procrastination. 2) Factors influencing academic procrastination included: a) External factors, such as environmental distractions with an average score of 4.2044, and social factors 4.0400; and b) Internal factors, such as personal initiative 3.9688, time management 3.9244, psychological beliefs about ability 3.7899, and laziness 3.0066. These findings showed that external factors were more dominant than internal factors.

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# CHAPTER 1

## INTRODUCTION

This chapter presents the background of the study, research questions, research objectives, research significances, scope of the research, and the definition of key terms.

### A. Research Background

EFL students who are successful in their academic achievements often indicate effective learning styles and strategies. Some might utilize visual learning styles such as mind-mapping techniques that can improve comprehension of new vocabulary.<sup>2</sup> Others may prefer auditory approaches, such as utilizing podcasts to master listening skills and motivate students to learn.<sup>3</sup> Not only that, active learning techniques are also one of the effective strategies that can improve students' language skills, such as productive and receptive skills. Active learning allows students to reach their potential with the help of teachers and other students.<sup>4</sup> This shows that students will be able to achieve academic success if they understand the learning strategies and styles that best suit their interests and ways of receiving information.

However, many EFL students face various challenges in achieving academic performance. Challenges in academic achievement often arise when

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<sup>2</sup> Rui Feng et al., "Impact of Mind-Mapping Technique on EFL Learners' Vocabulary Recall and Retention, Learning Motivation, and Willingness to Communicate," *Heliyon* 9, no. 6 (2023): e16560, <https://doi.org/10.1016/j.heliyon.2023.e16560>.

<sup>3</sup> Dyan Indahsari, "Using Podcast for EFL Students in Language Learning," *JEES (Journal of English Educators Society)* 5, no. 2 (2020): 103–8, <https://doi.org/10.21070/jees.v5i2.767>.

<sup>4</sup> Pazilova Barchinoy Toxirjon qizi and S. O. Solijanov, *Techniques of Active Learning for Productive Skills*, 02, no. 03 (2021).

students encounter obstacles in achieving their academic success. These challenges often occur when students do not set clear goals, lack an organized plan, and are less able to monitor their progress towards those goals. This is caused by various factors, such as low self-expectations, excessive anxiety, fear of failure, and procrastination.<sup>5</sup> As mentioned in the Qur'an (Al-Ashr (1-3)):

وَالْعَصْرِ (1) إِنَّ الْإِنْسَانَ لَفِي خُسْرٍ (2) إِلَّا الَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ وَتَوَاصَوْا بِالْحَقِّ وَتَوَاصَوْا  
بِالصَّبْرِ (3)

Meaning: "By the time. Verily, man is in loss. Except those who believe and do righteous good deeds, and recommend one another to the truth, and recommend one another to patience."

This verse states that Allah commands us to be disciplined. In addition, it shows the importance of practicing religion and good deeds, as well as the importance of cooperation between individuals in achieving educational goals. In addition, the Islamic teachings explain the importance of time in life.<sup>6</sup>

However, even though the importance of time has been emphasized in religious teachings, many people still ignore it by habitually procrastinating on tasks and responsibilities. This behavior of procrastination can be explained through the concept of procrastination. Procrastination is the

<sup>5</sup> John W. Santrock, ed., *Educational Psychology*, 5th ed., international student ed (2011).

<sup>6</sup> Riki Riki et al., "Analisis Nilai-Nilai Pendidikan dalam Al-Quran Surah Al-Ashr Ayat 1-3," *JIIIP - Jurnal Ilmiah Ilmu Pendidikan* 7, no. 4 (2024): 3577–86, <https://doi.org/10.54371/jiip.v7i4.3899>.



behavior of delaying or avoiding tasks that should be completed, which is often accompanied by feelings of anxiety and regret. According to Ferrari, procrastination is defined as a form of task avoidance that arises from various psychological factors, including anxiety, perfectionism, and an inability to manage time effectively. Ferrari also notes that individuals who procrastinate often feel trapped in a cycle of delay, where they prefer to engage in less important or more enjoyable activities rather than completing more challenging tasks.<sup>7</sup>

In addition to affecting various aspects of life, procrastination is also a common problem in academic settings, known as academic procrastination. Academic procrastination, in particular, refers to the delay in completing academic tasks, such as homework, projects, or exam preparation. Ferrari defines academic procrastination as the intentional delay in completing academic tasks, often accompanied by feelings of anxiety or discomfort. This can be influenced by various factors, such as motivation, perfectionism, and avoidance of tasks perceived as difficult.<sup>8</sup>

Therefore, academic procrastination is not only an individual problem, but has also become a common phenomenon among students. Many students often engage in academic procrastination, especially when faced with tasks of high difficulty.<sup>9</sup> This is particularly true for students of English as a foreign

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<sup>7</sup> Joseph R. Ferrari et al., *Procrastination and Task Avoidance* (Springer US, 1995), <https://doi.org/10.1007/978-1-4899-0227-6>.

<sup>8</sup> Ferrari et al., *Procrastination and Task Avoidance*.

<sup>9</sup> Suhadianto Suhadianto and Nindia Pratitis, "Eksplorasi Faktor Penyebab, Dampak dan Strategi Untuk Penanganan Prokrastinasi Akademik pada Mahasiswa," *Jurnal RAP (Riset Aktual*



language (EFL). The process of learning a foreign language tends to induce academic anxiety, which can trigger procrastination more frequently compared to students in other fields. This is evidenced by research conducted by Wirajaya, which found that the level of academic procrastination among EFL students is very high, reaching 63%.<sup>10</sup> Additionally, they also feel embarrassed or afraid of making mistakes in a foreign language, leading them to postpone completing tasks to avoid negative evaluations.<sup>11</sup> From these studies, it can be concluded that students tend to engage in academic procrastination when their tasks are difficult, particularly for EFL students. They fear receiving evaluations based on their language errors.

Several studies have been conducted to gain a deeper understanding of academic procrastination among EFL students, revealing variations in its levels and contributing factors. For example, research by Wirajaya et al. indicated that the level of academic procrastination among EFL students at Ganesha University of Education is very high, reaching up to 63%.<sup>12</sup> In contrast, Femilia's study found that 51% of ELT students exhibit moderate levels of academic procrastination, with a tendency to procrastinate during

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*Psikologi Universitas Negeri Padang*) 10, no. 2 (2020): 204, <https://doi.org/10.24036/rapun.v10i2.106672>.

<sup>10</sup> Muhammad Mersandy Wirajaya, "Investigating the Academic Procrastination of EFL Students," *Jurnal Pendidikan Bahasa Inggris Indonesia* 8, no. 2 (2020): 67–77, <https://doi.org/10.23887/jpbi.v8i2.3498>.

<sup>11</sup> Maria Eva Damayanti and Listyani Listyani, "An Analysis of Students' Speaking Anxiety in Academic Speaking Class," *ELTR Journal* 4, no. 2 (2020): 152–70, <https://doi.org/10.37147/eltr.v4i2.70>.

<sup>12</sup> Muhammad Mersandy Wirajaya, "Investigating the Academic Procrastination of EFL Students," *Jurnal Pendidikan Bahasa Inggris Indonesia* 8, no. 2 (2020): 67–77, <https://doi.org/10.23887/jpbi.v8i2.3498>.

pre-writing stages and reading tasks.<sup>13</sup> On the other hand, Saman showed that 99% of his research sample had low levels of academic procrastination.<sup>14</sup> Additionally, Amin's research on students in the Cikarang-Bekasi area found that factors such as internet addiction, motivation, and stress have a significant impact on academic procrastination.<sup>15</sup> Furthermore, Nadhira et al. identified various external and internal factors that influence academic procrastination among final-year students during the thesis writing process.<sup>16</sup> From these studies, it can be concluded that the level of academic procrastination among EFL students varies from low to high, influenced by various external and internal factors that interact with one another.

Previous studies have examined the level of academic procrastination among EFL students and various factors that influence it, including the tendency to procrastinate at certain stages, such as pre-writing and thesis writing. However, no research has specifically examined academic procrastination in the context of English assignments. Therefore, this study aims to fill this gap by identifying specific academic procrastination in English assignments, such as daily assignments, midterm projects, and final exams. Although it shares similarities with previous studies in terms of focusing on the level of procrastination and its influencing factors, this study

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<sup>13</sup> Praptika Septi Femilia, *Academic Procrastination Level of ELT Students.*, 2023.

<sup>14</sup> Abdul Saman, "Analisis Prokrastinasi Akademik Mahasiswa (Studi Pada Mahasiswa Jurusan Psikologi Pendidikan Dan Bimbingan Fakultas Ilmu Pendidikan)," *Jurnal Psikologi Pendidikan Dan Konseling: Jurnal Kajian Psikologi Pendidikan dan Bimbingan Konseling*, December 27, 2017, 55, <https://doi.org/10.26858/jpkk.v0i0.3070>.

<sup>15</sup> Grace Amin, "Academic Procrastination of College Students," *Jurnal Muara Ilmu Ekonomi Dan Bisnis* 3, no. 2 (2019): 431, <https://doi.org/10.24912/jmieb.v3i2.7346>.

<sup>16</sup> Andi Nadhirah, *Academic Procrastination among the Students in Thesis Writing*, 12 2023.

specifically focuses on English assignments, which have not been widely researched. Thus, the researcher conducted a study entitled “EFL Students' Academic Procrastination in Completing English Assignments at the State Islamic University of Kiai Haji Achmad Siddiq Jember” to provide valuable insights into this issue.

## **B. Research Questions**

Based on the explanation of the research background above, the research questions are formulated as follows:

1. What is the level of academic procrastination among EFL students in completing English assignments at the State Islamic University of Kiai Haji Achmad Siddiq Jember?
2. What factors do influence academic procrastination among EFL students in completing English assignments at the State Islamic University of Kiai Haji Achmad Siddiq Jember?

## **C. Research Objectives**

Based on the research questions above, the objectives of this study are:

1. To measure the level of academic procrastination among EFL students in completing English assignments at the State Islamic University of Kiai Haji Achmad Siddiq Jember.
2. To identify factors that influence academic procrastination among EFL students in completing English assignments at the State Islamic University of Kiai Haji Achmad Siddiq Jember.

## **D. Research Significances**

This research is expected to provide valuable contributions, which are divided into two parts, as follows:

### **1. Theoretical Significance**

This study has the potential to reinforce or clarify existing theories regarding academic procrastination, particularly among EFL students.

### **2. Practical Significance**

#### **a. For Teachers**

The findings of this study are expected to insight teachers in understanding the main factors that influence academic procrastination in students, so teachers can design effective strategies to overcome it.

#### **b. For Other Researchers**

Hopefully, this study can provide inspiration for other researchers to find new ideas who are interested in conducting similar research with different perspectives. This study has produced quantitative data, so other researchers can use a qualitative approach. Other researchers can also direct the research to other tasks, such as final assignments or a thesis.

## **E. Scope of the Research**

### **1. Research Variables**

The variables in this study included academic procrastination in completing English assignments, such as daily assignments, mid-term exam projects, and final exam projects. The indicators examined were the level of academic procrastination and the factors influencing it. The level of academic procrastination was measured using a questionnaire developed by Solomon and Rothblum.<sup>17</sup> There are three categories of academic procrastination levels: low, moderate, and high. Furthermore, the factors influencing academic procrastination among EFL students included six factors: Laziness, Distraction from the surrounding environment, Psychological beliefs about abilities, Time management, Social factors, and Personal initiative. To identify these influencing factors, this study used a questionnaire developed by Justin D. McCloskey.<sup>18</sup>

## **F. Definition of Key Terms**

There are several key terms used in this study. To help readers better understand also avoid misunderstanding while reading this study, the researcher provides some definitions of the key terms, such as:

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<sup>17</sup> Laura J. Solomon and Esther Rothblum, "Procrastination Assessment Scale--Students," March 12, 2012, <https://doi.org/10.1037/t09250-000>.

<sup>18</sup> Justin D. McCloskey, "Academic Procrastination Scale--Short Form," September 11, 2023, <https://doi.org/10.1037/t89206-000>.

1. English as a Foreign Language (EFL) Students.

English as a Foreign Language (EFL) students who are the subjects of this study are 2nd, 4th, and 6th-semester students of English Education Study Program at the State Islamic University of Kiai Achmad Siddiq Jember, who study English as pre-service teachers.

2. Academic procrastination in completing English assignments.

Academic procrastination is a deliberate delay or avoidance of completing academic tasks and responsibilities. Academic procrastination in this study refers to delaying completing English tasks during college, such as academic daily assignments and project assignments for midterm and final exams.



## CHAPTER II

### LITERATURE REVIEW

This second chapter presented a review of the literature, which consists of previous studies and theoretical framework that serve as the foundation for understanding and analyzing the research topic.

#### A. Previous Study

The first, a journal that was written by Wirajaya et al, from Pendidikan Ganesha University, Singaraja, 2020. Titled “Investigating the Academic Procrastination of EFL Students”.<sup>19</sup> This study aimed to investigate the level of academic procrastination among English Language Education students at Ganesha University of Education. The method used in this study is a mixed method, which includes purposive sampling of 130 seventh-semester students, with data collection through questionnaires as well as group discussions to obtain qualitative data. The results showed that (1) EFL students at Ganesha University of Education mostly have a high level of procrastination (63%); (2) the main reasons for EFL students' academic procrastination are; time management (28%), Aversiveness of the Task (24%), Sincerity (22%), and Personal Initiative (26%); and (3) there is a strong negative correlation between students' academic procrastination and self-efficacy,  $r = -.651$ ,  $n = 130$ .

The second, a journal that was written by Hetham M Alfaitori Alajaili and Yusawinur Barella, from Tanjungpura University, 2023. Titled “Exploring

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<sup>19</sup> Wirajaya, “Investigating the Academic Procrastination of EFL Students.”

The Factors And Experiences Of Academic Procrastination Among Libyan Students: A Qualitative Study”.<sup>20</sup> The researchers aimed to explore the factors and experiences associated with academic procrastination among Libyan students. This study used a qualitative approach by conducting interviews. The results showed that there are several factors that influence students' academic procrastination, such as ineffective time management, lack of motivation or self-discipline, lack of planning skills, fear of failure, and boredom with the tasks.

The third, a journal that was written by Andi Nadhirah et al, from Negeri Makassar University, 2023. Titled “Academic Procrastination Among the Students in Thesis Writing”.<sup>21</sup> This study aimed to explain the phenomenon of academic procrastination that occurs in final-year students in the thesis writing process. This study used purposive sampling with a semi-structured interview method, and was analyzed using Miles Huberman's interactive cycle qualitative method. The results showed a tendency of academic procrastination among final-year students, which is caused by internal factors such as laziness, perfectionism, mental instability, social media addiction, and linguistic and conceptual factors, as well as external factors such as pressure from the environment, pressure from others, and family problems.

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<sup>20</sup> Hetham M Alfaitori Alajaili and Yusawinur Barella, *Exploring the Factors and Experiences of Academic Procrastination among Libyan Students: A Qualitative Study*, 05, no. 04 (2023).

<sup>21</sup> Nadhirah, *Academic Procrastination among the Students in Thesis Writing*.



The fourth, a journal that was written by Drajat Edy Kurniawan, from PGRI Yogyakarta University, 2024. Titled “Analysis of Factors Causing Academic Procrastination in Students”.<sup>22</sup> This study aimed to determine the factors that cause the emergence of academic procrastination behavior among students. This study used a descriptive qualitative method involving 70 students from the Guidance and Counseling Study Program. The results showed that the habit of procrastination, poor time management, laziness, fatigue, and difficulty in understanding tasks are the main factors that cause academic procrastination among students. This study emphasizes the importance of overcoming laziness to avoid procrastination behavior in the academic context.

The fifth is a journal written by Brandon Nacua Obenza et al., from the University of Mindanao, 2024. It is titled “The Mediating Effect of Academic Stress on Fear of Failure and Academic Procrastination of College Students”.<sup>23</sup> This study aims to investigate factors related to academic procrastination among college students. The study employs a non-experimental quantitative design, involving 409 students from various higher education institutions in Region XI, the Philippines. The results revealed that students exhibited moderate levels of academic stress, fear of failure, and academic procrastination. The coefficient of determination ( $R^2 = 0.433$ )

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<sup>22</sup> Drajat Edy Kurniawan, “Analysis of Factors Causing Academic Procrastination in Students,” *IJEDR: Indonesian Journal of Education and Development Research* 2, no. 1 (2024): 639–46, <https://doi.org/10.57235/ijedr.v2i1.1917>.

<sup>23</sup> Brandon Nacua Obenza et al., “The Mediating Effect of Academic Stress on Fear of Failure and Academic Procrastination of College Students,” *International Journal of Humanities, Management and Social Science (IJ-HuMaSS)* 7, no. 2 (2024): 63–73, <https://doi.org/10.36079/lamintang.ij-humass-0702.685>.

indicated that fear of failure and academic stress together explained 43.3% of the variance in academic procrastination among college students.

From the discussed present studies above, here are the differences and similarities provided in each present studies below. As follows: in table 2.1 below:

**Table 2.1**  
**Similarities and Differences of Previous Research**

No	Author and Title	Similarities	Differences
1.	Wirajaya et al, <i>"Investigating the Academic Procrastination of EFL Students"</i>	<ul style="list-style-type: none"> <li>– Both studies focused on academic procrastination</li> <li>– Both research samples involved students learning English</li> </ul>	<ul style="list-style-type: none"> <li>– Previous studies used a mixed method, while this study use a quantitative method.</li> <li>– Previous studies had a more general focus on investigating the level of academic procrastination and its reasons, while this study focused on the academic procrastination of students in doing their daily English assignments, mid-term, and final projects.</li> </ul>
2.	Hetham M Alfaitori Alajaili and Yusawinur Barella, <i>"Exploring The Factors And Experiences Of Academic Procrastination Among Libyan Students: A Qualitative Study"</i>	<ul style="list-style-type: none"> <li>– Both studies focus on academic procrastination, especially on the factors that influence it.</li> </ul>	<ul style="list-style-type: none"> <li>– Previous research used qualitative methods, while this study used quantitative methods.</li> <li>– Previous research only focused on the factors and experiences of academic procrastination among students, while this study added a focus on the level of academic procrastination among students.</li> <li>– The sample in the previous study consisted of students from different majors, while the sample in this study consisted of students studying English.</li> </ul>
3.	Andi Nadhirah et al, <i>"Academic Procrastination Among the Students in Thesis Writing"</i>	<ul style="list-style-type: none"> <li>– Both studies focus on academic procrastination, especially on the factors that influence it.</li> </ul>	<ul style="list-style-type: none"> <li>– Previous studies used qualitative methods, whereas this study will use quantitative methods.</li> <li>– Previous research only focused on factors that</li> </ul>

No	Author and Title	Similarities	Differences
			<p>influence academic procrastination, while this study focuses on the level and factors that influence academic procrastination.</p> <ul style="list-style-type: none"> <li>– Previous research focused on academic procrastination in the thesis writing process, while this study focuses on daily English assignments and midterm and final exam project assignments.</li> </ul>
4.	Drajat Edy Kurniawan, "Analysis of Factors Causing Academic Procrastination in Students"	<ul style="list-style-type: none"> <li>– Both studies focus on academic procrastination, especially on the factors that influence it.</li> </ul>	<ul style="list-style-type: none"> <li>– Previous research used qualitative methods, while this research used quantitative methods.</li> <li>– The sample in the previous research was students from the Guidance and Counseling Study Program, while the sample in this research was students from the English Department.</li> <li>– Previous research was more general and not limited to one type of task, while this research focuses on English tasks.</li> </ul>
5.	Brandon Nacua Obenza et al, 2024. "The Mediating Effect of Academic Stress on Fear of Failure and Academic Procrastination of College Students"	<ul style="list-style-type: none"> <li>– Both researchers focused on factors contributing to academic procrastination.</li> <li>– Both researchers used quantitative research.</li> </ul>	<ul style="list-style-type: none"> <li>– Previous studies have only focused on factors contributing to academic procrastination, whereas this study adds another focus, namely the level of academic procrastination among students.</li> </ul>

The similarity between this study and the five previous studies is that they all focus on academic procrastination and the factors that influence it. However, the main difference is the research method used. Some of the previous studies used qualitative and mixed methods, while this study used a descriptive quantitative method. Additionally, the focus of the research varies; some studies are general, while others are more specific to thesis writing.

Nevertheless, no study has specifically examined academic procrastination among students in completing English language assignments. Therefore, the researcher aimed to fill this gap by focusing on students' academic procrastination in completing English assignments, such as daily assignments, midterm exam projects, and final exam projects.

## **B. Theoretical Framework**

### **1. Academic Procrastination**

The term procrastination comes from the Latin word *procrastinare* which consists of the word “pro” meaning forward movement, and “crastinus” meaning belonging to tomorrow. In general, procrastination is the act of delaying or postponing to do work until another day.<sup>24</sup> According to Grecco procrastination is defined as the behavior of a person who does an important job, not at the appointed time, and without a reasonable reason. Ellis and Knaus state that procrastination is a habit of aimless procrastination and a process of task avoidance caused by feelings of fear of failure and the view that everything must be done right. Procrastination also indicates that procrastination behavior is a fixed or habitual response.<sup>25</sup>

The perpetrators of this procrastination are called procrastinators. Ferrari and Emmons found that procrastinators have low self-esteem by delaying doing tasks because they believe they do not have the ability to

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<sup>24</sup> Ferrari et al., *Procrastination and Task Avoidance*.

<sup>25</sup> Dewi, I. K., *Perbedaan Tingkat Prokrastinasi Ditinjau dari Tipe Kepribadian the Big Five Personality Pada Mahasiswa*, 2014.

achieve task success.<sup>26</sup> Burka and Yuen reiterated by mentioning the irrational aspects of a procrastinator.<sup>27</sup> A procrastinator has the view that a task must be completed perfectly, so he feels safer not to do it immediately, because it will produce something that is not optimal. In other words, procrastination is categorized as procrastination if the delay has become a habit or a persistent pattern that a person always does when facing a task, and the delay is caused by irrational beliefs in viewing the task.

In addition to affecting various aspects of life, procrastination is also a common problem in the academic environment, known as academic procrastination. According to McCloskey and Scielzo academic procrastination is the act of delaying or postponing performing activities related to academic tasks.<sup>28</sup> Academic procrastination is a phenomenon in which students delay academic tasks by performing unnecessary activities.<sup>29</sup> According to McCloskey & Scielzo, academic procrastination refers to the tendency to delay or put off school-related activities unnecessarily. Procrastination can cause undue stress or anxiety for individuals because they have to rush to meet deadlines and complete

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<sup>26</sup> Bayode Isaiah Popoola, "A Study of Procrastinatory Behaviour and Academic Performance of Undergraduate Students in South Western Nigeria," *Journal of Social Sciences* 11, no. 3 (2005): 215–18, <https://doi.org/10.1080/09718923.2005.11892516>.

<sup>27</sup> Jane B. Burka and Lenora M. Yuen, *Procrastination: Why You Do It, What to Do about It Now*, Rev. ed (Da Capo Lifelong, 2008).

<sup>28</sup> Justin McCloskey and Shannon A Scielzo, *Finally!: The Development and Validation of the Academic Procrastination Scale*, Unpublished, 2015, <https://doi.org/10.13140/RG.2.2.23164.64640>.

<sup>29</sup> Clarry H Lay, *At Last, My Research Article on Procrastination*, n.d.

assignments.<sup>30</sup> According to Solomon and Rothblum, academic procrastination is done during writing tasks, studying for exams, reading academic books, and overall academic performance.<sup>31</sup> From the definition above, we can conclude that the process of procrastination in the academic field is called academic procrastination. This act of delay is done intentionally in terms of starting or completing tasks in the academic setting.

The phenomenon of procrastination is also frequently found among Indonesian students. One of them is Wirajaya, Padmadewi, and Ramendra's research (2020) conducted at Ganesha University of Education, Singaraja, which states that EFL students at Ganesha University of Education mostly have a high level of procrastination, up to 63%. In addition, the results of group discussions in Wirajaya's research revealed that students tend to delay doing assignments until the specified deadline. This group discussion also revealed that students like to do their assignments at the last minute because they can focus more on what they are doing, they think better in a limited time, and it helps them improve their ideas.<sup>32</sup>

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<sup>30</sup> McCloskey and Scielzo, *Finally!*

<sup>31</sup> Laura J. Solomon and Esther D. Rothblum, "Academic Procrastination: Frequency and Cognitive-Behavioral Correlates.," *Journal of Counseling Psychology* 31, no. 4 (1984): 503–9, <https://doi.org/10.1037/0022-0167.31.4.503>.

<sup>32</sup> Wirajaya, "Investigating the Academic Procrastination of EFL Students."

## 2. Characteristics of Academic Procrastination

Ferarri et al. in Gufron state that, as a form of delaying behavior, academic procrastination can manifest itself in certain indicators that can be measured and observed, namely:

### a. Delay in Starting and Completing Tasks

Delay in starting or completing the task at hand. A person who procrastinates knows that the task at hand must be completed immediately. However, they delay starting to work on it or delay completing it until it is finished.

### b. Lateness in Completing Tasks

People who procrastinate take longer than usual to complete a task. A procrastinator spends their time over-preparing. Additionally, they engage in activities that are unnecessary for completing a task, without considering the time constraints they face.

Sometimes, such actions result in the person failing to complete the task thoroughly. Slowness, in the sense of the sluggishness of a person's work in performing a task, can be a key characteristic of academic procrastination.

### c. The Time Gap Between Plans and Actual Performance

A procrastinator has difficulty doing things according to a predetermined deadline. A procrastinator often experiences delays in meeting deadlines, whether set by others or by themselves. Someone may have planned to start working on a task at a time they have set



for themselves. However, when the time comes, they do not do it according to what has been planned, causing delays or failure to complete the task independently.

d. Engaging in More Enjoyable Activities

Engaging in other activities that are more enjoyable than the task at hand. A procrastinator deliberately does not immediately do their task. Instead, they use the time they have to do other activities that are considered more enjoyable and entertaining, such as reading (newspapers, magazines, or other storybooks), watching TV, chatting, walking, listening to music, and so on, thereby taking up the time they have to complete the task that needs to be done.<sup>33</sup>

### 3. Factors of Academic Procrastination

According to McCloskey, the factors that influence academic procrastination consist of six factors, namely: laziness in completing English assignments, distractions from the surrounding environment, psychological beliefs about ability, time management, and social factors.

a. Laziness

Laziness in completing English assignments refers to a lack of effort or motivation to start and finish tasks, often due to boredom or low intrinsic value. According to McCloskey, laziness is a reflection of a tendency to ignore tasks or work, even if one is physically capable of completing the responsibility and realizes that

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<sup>33</sup> M. Nur Ghufon and Rini Risnawita S, *Teori-Teori Psikologi*, cetakan 1 (Ar-Ruzz Media, 2010).



they should complete it before the deadline.<sup>34</sup> This can be demonstrated by students who repeatedly procrastinate on homework, resulting in rushed and incomplete work. As noted by Ferrari, laziness is not simply laziness, but rather self-handicapping in which students avoid tasks to avoid potential failure.<sup>35</sup> In addition, Steel views it as a conflict between short-term impulses and long-term intentions, where the immediate discomfort of starting a task leads to avoidance.<sup>36</sup> As in Risma Nabila's research, this study found that low intrinsic motivation and laziness contribute to academic procrastination. Subjects who are less motivated feel too lazy to do the task immediately and choose to postpone it.<sup>37</sup>

b. Distraction from the surrounding environment

Distractions from the surrounding environment involve external distractions that interfere with focus and encourage procrastination. McCloskey highlights that procrastinators tend to divert their attention to other things that they find interesting and enjoyable, often avoiding academic tasks assigned by teachers or lecturers. Although they are engaged in activities that are considered enjoyable, in reality, these activities can actually hinder

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<sup>34</sup> McCloskey, "Academic Procrastination Scale--Short Form."

<sup>35</sup> Ferrari et al., *Procrastination and Task Avoidance*.

<sup>36</sup> Piers Steel, "The Nature of Procrastination: A Meta-Analytic and Theoretical Review of Quintessential Self-Regulatory Failure.," *Psychological Bulletin* 133, no. 1 (2007): 65–94, <https://doi.org/10.1037/0033-2909.133.1.65>.

<sup>37</sup> Risma Nabila, "Faktor-Faktor yang Berpengaruh Terhadap Prokrastinasi Akademik: Studi pada Mahasiswa Perguruan Tinggi," *Jurnal Teknologi Pendidikan* 1, no. 2 (2023): 10, <https://doi.org/10.47134/jtp.v1i2.169>.

procrastinators from completing their tasks. Even though they realize that these activities can actually make it difficult for them to complete their tasks, procrastinators still enjoy them.<sup>38</sup> According to Ines Tasya Jadidah et al., environmental disturbances that influence procrastination include difficulty in completing assigned tasks, difficulty in finding references for tasks, lack of supporting facilities such as broken laptops, used up internet quota, or no wifi, as well as the tendency to follow the behavior of friends, for example, postponing tasks if friends have not done them yet.<sup>39</sup> According to Andi Nadhira, the environment refers to the individual's living conditions. People who tend to procrastinate often influence their environment, because this environment shapes and supports the emotions and behavior of those around them. If the environment is not conducive to productivity, this will usually reduce the productive capacity of its inhabitants.<sup>40</sup> This shows that environmental factors play a role in influencing academic procrastination, where unsupportive conditions can reinforce students' tendency to delay completing their college assignments.

c. Psychological belief about Ability

One factor of procrastination involves psychological beliefs about the ability to work under pressure. McCloskey explains that

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<sup>38</sup> McCloskey, "Academic Procrastination Scale--Short Form."

<sup>39</sup> Canavallia et al., "Faktor Penyebab Perilaku Prokrastinasi Akademik pada Mahasiswa FITK Angkatan 2021 UIN Raden Fatah Palembang."

<sup>40</sup> Nadhirah, *Academic Procrastination among the Students in Thesis Writing*.

procrastinators have psychological beliefs about their own abilities, namely that they believe they can complete tasks and study effectively under pressure. This is reflected in procrastinators' tendency to complete their tasks as close to the deadline as possible or just before the exam begins. Although this action is taken under pressure, procrastinators believe that they can successfully handle the situation.<sup>41</sup> Crammers, for example, experience a sense of challenge and excitement when waiting until the last minute to study. However, those who cram or procrastinate perform poorly in school.<sup>42</sup>

d. Time management

Time management problems include poor task planning and prioritization, which lead to inefficient use of time and procrastination. According to McCloskey, procrastinators show a discrepancy between their actual behavior and their intentions, which is caused by difficulties in dividing and managing time. A characteristic of procrastinators is difficulty in managing time effectively.<sup>43</sup> As in Hetham M Alfaitori Alajaili and Yusawinur Barella's research, this study found that many students experience difficulties in time management, which ultimately forces them to procrastinate. Lack of time management skills makes it difficult for them to effectively prioritize academic tasks. They often feel

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<sup>41</sup> McCloskey, "Academic Procrastination Scale--Short Form."

<sup>42</sup> Steel, "The Nature of Procrastination."

<sup>43</sup> McCloskey, "Academic Procrastination Scale--Short Form."

overwhelmed by their busy schedules and accumulated tasks, which causes them to procrastinate. As a result, the quality of their work declines, and they get stuck in an endless cycle of procrastination that is difficult to break.<sup>44</sup> According to Dinik Sri Haryuniayu Anggraini et al., procrastination means a lack of ability to manage time wisely, resulting in individuals choosing to delay doing the tasks that are their responsibility because of priorities and goals.<sup>45</sup> Research by Abdul Rivai Husain et al. also mentions that problems with time management will cause problems in completing tasks assigned by lecturers, which are not completed according to the specified time.<sup>46</sup>

e. Social factor

Social factors include the influence of peers, family, or social expectations that encourage or enable procrastination. McCloskey identifies that social factors, under stressful conditions, tend to cause procrastinators to choose to socialize with friends and engage in enjoyable activities rather than completing their tasks.<sup>47</sup> According to Andhika Mustika Dharma, some people procrastinate as a result of social distractions. These social activities are usually carried out with

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<sup>44</sup> Alajaili and Barella, *Exploring the Factors and Experiences of Academic Procrastination among Libyan Students: A Qualitative Study*.

<sup>45</sup> Dinik Sri Haryuniayu Anggraini et al., "Faktor-Faktor Penyebab Prokrastinasi Akademik Mahasiswa pada Mata Kuliah Penulisan Karya Tulis Ilmiah," *Jurnal Manajemen Pendidikan Dan Ilmu Sosial* 5, no. 6 (n.d.), <https://doi.org/10.38035/jmpis.v5i6.2856>.

<sup>46</sup> Abdul Rivai Husain et al., "Perilaku Prokrastinasi Akademik dan Faktor Penyebabnya Pada Mahasiswa," *Student Journal of Guidance and Counseling* 2, no. 2 (2023): 145–57, <https://doi.org/10.37411/sjgc.v2i2.1907>.

<sup>47</sup> McCloskey, "Academic Procrastination Scale--Short Form."

family, friends, or coworkers.<sup>48</sup> Rohmatun's research shows that social factors from the surrounding environment, in the form of social support and peer influence, play a role in influencing academic procrastination behavior.<sup>49</sup>

f. Personal Initiative

Personal initiative problems include a lack of intrinsic motivation and readiness to start tasks independently, which leads to delays in academic work and an inability to carry out responsibilities with enthusiasm. According to McCloskey, procrastinators exhibit a deficiency in personal initiative, which is attributed to a lack of internal drive to act, resulting in their waiting for external stimuli or avoiding task completion.<sup>50</sup> If someone lacks initiative, they will tend to have no desire to complete tasks on time. According to Muyana, personal initiative is a person's capacity to make the right choices without needing direction from others.<sup>51</sup> Therefore, building personal initiative is the key to effectively overcoming academic procrastination.

Based on the factors described above, it can be concluded that the factors that can influence the emergence of academic procrastination in

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<sup>48</sup> Andhika Mustika Dharma, "Prokrastinasi Akademik di Kalangan Mahasiswa Program Studi Dharma Acarya," *Jurnal Pendidikan, Sains Sosial, Dan Agama* 6, no. 1 (2020): 64–78, <https://doi.org/10.53565/pssa.v6i1.160>.

<sup>49</sup> Rohmatun, "Prokrastinasi Akademik dan Faktor Yang Mempengaruhinya," *Psisula: Prosiding Berkala Psikologi* 3 (2021), <http://dx.doi.org/10.30659/psisula.v3i0.18794>.

<sup>50</sup> McCloskey, "Academic Procrastination Scale--Short Form."

<sup>51</sup> Siti Muyana, "Prokrastinasi Akademik Dikalangan Mahasiswa Program Studi Bimbingan dan Konseling," *Counsellia: Jurnal Bimbingan Dan Konseling* 8, no. 1 (2018): 45, <https://doi.org/10.25273/counsellia.v8i1.1868>.

students when doing daily English assignments, midterms, and final projects are divided into six factors, namely laziness, environmental distractions, psychological beliefs about ability, lack of time management, social factors, and personal initiative. Overcoming these factors requires interventions such as building self-efficacy, creating a distraction-free environment, and developing better planning skills to reduce procrastination and increase student engagement.



## **CHAPTER III**

### **RESEARCH METHODS**

This chapter presents how the research was conducted, which consists of the kind of research, approach and design, research subject, data collection technique and instrument, and data analysis.

#### **A. Research Approach and Design**

This research used a quantitative approach. In quantitative research, there are four main designs, namely experimental, correlational, longitudinal, and survey designs. Furthermore, this study used a survey design. Survey research is used to collect data from individuals or groups regarding opinions, behaviors, attitudes, or certain conditions in a population.<sup>52</sup> This method was used to determine the behavior of students at UIN Khas Jember in procrastinating on assignments, as surveys enable the direct collection of data from a wide range of respondents and provide an accurate picture of students' levels of academic procrastination and the factors that influence it.

#### **B. Research Subject**

##### **1. Population**

The population of this study consisted of English Language Education Program students at UIN Khas Jember. The selection of this population is highly relevant because English Language Education students frequently encounter various English language assignments. The primary focus of this study was academic procrastination in completing

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<sup>52</sup> Feri Sulianta, *Metode Penelitian Kuantitatif* (Feri Sulianta, 2024).

English language assignments. Additionally, the selection of the population at UIN Khas Jember also considers practical aspects, such as ease of access in collecting data. The researcher who is at the same institution can more easily conduct surveys with students, thereby improving the quality and quantity of the data obtained.

In this study, the population technique used was purposive sampling, where the subjects selected are students of the English Language Education Program who are in their 2nd, 4th, and 6th semesters. The selection of research subjects was based on the consideration that students at these semesters have sufficient learning experience, enabling them to provide deeper insights into academic procrastination, particularly in completing daily assignments as well as mid-term and final exams. Students in the 8th semester were not included in the research population because they are more focused on completing their theses, which is not relevant to the objectives of this study. The total number of students in semesters 2, 4, and 6 is 330 students.<sup>53</sup>

**Table 3.1**  
**Population of the Research**

No	Current Semester	The Number of Students
1.	Second Semester	110
2.	Fourth Semester	110
3.	Sixth Semester	110
Total		330

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<sup>53</sup> Interviewed with the Head of English Education Program, Dewi Nurul Qomariyah, S.S., M.Pd.



## 2. Sample

The technique used to select the research sample was simple random sampling, in which each member of the specified population has an equal chance of being selected as part of the sample. This helps to ensure that the sample taken is representative of the population as a whole, so that the research results can be generalized. To calculate the sample size, this study used the formula developed by Krejcie and Morgan.<sup>54</sup>

The formula used by Krejcie and Morgan to determine the sample size is:

$$S = \frac{X^2 \cdot N \cdot P \cdot (1 - P)}{E^2 \cdot (N - 1) + X^2 \cdot P \cdot (1 - P)}$$

Notes

S: sample size

N: total population

P: expected population proportion, P = 0.5

E: sampling error tolerance percentage, e = 0.10

X<sup>2</sup>: value of the chi-square distribution at the desired confidence level, X<sup>2</sup> = 3,841 (see appendix 16)

To calculate the sample of this study, the following calculations are carried out:

$$S = \frac{X^2 \cdot N \cdot P \cdot (1 - P)}{E^2 \cdot (N - 1) + X^2 \cdot P \cdot (1 - P)}$$

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<sup>54</sup> Sulianta, *Metode Penelitian Kuantitatif*.

$$S = \frac{3,841 \cdot 330 \cdot 0,5 \cdot (1 - 0,5)}{(0,10)^2 \cdot (330 - 1) + 3,841 \cdot 0,5 \cdot (1 - 0,5)}$$

$$S = \frac{3,841 \cdot 330 \cdot 0,25}{0,01 \cdot 329 + 3,841 \cdot 0,25}$$

$$S = \frac{316,8825}{3,29 + 0,96025}$$

$$S = \frac{316,8825}{4,25025}$$

$$S = 74,55$$

$$75$$

In accordance with the sample calculation, there were 75 samples in this study.

### C. Data Collection Technique and Instrument

#### 1. Data Collection Technique

To determine students' levels of academic procrastination and the factors that influence it, researchers used a questionnaire as an instrument.

There are two questionnaires that were used in this study: the first questionnaire to determine the level of academic procrastination, and the second questionnaire to identify the factors influencing academic procrastination. Data collection using the questionnaire in this study was conducted online via Google Forms.

The steps for collecting questionnaire data:

1. The researcher obtained the list of student numbers for the English language education program for semesters 2, 4, and 6.

2. The researcher contacted students via WhatsApp.
3. The researcher explained the purpose of the research and inquires whether they are willing to participate as respondents.
4. If the students agreed, the researcher provided instructions on how to complete the questionnaire.
5. The researcher sent the questionnaire link via WhatsApp to those respondents who had agreed to participate.
6. After data collection was completed, the researcher downloaded the data from Google Forms in Excel format.

The questionnaires in this study was used a Likert scale, which is used to measure the attitudes, opinions, and perceptions of an individual or group of people regarding a phenomenon. The questionnaires were created using a 5-point Likert scale to rate each statement on the questionnaire: Strongly Disagree, Disagree, Don't know, Agree, Strongly Agree.<sup>55</sup>

The scale and scores to be used are as follows:

**Table 3.2**  
**Scale and Scores**

Categories of Responses	Score	
	Favorable	Unfavorable
Strongly Disagree	1	5
Disagree	2	4
Don't Know	3	3
Agree	4	2
Strongly Agree	5	1

<sup>55</sup> Karimuddin Abdullah et al., *Metodologi Penelitian Kuantitatif* (Yayasan Penerbit Muhammad Zaini Anggota IKAPI (026/DIA/2012), 2021).

a. Instrument

1) The Questionnaire to measure the level of academic procrastination

This first questionnaire was designed to measure the level of academic procrastination among students. To measure the level of academic procrastination, the researchers adapted 18 items from the measurement tool developed by Solomon and Rothblum, namely the Procrastination Academic Scale-Student (PASS).<sup>56</sup> The blueprint for the academic procrastination scale is explained in the following table:

**Table 3.3**  
**Blueprint of Procrastination Academic Scale-Student (PASS)**

No	Indicators	Item		Total Number Of Statements
		Favorable	Unfavorable	
1.	Writing term paper	1, 2	3	3
2.	Studying for exam	4, 5	6	3
3.	Keeping up with reading assignments	7, 8	9	3
4.	Academic administrative tasks	10, 11	12	3
5.	Attending tasks	13, 14	15	3
6.	School activities in general	16, 17	18	3
<b>Total</b>		12	6	18

Source: Adapted from Solomon and Rothblum, 2012<sup>57</sup>

2) The Questionnaire to determine factors of academic procrastination

This second questionnaire was used to identify factors that influence academic procrastination among students. To measure this, the researcher adapted 25 items developed by McCloskey,

<sup>56</sup> Solomon and Rothblum, "Academic Procrastination."

<sup>57</sup> Solomon and Rothblum, "Procrastination Assessment Scale--Students."

namely the Academic Procrastination Scale (APS).<sup>58</sup> The blueprint is explained in the following table:

**Table 3.4**  
**Blueprint of Academic Procrastination Scale (APS)**

No	Indicators	Item		Total Number of Statements
		Favorable	Unfavorable	
1.	Laziness	2,3	-	2
2.	Distraction to the surrounding environment	5, 6, 7, 9, 10	8	6
3.	Psychological beliefs about ability	11, 13	12, 14	4
4.	Time management	16, 17, 21, 22, 23	1	6
5.	Social factors	18, 19, 20	-	3
6.	Personal initiative	4, 15, 24	25	4
<b>Total</b>		<b>20</b>	<b>5</b>	<b>25</b>

Source: Adapted from McCloskey, 2023<sup>59</sup>

#### a) Instrument Validity

An instrument was considered valid if it was able to measure exactly what it was intended to measure. A valid instrument produces valid data as well.<sup>60</sup> To assess the validity of a statement, generally, a correlation coefficient significance test is carried out at the 0.05 confidence level. That is, to determine whether an item is valid or not, it is seen from the results of the Pearson Product-Moment coefficient value whether it is greater than the r table, if it is greater than the item is declared valid.

The research instrument was tested on 30 students who were not included in the main research sample. The students

<sup>58</sup> McCloskey, "Academic Procrastination Scale--Short Form."

<sup>59</sup> McCloskey, "Academic Procrastination Scale--Short Form."

<sup>60</sup> Hildawati S.Sos., M.Si et al., *Buku Ajar Metodologi Penelitian Kuantitatif & Aplikasi Pengolahan Analisa Data Statistik* (PT. Sonpedia Publishing Indonesia, 2024).

involved in this trial were English language students in their second, fourth, and sixth semesters. The validity calculation was performed using IMB SPSS Statistics 27. The trial included 18 statements for the first questionnaire and 25 statements for the second questionnaire.

The steps for testing the questionnaire instrument:

1. The researcher selected 30 students from the English department who are in their 2nd, 4th, and 6th semesters.
2. The researcher ensured that the selected students are not included in the main research sample.
3. The researcher contacted the selected students via WhatsApp.
4. The researcher provided the questionnaire link via WhatsApp to respondents who have agreed to participate.
5. After all respondents has completed the questionnaire, the researcher downloaded the data from Google Forms in Excel format.
6. The researcher conducted an analysis to test the validity and reliability of the questionnaire instrument using SPSS Statistics 27.

The following are the results of the questionnaire validity test using SPSS Statistics 27:

**Table 3.5**  
**Recapitulation of the validity test results for the**  
**Procrastination Academic Scale-Student (PASS)**

No. Question Item	r table	r value Pearson Correlation	Decision
1	0,361	.848	Valid
2	0,361	.425	Valid
3	0,361	.822	Valid
4	0,361	.616	Valid
5	0,361	.425	Valid
6	0,361	.756	Valid
7	0,361	.848	Valid
8	0,361	.381	Valid
9	0,361	.752	Valid
10	0,361	.648	Valid
11	0,361	.458	Valid
12	0,361	.729	Valid
13	0,361	.840	Valid
14	0,361	.381	Valid
15	0,361	.760	Valid
16	0,361	.648	Valid
17	0,361	.458	Valid
18	0,361	.783	Valid

Table 3.5 above shows the results of validity testing using the IMB SPSS Statistics 27 program. An item statement is considered valid if the calculated r is greater than the table r. Based on the results in the table above, the valid items were statements numbered 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, and 18, as the calculated r value was greater than the table r value.

**Table 3.6**  
**Recapitulation of the validity test results for the Academic**  
**Procrastination Scale (APS)**

No. Question Item	r table	R value Pearson Correlation	Decision
1	0,361	.524	Valid
2	0,361	.610	Valid

No. Question Item	r table	R value Pearson Correlation	Decision
3	0,361	.580	Valid
4	0,361	.432	Valid
5	0,361	.545	Valid
6	0,361	.498	Valid
7	0,361	.418	Valid
8	0,361	.323	Invalid
9	0,361	.359	Invalid
10	0,361	.077	Invalid
11	0,361	.457	Valid
12	0,361	.443	Valid
13	0,361	.589	Valid
14	0,361	.601	Valid
15	0,361	.618	Valid
16	0,361	.598	Valid
17	0,361	.764	Valid
18	0,361	.619	Valid
19	0,361	.653	Valid
20	0,361	.538	Valid
21	0,361	.691	Valid
22	0,361	.567	Valid
23	0,361	.603	Valid
24	0,361	.492	Valid
25	0,361	.191	Invalid

Table 3.6 above shows the results of validity testing using the

IMB SPSS Statistics 27 program. An item statement is considered valid if the calculated r is greater than the table r. Based on the results in the table above, the valid items were statements numbered 1, 2, 3, 4, 5, 6, 7, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, and 24, as the calculated r value was greater than the table r value.

#### b) Instrument Reliability

Reliability testing was conducted to measure the extent to which measurement results remain consistent with the measuring instrument used. An instrument is considered reliable or consistent if it



consistently provides the same answers.<sup>61</sup> The decision on whether an item is reliable is made if the alpha value is  $\geq 0.7$ , meaning that reliability is sufficient.

After the calculations were performed, the Academic Procrastination Scale-Student (PASS) was found to be reliable and usable. After conducting the analysis, it was found that the valid items could still represent all indicators with a reliability of 0.919 for the first questionnaire and a reliability of 0.881 for the second questionnaire. Therefore, the instrument can be used to collect reliable data. This reliability test was conducted using IBM SPSS Statistics 27 for Windows, and the results are as follows:

**Table 3.7**  
**Results of the Reliability Test of the Academic Procrastination Scale-Student (PASS)**

Cronbach's Alpha	N of item
.919	18

Table 3.7 shows that the reliability of the Academic Procrastination Scale-Student (PASS) indicates a reliability coefficient of 0.919, indicating that the scale is highly reliable.

**Table 3.8**  
**Results of the reliability test of the Academic Procrastination Scale (APS)**

Cronbach's Alpha	N of item
.881	25

Table 3.8 shows that the reliability of the Academic Procrastination Scale-Student (PASS) indicates a reliability coefficient of 0.881, indicating that the scale is highly reliable.

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<sup>61</sup> Abdullah et al., *Metodologi Penelitian Kuantitatif*.

#### D. Data Analysis

When all the data has been collected completely, the next step is to analyze it. In this study, descriptive statistical analysis was used. Descriptive statistical analysis is a technique used to describe or summarize data so that it is easier to understand and analyze. The main purpose of this analysis is to provide an overview of the patterns, trends, and variations in the collected data.<sup>62</sup> In this study, descriptive statistical analysis utilized the mean, mode, and standard deviation to provide an overview of students' procrastination levels and the factors influencing academic procrastination. The formulas used to calculate the mean, mode, and standard deviation are as follows:

##### 1. Mean

Mean is the result of summing up all the values in a data set and then dividing by the total number of values. It gives an idea of the average value of the whole data. The formula to use is as follows:

$$\bar{x} = \frac{\sum_{i=1}^n x_i}{n}$$

Notes:

$\bar{x}$  = The average of the sample data

n = the number of the sample

$x_i$  = an individual value in the dataset

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<sup>62</sup> Sulianta, *Metode Penelitian Kuantitatif*.

## 2. Mode

The mode is the value that appears most frequently in the data.

Here is the formula to find the mode:

$$Mo = TB + \frac{a}{(a + b)} \times C$$

Notes :

Mo = Mode

TB = The lower boundary of the modal class

a = The difference between the frequency of the modal class and the previous class

b = The difference between the frequency of the modal class and the next class

C = Class interval

## 3. Standard Deviation

Standard deviation is the square root of variance. It measures how far the data points are spread out from the average of the data set. In quantitative research, standard deviation is often used to evaluate the variation or diversity of data. The following is the standard deviation formula:

$$s = \sqrt{\frac{1}{n} \sum_{i=1}^k (X_i - \bar{X})^2}$$

Notes:

S = Standar deviation

n = The number of the sample

k = The total number of data points in the sample

$X_i$  = Represents each individual data point in the sample

$\bar{X}$  = The sample mean, which is the average of all the data points in the sample

Data analysis in this study was conducted quantitatively using Microsoft Excel. To achieve the research objectives, the researcher applied descriptive frequency analysis to each data obtained from a questionnaire containing 18 items related to students' academic procrastination. The level of academic procrastination was classified into three categories: low, moderate, and high. This classification is based on the following table (n = 18 items, Range = 72, SD = 12, M = 54).

**Table 3.9**  
**Categorization of Procrastination Level**

Level of Procrastination	Range Description
Low	$X \leq 42$
Moderate	$42 < X \leq 66$
High	$X > 66$

Source: Adapted from Azwar, 2012<sup>63</sup>

Table 3.9 will then be used to interpret the results of the first research question regarding the level of academic procrastination among students.

Meanwhile, for the second research focus on factors affecting student academic procrastination, the analysis was conducted using descriptive

<sup>63</sup> S Azwar, *Penyusunan Skala Psikologi*, Edisi 2 (Pustaka Pelajar, 2012).

quantitative methods by calculating the mean value using Microsoft Excel. From the various factors measured through the Likert scale questionnaire, this analysis aimed to identify the factor with the highest mean value as the main indicator contributing to academic procrastination. Based on the average responses of the respondents, the mean scores can be interpreted according to the following criteria:

**Table 3.10**  
**Criteria for Interpreting the Average Score of Respondents**

Skor Mean	Kriteria
1,00 - 2,33	Low
2,34 - 3,66	Moderate
3,67 - 5,00	High

Source: Adapted from Riduwan, 2015<sup>64</sup>

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<sup>64</sup> Riduwan, *Skala Pengukuran Variabel-Variabel Penelitian* (Bandung: Alfabeta, 2015).

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter reports the results of the research, which includes findings and discussion. Finding is information obtained from the field after conducting the research, while discussion is the process of making conclusions about the topic of this research.

#### A. Research Finding

In this section, the researcher presented the research findings, including explanations of the survey results obtained through questionnaire distribution. This section consisted of data presented according to the research focus, which included 1. The level of academic procrastination among EFL students in completing English assignments at the State Islamic University of Kiai Haji Achmad Siddiq Jember, 2. Factors that influenced academic procrastination in completing English assignments at the State Islamic University of Kiai Haji Achmad Siddiq Jember. The researchers would like to describe each item as follows:

##### **1. The level of academic procrastination among EFL students in completing English assignments at the State Islamic University of Kiai Haji Achmad Siddiq Jember.**

Based on data obtained from the first research questionnaire, there were six main indicators measured, namely writing term papers, studying for exams, keeping up with reading assignments, academic administrative tasks,

attending tasks, and school activities in general. The questionnaire consisted of 18 statements, with each indicator including three statement items.

The data from this questionnaire is presented in the form of respondents' total scores, which is the accumulated number of respondents' choices on 18 questionnaire items using a 1-5 Likert scale (1 = strongly disagree to 5 = strongly agree). The total score ranges from 18 (minimum) to 90 (maximum), reflecting the level of academic procrastination of students in doing English assignments. This score summary provides an initial overview of the overall distribution of procrastination levels of the 75 English teaching students who participated. Table 4.1 presents a list of respondents' total scores as a summary of data for each respondent.

**Table 4.1**  
**The Respondents' Total Scores from the Questionnaire**

No	Name	Total Score	No	Name	Total Score
1	FNS	52	39	JF	81
2	NA	60	40	FA	78
3	IB	60	41	MIIM	79
4	FI	54	42	GRA	78
5	LH	53	43	KN	82
6	NEF	53	44	PA	81
7	ESK	62	45	DPP	79
8	MA	50	46	HH	78
9	BHR	43	47	FDF	80
10	DI	53	48	SVA	79
11	DW	40	49	DA	78
12	DE	53	50	MT	81
13	AF	55	51	RD	80
14	QMM	47	52	WM	83
15	IYD	54	53	MSW	79
16	SR	54	54	AA	80
17	US	55	55	NDR	81
18	SK	54	56	RAM	82

No	Name	Total Score	No	Name	Total Score
19	AF	31	57	IAS	82
20	SU	60	58	AMH	82
21	WR	50	59	PDF	80
22	QNM	42	60	LA	80
23	DA	82	61	NF	78
24	MAF	81	62	SM	79
25	NAL	80	63	LM	80
26	SYI	81	64	NHA	80
27	AAM	49	65	ARR	79
28	RH	81	66	AZ	79
29	MYY	81	67	AFS	81
30	TK	83	68	AFA	80
31	SHI	82	69	ASM	78
32	MR	81	70	CIP	79
33	AZ	79	71	HM	82
34	AK	80	72	MAN	79
35	ANW	80	73	NZR	79
36	GA	77	74	AAH	79
37	VTF	83	75	IS	59
38	MM	81			

To interpret the total score, categorization criteria based on score ranges are used. These criteria help classify the level of procrastination as low, moderate, or high. Table 4.2 presents the total score interpretation ranges, where a low score indicates a minimal tendency to procrastinate, a moderate score indicates a moderate tendency, and a high score indicates a strong tendency that has the potential to hinder completing tasks.

**Table 4.2**  
**Categorization of Procrastination Level**

Level of Procrastination	Range Description
Low	$X \leq 42$
Moderate	$42 < X \leq 66$
High	$X > 66$



Based on these criteria, each respondent's total score provides an individual overview. Table 4.3 is used to determine each respondent's level of academic procrastination by correlating the total score with the procrastination level category.

**Table 4.3**  
**The Total Scores and Procrastination Levels of EFL Students**

No	Name	Total Score	Category	No	Name	Total Score	Category
1	FNS	52	Moderate	39	JF	81	High
2	NA	60	Moderate	40	FA	78	High
3	IB	60	Moderate	41	MIIM	79	High
4	FI	54	Moderate	42	GRA	78	High
5	LH	53	Moderate	43	KN	82	High
6	NEF	53	Moderate	44	PA	81	High
7	ESK	62	Moderate	45	DPP	79	High
8	MA	50	Moderate	46	HH	78	High
9	BHR	43	Moderate	47	FDF	80	High
10	DI	53	Moderate	48	SVA	79	High
11	DW	40	Low	49	DA	78	High
12	DE	53	Moderate	50	MT	81	High
13	AF	55	Moderate	51	RD	80	High
14	QMM	47	Moderate	52	WM	83	High
15	IYD	54	Moderate	53	MSW	79	High
16	SR	54	Moderate	54	AA	80	High
17	US	55	Moderate	55	NDR	81	High
18	SK	54	Moderate	56	RAM	82	High
19	AF	31	Low	57	IAS	82	High
20	SU	60	Moderate	58	AMH	82	High
21	WR	50	Moderate	59	PDF	80	High
22	QNM	42	Moderate	60	LA	80	High
23	DA	82	High	61	NF	78	High
24	MAF	81	High	62	SM	79	High
25	NAL	80	High	63	LM	80	High
26	SYI	81	High	64	NHA	80	High
27	AAM	49	Moderate	65	ARR	79	High
28	RH	81	High	66	AZ	79	High

No	Name	Total Score	Category
29	MYY	81	High
30	TK	83	High
31	SHI	82	High
32	MR	81	High
33	AZ	79	High
34	AK	80	High
35	ANW	80	High
36	GA	77	High
37	VTF	83	High
38	MM	81	High

No	Name	Total Score	Category
67	AFS	81	High
68	AFA	80	High
69	ASM	78	High
70	CIP	79	High
71	HM	82	High
72	MAN	79	High
73	NZR	79	High
74	AAH	79	High
75	IS	59	Moderate

Table 4.3 shows that 51 respondents were classified as high procrastinators with scores above 66. Meanwhile, 22 respondents were classified as moderate procrastinators, with scores ranging from 42 to 66. Only 2 respondents were classified as low procrastinators with scores below 42.

Based on this data, it can be concluded that the majority of students are at a high level of academic procrastination. Of the total 75 students involved in this study, 68% or 51 students were classified as having high academic procrastination. This means that most respondents tend to procrastinate on completing their English assignments, perhaps until the deadline is approaching or even after it has passed. Meanwhile, 29,33% or 22 students were classified as having moderate academic procrastination, indicating that they sometimes procrastinate but are still able to manage their tasks effectively. Only 2,67% or 2 students had low levels of procrastination, meaning that they usually completed their assignments on time and without

many obstacles. These findings suggest that procrastination on English assignments is quite common among students in the English education study program. Consequently, it is important to give special attention to overcoming procrastination to avoid its adverse effects on student achievement and learning activities.

## **2. Factors that influenced academic procrastination in completing English assignments at the State Islamic University of Kiai Haji Achmad Siddiq Jember.**

Based on data from the second research questionnaire, five main indicators contribute to academic procrastination among EFL students, particularly in completing English assignments. These indicators include Laziness, Distractions from the Surrounding Environment, Psychological Belief about Abilities, Time Management, Social Factors, and Personal Initiative. Procrastination involves the tendency to delay tasks such as daily assignments, midterm exam projects, and final exam projects. This questionnaire consists of 21 statement items to measure these aspects. Furthermore, the results of the analysis of each indicator will be described based on the questionnaire data.

### **a. Laziness**

This indicator measures the extent to which laziness triggers the delay of English assignments, such as daily assignments, midterm exam projects, and final exam projects. Table 4.4 presents the mean results of the two related statement items.

**Table 4.4**  
**Laziness**

Statement Items	Statement	Item Mean
Item 2	I put off projects until the last minute.	3.8800
Item 3	I have found myself waiting until the day before to start a big project.	2.1333
Average		3.0066

From Table 4.4, Item 2 shows a high value with a mean of 3.8800, illustrating how respondents often delay projects until the last minute, which is typical of procrastination on long-term tasks in the context of EFL. Meanwhile, Item 3 has a lower value with a mean of 2.1333, indicating that not all respondents fully agree with waiting until the day before to start a big project, although it still shows a tendency to procrastinate. The average value of the indicator reached 3.0066, which is in the moderate category, so it can be concluded that students in the English teaching program often experience significant laziness in doing English assignments.

b. Distractions to the Surrounding Environment

This indicator examines how environmental distractions and the desire for enjoyable activities impact students' focus when doing daily assignments, midterm exams, or final exams. Table 4.3 presents data from three statement items, all of which emphasize distractions from things around them.

**Table 4.5**  
**Distractions to the Surrounding Environment**

Statement Items	Statement	Item Mean
Item 5	When working on schoolwork, I usually get distracted by other things.	4.2133
Item 6	I waste a lot of time on unimportant things	4.1200

<b>Item 7</b>	I get distracted by other, more fun things when I am supposed to work on schoolwork.	4.2800
<b>Average</b>		4.2044

Item 5, with a mean of 4.2133, shows that students are easily distracted during study sessions. Item 6, with a mean of 4.1200, describes wasting time on unimportant things that interfere with daily EFL tasks, thereby slowing down daily learning efficiency. Furthermore, Item 7 achieved a mean of 4.2800, which describes how enjoyable activities such as sleeping, watching TV, or playing can distract students from their daily tasks. The mean environmental distraction indicator of 4.2044 was the highest among all factors. This indicates that almost all respondents felt that environmental distractions were the main trigger for academic procrastination, especially for daily tasks with flexible schedules, but also affected their concentration when preparing for the Final Semester Exam.

#### c. Psychological Beliefs about Abilities

This indicator measures students' confidence in their ability to work under pressure when doing English assignments, such as daily assignments, midterm exams, and final exams. Table 4.6 presents data from four statement items for this indicator.

**Table 4.6**  
**Psychological Beliefs about Abilities**

<b>Statement Items</b>	<b>Statement</b>	<b>Item Mean</b>
<b>Item 8</b>	Tests are meant to be studied for just the night before.	4.0266
<b>Item 9</b>	I feel prepared well in advance for most tests.	3.5200
<b>Item 10</b>	“Cramming” and last-minute studying is the best way that I study for a big test.	3.9466
<b>Item 11</b>	I allocate time so I don’t have to “cram” at	3.6666

	the end of the semester.	
<b>Average</b>		3.7899

Item 8, with a mean of 4.0266, and item 10, with a mean of 3.9466, indicate students' strong belief that cramming and last-minute preparation are the most effective methods for major exams such as midterm and final exams. Item 9, with a mean of 3.5200, indicates a lack of early preparation for midterm and final exams. On the other hand, item 11, with a mean of 3.6666, which is at a moderate level, indicates that students are still able to allocate time to avoid rushing to study at the end of the semester, although not consistently. Furthermore, with an indicator mean of 3.7899, this indicates that respondents tend to agree that confidence in their ability to work under pressure is the main trigger for procrastination in completing English academic assignments.

d. Time Management

The largest indicator consists of six items that measure students' ability to plan and allocate time to complete daily tasks, midterm exams, and final exams. A summary of these items is presented in Table 4.7.

**Table 4.7**  
**Time Management**

<b>Statement Items</b>	<b>Statement</b>	<b>Item Mean</b>
<b>Item 1</b>	I usually allocate time to review and proofread my work.	3.5200
<b>Item 13</b>	If an assignment is due at midnight, I will work on it until 11:59.	4.0000
<b>Item 14</b>	When given an assignment, I usually put it away and forget about it until it is almost due.	3.9333
<b>Item 18</b>	I tend to put off things for the next day.	4.0400
<b>Item 19</b>	I don't spend much time studying school material until the end of the semester.	4.0533
<b>Item 20</b>	I frequently find myself putting important deadlines off.	4.0000

<b>Average</b>	3.9244
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Item 1, with a mean of 3.5200, indicates that students set aside time to revise and edit their assignments, showing minimal effort in improving their work. Item 13, with a mean of 4.0000, item 14 with a mean of 3.9333, item 18 with a mean of 4.0400, item 19 with a mean of 4.0533, item 20 with a mean of 4.0000, with high means overall, reveal students' reluctance to start assignments early, reinforcing the picture of procrastination in an academic context. The overall mean indicator of 3.9244 indicates a strong influence of poor time management, including wasting time on unimportant activities that interfere with daily tasks, midterm exams, and final exams. The variation between items indicates that time management problems occur in various aspects, especially when daily tasks pile up before final exams.

e. Social Factors

This indicator consists of three statements, focusing on the influence of social interactions, such as socializing with friends, on daily tasks, midterm exams, and final exams.

**Table 4.8**  
**Social Factors**

<b>Statement Items</b>	<b>Statement</b>	<b>Item Mean</b>
<b>Item 15</b>	Friends usually distract me from schoolwork.	4.0000
<b>Item 16</b>	I find myself talking to friends or family instead of working on schoolwork.	4.0000
<b>Item 17</b>	On the weekends, I make plans to do homework and projects, but I get distracted and hang out with friends.	4.1200
<b>Average</b>		4.0400

Items 15 and 16 had a mean of 4.0000, indicating that students are often distracted by friends or family while studying. Meanwhile, Item 17 had a mean of 4.1200, highlighting the tendency to spend weekends hanging out instead of doing daily assignments. The average value of the indicator is 4.0400, which shows that respondents strongly agree that chatting with friends or family often distracts them from their daily tasks, including preparing for midterms and final exams. This indicates that social interaction is a main source of distraction for students, which ultimately causes them to procrastinate on their assignments.

f. Personal Initiative

The personal initiative indicator consists of three statements, focusing on the influence of self-reliance, such as completing tasks the night before exams, on daily tasks, midterm exams, and final exams.

**Table 4.9**  
**Personal Initiative**

Statement Items	Statement	Item Mean
<b>Item 4</b>	I know I should work on schoolwork, but I just don't do it.	3.9733
<b>Item 12</b>	I only study the night before exams.	4.0666
<b>Item 21</b>	If I don't understand something, I'll usually wait until the night before a test to figure it out.	3.8666
<b>Average</b>		3.9688

From Table 4.4, it can be seen that Item 4 has the highest mean of 3.9733, indicating that respondents most agree with the tendency of knowing that they should do their schoolwork but not doing it, which



often leads to significant delays in completing daily English assignments and midterm and final exams. Item 12, with a mean of 4.0666, and item 21, with a mean of 3.8666, indicate that students study at the last minute when major exams, such as midterm and final exams, are approaching. The overall mean indicator of 3.9688 shows a strong influence of personal initiative, illustrating the inability of students to initiate action to do or study earlier.

Based on the results of the data analysis presented in the table of average values for each academic procrastination factor indicator above, it was found that there are several factors that contribute to influencing the behavior of students at Kiai Haji Achmad Siddiq State Islamic University in Jember who tend to procrastinate. These factors include environmental distractions, social factors, personal initiative, time management, psychological beliefs about abilities, and laziness. Table 4.10 below shows the average values for each indicator of these factors.

**Table 4.10**  
**The Mean Value of Each Indicator of Academic Procrastination Factors**

No	Indicators	Average
1.	Distractions from the Surrounding Environment	4.2044
2.	Social Factors	4.0400
3.	Personal initiative	3.9688
4.	Time Management	3.9244
5.	Psychological Beliefs about Abilities	3.7899
6.	Laziness	3.0066

From Table 4.9, environmental distractions had the highest average score of 4.2044, indicating that students often experienced distractions from their surroundings when doing English assignments. This suggests that an

unfavorable learning environment was the dominant cause of academic procrastination.

Social factors also had a high average score of 4.0400. This indicates that social interactions, such as the desire to socialize or peer pressure, also influence students' tendency to procrastinate. This reinforces the view that social aspects cannot be separated from students' academic behavior.

The Personal Initiative factor, with an average of 3.9688, the Time Management factor, with a value of 3.9244, and the Psychological Beliefs about Abilities factor, with an average value of 3.7899, are also important factors that influence procrastination. Lack of initiative causes students to have no desire to complete assignments on time. Also, ineffective time management causes students to have difficulty managing their schedules, leading them to delay their work. Beliefs about the ability to learn under pressure also have an influence that causes students to procrastinate academically.

Laziness had the lowest average score of 3.0066, but still played a role in influencing procrastination. Laziness can be defined as a lack of internal motivation to start or complete a task, and it can lead to academic procrastination.

From the analysis of the factors of academic procrastination above, it can be concluded that environmental distractions are the most influential factor, with the highest average score of 4.2044. Social factors also have a

significant influence, with a score of 4.0400. Meanwhile, personal initiative, time management, Psychological Beliefs about Abilities, and laziness also contribute, but to a lesser extent. Although all these factors contribute significantly to academic procrastination, external factors such as environmental distractions and social aspects are more dominant than internal factors such as personal initiative, time management, Psychological Beliefs about Abilities, and laziness. This is because the average value of external factors is higher and reflects the influence of unfavorable external conditions and strong social factors.

## **B. DISCUSSION**

### **1. The level of academic procrastination among EFL students in completing English assignments at the State Islamic University of Kiai Haji Achmad Siddiq Jember.**

The findings show that the majority of EFL students at the State Islamic University of Kiai Haji Achmad Siddiq Jember exhibit high levels of academic procrastination (68%) in completing English assignments. Furthermore, 29,33% of students fall into the moderate academic procrastination category. The last category consists of students with low academic procrastination (2,67%). These findings indicate that procrastination is a significant problem for EFL students, affecting their ability to complete assignments effectively.

This is in accordance with several previous studies that found EFL students tend to engage in high levels of academic procrastination. Wirajaya

et al. found that their research sample showed high levels of procrastination (63%).<sup>65</sup> Similarly, a study conducted by Dharma shows that the level of academic procrastination among students falls into several categories, namely 10% in the very high category, 60% in the high category, 13.3% in the moderate category, 6.7% in the low category, and 10% in the very low category.<sup>66</sup> However, several other studies show variations with moderate levels of procrastination. For example, a study by Yuniar et al. found that the majority of students in the Guidance and Counseling Program, 90%, fell into the moderate category. Meanwhile, 2% fell into the high tendency category, and 8% into the low tendency category.<sup>67</sup> The study by Yuniar et al., which shows that the majority are at a moderate level, may be due to a less specific approach to tasks, so that procrastination is not too extreme. Meanwhile, in this study, the high level of EFL students (68%) may be due to the unique challenges faced by EFL students, such as tasks that are too difficult because they use a foreign language. This aligns with Steel's theory, which states that tasks that are perceived as difficult or specific will trigger higher levels of procrastination.<sup>68</sup>

## **2. Factors that influenced academic procrastination in completing English assignments at the State Islamic University of Kiai Haji Achmad Siddiq Jember.**

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<sup>65</sup> Wirajaya, "Investigating the Academic Procrastination of EFL Students."

<sup>66</sup> Andhika Mustika Dharma, "Prokrastinasi Akademik di Kalangan Mahasiswa Program Studi Dharma Acarya."

<sup>67</sup> Tasya Rizky Yuniar et al., "Bimbingan Dan Konseling Untuk Perilaku Prokrastinasi Akademik Pada Mahasiswa," *INSIGHT: Jurnal Bimbingan Konseling* 13, no. 1 (2025): 54–60, <https://doi.org/10.21009/INSIGHT.131.07>.

<sup>68</sup> Steel, "The Nature of Procrastination."

Based on the results of the study, five main indicators contribute to academic procrastination among EFL students at the State Islamic University of Kiai Haji Achmad Siddiq Jember, particularly in completing English assignments. These indicators include laziness, distractions from the surrounding environment, Psychological beliefs about abilities, time management, social factors, and personal initiative, where procrastination involves the tendency to procrastinate tasks such as daily assignments, midterm exam projects, and final exam projects.

First, the indicator of laziness in completing tasks obtained an average score of 3.0066, which is classified as low, but still plays a role in influencing academic procrastination among EFL students. These results are also reinforced by research conducted by Kurniawan, which concludes that excessive laziness is a major factor causing procrastination behavior in individuals.<sup>69</sup> Nabila also mentions that laziness in completing tasks as soon as possible is a factor that contributes to academic procrastination.<sup>70</sup> Jadidah et al., in their research, mention that academic procrastination arises from internal factors consisting of laziness, lack of mood, lack of enthusiasm, and fatigue.<sup>71</sup> Furthermore, Nadhira et al. mention that one of the causes of academic procrastination among students is laziness.<sup>72</sup> Based on the various studies above, it can be concluded that laziness has a significant contribution to academic procrastination behavior among students. Therefore, it is

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<sup>69</sup> Kurniawan, "Analysis of Factors Causing Academic Procrastination in Students."

<sup>70</sup> Nabila, "Faktor-Faktor Yang Berpengaruh Terhadap Prokrastinasi Akademik."

<sup>71</sup> Canavallia et al., "Faktor Penyebab Perilaku Prokrastinasi Akademik Pada Mahasiswa FITK Angkatan 2021 UIN Raden Fatah Palembang."

<sup>72</sup> Nadhirah, *Academic Procrastination Among the Students in Thesis Writing*.

important to find effective strategies to overcome this laziness so that students can be more productive in completing their academic tasks.

Indicators of distractions from the surrounding environment show an average score of 4.2044, which is the highest among all factors. This indicates that almost all respondents perceive environmental distractions as the main trigger for academic procrastination. This result is also reinforced by research conducted by Jadidah et al., which states that one of the factors that influences procrastination is the environment, such as when friends have not done their work, then they will not do their work either.<sup>73</sup> Nabila also explains that one of the causes of academic procrastination is external factors, such as distractions from the environment.<sup>74</sup> Nadhira et al. mention that an environment that does not support student productivity tends to affect the productivity of the people living in it, thus causing academic procrastination.<sup>75</sup> Based on the above findings, it can be concluded that environmental disturbances play a significant role in triggering academic procrastination behavior. Therefore, creating a conducive and distraction-free learning environment is very important to increase productivity and reduce the tendency to procrastinate.

The Psychological Beliefs about Ability indicator shows an average value of 3.7899. This indicates that respondents tend to agree that low self-confidence in handling pressure is the main trigger for academic task delays.

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<sup>73</sup> Canavallia et al., "Faktor Penyebab Perilaku Prokrastinasi Akademik pada Mahasiswa FITK Angkatan 2021 UIN Raden Fatah Palembang."

<sup>74</sup> Nabila, "Faktor-Faktor Yang Berpengaruh Terhadap Prokrastinasi Akademik."

<sup>75</sup> Nadhirah, *Academic Procrastination Among the Students in Thesis Writing*.

This result is also reinforced by research conducted by Anggraini et al., which states that low self-confidence and doubt in one's own abilities can lead to academic procrastination.<sup>76</sup> In her research, Dharma also explains that academic procrastination experienced by students consists of several aspects, one of which is belief in one's abilities.<sup>77</sup> Steel also emphasizes that low self-efficacy is a strong predictor of procrastination, especially in an academic context, where individuals with low self-confidence hold back on tasks to avoid failure.<sup>78</sup> Based on these various studies, it can be concluded that self-confidence in working under pressure plays an important role in influencing academic procrastination behavior. Therefore, increasing students' self-confidence through coping skills training or academic pressure simulations can be one way to reduce the tendency to procrastinate.

The time management indicator shows an average indicator value of 3.9244. It can be concluded that poor time management, including wasting time on unimportant activities, can cause academic procrastination among EFL students. These results are also reinforced by research conducted by Alajaili and Barella, which states that the main cause of procrastination among students is poor time management.<sup>79</sup> Anggraini et al. mention that good time management is one of the causes of academic procrastination, for

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<sup>76</sup> Sri Haryuniayu Anggraini et al., "Faktor-Faktor Penyebab Prokrastinasi Akademik Mahasiswa pada Mata Kuliah Penulisan Karya Tulis Ilmiah."

<sup>77</sup> Andhika Mustika Dharma, "Prokrastinasi Akademik di Kalangan Mahasiswa Program Studi Dharma Acarya."

<sup>78</sup> Steel, "The Nature of Procrastination."

<sup>79</sup> Alajaili and Barella, *Exploring The Factors and Experiences of Academic Procrastination among Libyan Students: A Qualitative Study*.



example, working on assignments close to the deadline.<sup>80</sup> Husain mentions that one of the factors causing academic procrastination is the inability to manage time well.<sup>81</sup> Students find it difficult to manage their time between lectures and activities outside of campus. Based on these findings, it can be concluded that effective time management is very important to prevent academic procrastination.

Indicators Social factors show that the average value of social interaction indicators is 4.0400. This indicates that chatting with friends or family often distracts students from their daily tasks, causing delays. This result is also reinforced by research conducted by Dharma, which states that some people procrastinate as a result of social activities that cause them to delay and enjoy procrastinating in a relaxed manner.<sup>82</sup> Jadidah et al. also mention that activities other than attending lectures, such as organizational activities, event committees, and work for those who are already employed, can be factors that delay individuals from completing their tasks.<sup>83</sup> Furthermore, Rohmatun found two factors that influence academic procrastination, namely internal factors and external factors. Internal factors include mental aspects, self-efficacy, and self-regulation, while external factors include social support received from people around them and the

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<sup>80</sup> Sri Haryuniayu Anggraini et al., "Faktor-Faktor Penyebab Prokrastinasi Akademik Mahasiswa pada Mata Kuliah Penulisan Karya Tulis Ilmiah."

<sup>81</sup> Husain et al., "Perilaku Prokrastinasi Akademik dan Faktor Penyebabnya pada Mahasiswa."

<sup>82</sup> Andhika Mustika Dharma, "Prokrastinasi Akademik di Kalangan Mahasiswa Program Studi Dharma Acarya."

<sup>83</sup> Canavallia et al., "Faktor Penyebab Perilaku Prokrastinasi Akademik pada Mahasiswa FITK Angkatan 2021 UIN Raden Fatah Palembang."



influence of peers or group conformity.<sup>84</sup> Based on these studies, it can be concluded that social factors have a significant influence on academic procrastination behavior.

The personal initiative indicator shows an average indicator value of 3.9688. This indicates a lack of personal initiative in working on and completing assignments on time. This result is reinforced by research conducted by Muyana, which shows that personal initiative contributes 17% to the phenomenon of academic procrastination among students.<sup>85</sup> Furthermore, research conducted by Yuniar et al. shows that personal initiative is one of the factors that contribute to influencing student academic procrastination.<sup>86</sup> Based on these findings, it can be concluded that developing personal initiative is very important to reduce academic procrastination among students.

Based on the overall analysis of the factors of academic procrastination above, it can be concluded that external factors are more dominant in influencing the procrastination behavior of EFL students than internal factors. External factors, such as environmental distractions with an average score of 4.2044 and social factors with a score of 4.0400, show higher scores, indicating that external conditions, such as distractions from the surroundings and social interactions, have a stronger impact on the delay of academic tasks. This is supported by research conducted by Abdul Rivai

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<sup>84</sup> “Prokrastinasi Akademik dan Faktor Yang Mempengaruhinya.”

<sup>85</sup> Muyana, “Prokrastinasi Akademik Dikalangan Mahasiswa Program Studi Bimbingan dan Konseling.”

<sup>86</sup> Yuniar et al., “Bimbingan Dan Konseling Untuk Perilaku Prokrastinasi Akademik pada Mahasiswa.”

Husain et al., which shows that external factors are 89.7% more dominant in influencing academic procrastination than internal factors 85%, because the environment and other external factors, such as friends and family, have a greater impact on students' academic procrastination behavior in completing tasks.<sup>87</sup> These findings indicate the need for interventions that focus on managing the external environment to reduce the tendency for academic procrastination among EFL students.



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<sup>87</sup> Husain et al., "Perilaku Prokrastinasi Akademik dan Faktor Penyebabnya pada Mahasiswa."

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusions drawn from the research findings and provides suggestions for future studies or educational practice based on the results.

#### A. Conclusion

Based on the results of the data analysis of the research on EFL Students' Academic Procrastination in Completing English Assignments at the State Islamic University of Kiai Haji Achmad Siddiq Jember, it can be concluded as follows:

1. The level of academic procrastination among EFL students in completing English assignments at the State Islamic University of Kiai Haji Achmad Siddiq Jember.

Based on the overall discussion of the results of this study, it can be concluded that the level of academic procrastination among EFL (English as a Foreign Language) students in completing English assignments at the State Islamic University of Kiai Haji Achmad Siddiq Jember is relatively high. Of the total 75 respondents, 68% or 51 students were in the high category, 29,33% or 22 students were in the medium category, and only 2,67% or 2 students were in the low category. This shows that procrastination is a significant problem that affects students' ability to complete academic assignments, such as daily assignments, midterm exam projects, and final exam projects, effectively.

2. The factors influencing academic procrastination in completing English assignments at the State Islamic University of Kiai Haji Achmad Siddiq Jember.

Factors that influence academic procrastination among students in completing English assignments include: 1) External factors, distractions from the surrounding environment, with the highest average score of 4.2044, social factors 4.0400; and 2) Internal factors, personal initiative 3.9688, time management 3.9244, psychological beliefs about ability 3.7899, and laziness in completing assignments 3.0066. These findings showed that external factors were more dominant than internal factors.

#### **B. Suggestion**

From all that has been covered in this research, the researcher has several suggestions to be presented:

1. For the teacher

The researcher suggests that English teachers organize collaborative study groups to reduce academic procrastination, as these groups address environmental and social factors by providing peer support, thereby increasing student motivation and performance in EFL learning.

2. For further researcher

The researcher suggests that future researchers use this study as a reference to explore academic procrastination among EFL students. In addition, other researchers are encouraged to explore new

ideas in similar studies from different perspectives, such as focusing on other tasks, such as final assignments or thesis writing.



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 J E M B E R

## Appendix 1: Matrix of the Research

### MATRIX

TITLE	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD	RESEARCH QUESTIONS
EFL Students' Academic Procrastination in Completing English Assignments at the State Islamic University of Kiai Haji Achmad Siddiq Jember	Academic Procrastination	<ol style="list-style-type: none"> <li>1. Level of academic procrastination</li> <li>2. Factors of academic procrastination: Laziness, Distractions from the surrounding environment, Psychological belief about abilities, Time management, Social factor, and Personal Initiative</li> </ol>	2nd, 4 <sup>th</sup> , and 6th-semester students of the English Education Study Program at the State Islamic University of Kiai Haji Achmad Siddiq Jember	<ul style="list-style-type: none"> <li>➤ Research approach: Quantitative approach</li> <li>➤ Research design: Survey</li> <li>➤ Data collection method: Questionnaire – skala Likert</li> <li>➤ Data analysis: descriptive statistic: Mean, Mode, Standard Deviation</li> </ul>	<ol style="list-style-type: none"> <li>1. What is the level of academic procrastination among EFL students in completing English assignments at the State Islamic University of Kiai Achmad Siddiq Jember?</li> <li>2. What factors do influence academic procrastination among EFL students in completing English assignments at the State Islamic University of Kiai Achmad Siddiq Jember?</li> </ol>

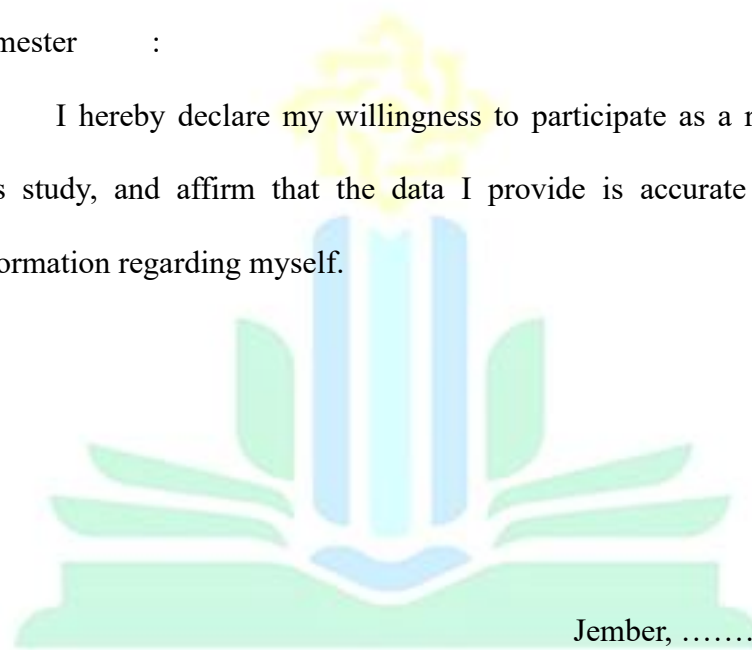
**Appendix 2: Consent Form****CONSENT FORM****A. Personal Identity**

Name :

Department :

Semester :

I hereby declare my willingness to participate as a respondent in this study, and affirm that the data I provide is accurate and truthful information regarding myself.



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### Appendix 3: Research Instruments

#### RESEARCH INSTRUMENT

In conducting the research, the researcher used research instruments that were compiled to make it easier for the researcher to collect the data needed:

#### A. Questionnaire to Determine Students' Level of Academic Procrastination

##### Questionnaire of Procrastination Assessment Scale-Student (PASS)

Instructions for filling out

1. Please read each statement carefully, then check (✓) the answer you choose in the right column with the following answer choices:  

Very Low	Low	Moderate	High	Very High
1	2	3	4	5
2. Please answer each question honestly, based on your actual experiences.
3. There are no right or wrong answers, all responses are deemed correct as long as they are based on your actual experiences.
4. Please ensure that all statements have been completed and that nothing has been omitted.
5. Confidentiality is upheld and guaranteed by the researcher.

##### Procrastination Assessment Scale-Student (PASS)

Indicators	Statements	1	2	3	4	5
Writing 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	7. To what degree do you procrastinate on this task?					

Assignments	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 taks?					
	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 taks?					
	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 taks?					
	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?					

## **B. Questionnaire to Determine the Factors that Influence Student Academic Procrastination**

### **Questionnaire of Academic Procrastination Scale (APS)**

Instructions for filling out

1. Please read each statement carefully, then check (✓) the answer you choose in the right column with the following answer choices:  
Very Low   Low   Moderate   High   Very High  
1            2            3            4            5
2. Please answer each question honestly, based on your actual experiences.
3. There are no right or wrong answer, all responses are deemed correct as long as they are based on your actual experiences.
4. Please ensure that all statements have been completed and that nothing has been omitted.
5. Confidentiality is upheld and guaranteed by the researcher.

### Academic Procrastination Scale (APS)

No	Statement	1	2	3	4	5
1.	I usually allocate time to review and proofread my work.					
2.	I put off projects until the last minute.					
3.	I have found myself waiting until the day before to start a big project.					
4.	I know I should work on school work, but I just don't do it.					
5.	When working on schoolwork, I usually get distracted by other things.					
6.	I waste a lot of time on unimportant things.					
7.	I get distracted by other, more fun, things when I am supposed to work on schoolwork.					
8.	Tests are meant to be studied for just the night before.					
9.	I feel prepared well in advance for most tests.					
10.	"Cramming" and last minute studying is the best way that I study for a big test.					
11.	I allocate time so I don't have to "cram" at the end of the semester.					
12.	I only study the night before exams.					
13.	If an assignment is due at midnight, I will work on it until 11:59.					
14.	When given an assignment, I usually put it away and forget about it until it is almost due.					
15.	Friends usually distract me from schoolwork.					
16.	I find myself talking to friends or family instead of working on school work.					
17.	On the weekends, I make plans to do homework and projects, but I get distracted and hang out with friends.					
18.	I tend to put off things for the next day.					
19.	I don't spend much time studying school material until the end of the semester.					
20.	I frequently find myself putting important deadlines off.					
21.	If I don't understand something, I'll usually wait until the night before a test to figure it out.					

#### Appendix 4: School Profile

##### A. Profile of State Islamic University of Kiai Haji Achmad Siddiq Jember

1. Name : State Islamic University of Kiai Haji Achmad Siddiq Jember
  2. NPSN : 201023
  3. Established : 1965
  4. Address : Mataram 1 Street, Karang Mluwo
  5. Zip code : 201023
  6. Village : Mangli
  7. Districts : Kaliwates
  8. Regency-city : Jember
  9. Province : East Java
  10. School status : Negeri
  11. The rector name : Prof. Dr. H. Hepni, S.Ag., M.M., CPEM
  12. Education level : University
  13. Accreditation : A
1. Goal, Vision, and Mission of the University
    - a. Goal of the university
      - 1) Producing superior graduates who have academic capacity, managerial skills, open and moderate perception, to unite science and society based on local wisdom.
      - 2) Making the University a leading and open center for scientific development based on local wisdom in the field of research.
      - 3) Affirming the role of the University in resolving national problems based on moderate Islamic and humanitarian insights.
      - 4) Increase public trust and build cooperation between domestic and foreign institutions.
    - b. Vision
 

“Becoming a Leading Islamic Higher Education in Southeast Asia by 2045 with In-Depth Knowledge Based on Local Wisdom for Humanity And Civilization”

c. Mission

- 1) Integrating and developing Islamic, scientific, and Indonesian studies based on local wisdom in the implementation of education and teaching.
- 2) Improving the quality of the research to produce original knowledge that is beneficial for academic and humanitarian interests.
- 3) Increasing partnerships between the university and the community in the development of science and religion for the welfare of society.
- 4) Exploring and applying local wisdom values to create a civilized society.
- 5) Develop collaboration with various parties on a regional, national, and international scale to support the quality of implementation of the tridharma of higher education.



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R



## Appendix 5: Uji Validitas dan Reliabilitas Item

### Uji Validitas dan Reliabilitas Item (PASS – Questionnaire 1)

		Correlations																			
		item1	item2	item3	item4	item5	item6	item7	item8	item9	item10	item11	item12	item13	item14	item15	item16	item17	item18	total	
item1	Pearson Correlation	1	.247	.627**	.593**	.247	.606**	1.000**	.110	.575**	.649**	.367*	.594**	.934**	.110	.575**	.649**	.367*	.654**	.848**	
	Sig. (2-tailed)		.188	<.001	<.001	.188	<.001	.000	.563	<.001	<.001	.046	<.001	<.001	.563	<.001	<.001	.046	<.001	<.001	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item2	Pearson Correlation	.247	1	.271	-.165	.964**	.087	.247	.186	.106	-.107	.731**	.247	.321	.186	.106	-.107	.731**	.152	.425*	
	Sig. (2-tailed)	.188		.148	.384	<.001	.646	.188	.326	.578	.574	<.001	.189	.083	.326	.578	.574	<.001	.424	.019	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item3	Pearson Correlation	.627**	.271	1	.411*	.271	.807**	.627**	.164	.614**	.447*	.227	.852**	.699**	.164	.614**	.447*	.227	.843**	.822**	
	Sig. (2-tailed)	<.001	.148		.024	.148	<.001	<.001	.387	<.001	.013	.227	<.001	<.001	.387	<.001	.013	.227	<.001	<.001	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item4	Pearson Correlation	.593**	-.165	.411*	1	-.165	.354	.593**	.384*	.464**	.932**	-.056	.264	.522**	.384*	.464**	.932**	-.056	.412*	.616*	
	Sig. (2-tailed)	<.001	.384	.024		.384	.055	<.001	.036	.010	<.001	.767	.158	.003	.036	.010	<.001	.767	.024	<.001	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item5	Pearson Correlation	.247	.964**	.271	-.165	1	.087	.247	.050	.106	-.107	.870**	.247	.321	.050	.106	-.107	.870**	.152	.425*	
	Sig. (2-tailed)	.188	<.001	.148	.384		.646	.188	.794	.578	.574	<.001	.189	.083	.794	.578	.574	<.001	.424	.019	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item6	Pearson Correlation	.606**	.087	.807**	.354	.087	1	.606**	.212	.634**	.372*	.116	.761**	.587**	.212	.734**	.372*	.116	.837**	.756**	
	Sig. (2-tailed)	<.001	.646	<.001	.055	.646		<.001	.260	<.001	.043	.543	<.001	<.001	.260	<.001	.043	.543	<.001	<.001	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item7	Pearson Correlation	1.000**	.247	.627**	.593**	.247	.606**	1	.110	.575**	.649**	.367*	.594**	.934**	.110	.575**	.649**	.367*	.654**	.848**	
	Sig. (2-tailed)	.000	.188	<.001	<.001	.188	<.001		.563	<.001	<.001	.046	<.001	<.001	.563	<.001	<.001	.046	<.001	<.001	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item8	Pearson Correlation	.110	.186	.164	.384*	.050	.212	.110	1	.324	.312	-.107	-.080	.186	1.000**	.433*	.312	-.107	.032	.381*	
	Sig. (2-tailed)	.563	.326	.387	.036	.794	.260	.563		.080	.094	.574	.675	.326	.000	.017	.094	.574	.867	.038	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item9	Pearson Correlation	.575**	.106	.614**	.464**	.106	.634**	.575**	.324	1	.386*	.161	.531**	.543**	.324	.912**	.386*	.161	.681**	.752**	
	Sig. (2-tailed)	<.001	.578	<.001	.010	.578	<.001	<.001	.080		.035	.395	.003	.002	.080	<.001	.035	.395	<.001	<.001	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item10	Pearson Correlation	.649**	-.107	.447*	.932**	-.107	.372*	.649**	.312	.386*	1	-.005	.395*	.591**	.312	.386*	1.000**	-.005	.435*	.648*	
	Sig. (2-tailed)	<.001	.574	.013	<.001	.574	.043	<.001	.094	.035		.980	.031	<.001	.094	.035	.000	.980	.016	<.001	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item11	Pearson Correlation	.367*	.731**	.227	-.056	.870**	.116	.367*	-.107	.161	-.005	1	.283	.312	-.107	.161	-.005	1.000**	.189	.458*	
	Sig. (2-tailed)	.046	<.001	.227	.767	<.001	.543	.046	.574	.395	.980		.129	.094	.574	.395	.980	.000	.318	.011	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item12	Pearson Correlation	.594**	.247	.852**	.264	.247	.761**	.594**	-.080	.531**	.395*	.283	1	.573**	-.080	.444*	.395*	.283	.909**	.729**	
	Sig. (2-tailed)	<.001	.189	<.001	.158	.189	<.001	<.001	.675	.003	.031	.129		<.001	.675	.014	.031	.129	<.001	<.001	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item13	Pearson Correlation	.934**	.321	.699**	.522**	.321	.587**	.934**	.186	.543**	.591**	.312	.573**	1	.186	.543**	.591**	.312	.631**	.840**	
	Sig. (2-tailed)	<.001	.083	<.001	.003	.083	<.001	<.001	.326	.002	<.001	.094	<.001		.326	.002	<.001	.094	<.001	<.001	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item14	Pearson Correlation	.110	.186	.164	.384*	.050	.212	.110	1.000**	.324	.312	-.107	-.080	.186	1	.433*	.312	-.107	.032	.381*	
	Sig. (2-tailed)	.563	.326	.387	.036	.794	.260	.563	.000	.080	.094	.574	.675	.326		.017	.094	.574	.867	.038	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item15	Pearson Correlation	.575**	.106	.614**	.464**	.106	.734**	.575**	.433*	.912**	.386*	.161	.444*	.543**	.433*	1	.386*	.161	.585**	.760**	
	Sig. (2-tailed)	<.001	.578	<.001	.010	.578	<.001	<.001	.017	<.001	.035	.395	.014	.002	.017		.035	.395	<.001	<.001	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item16	Pearson Correlation	.649**	-.107	.447*	.932**	-.107	.372*	.649**	.312	.386*	1.000**	-.005	.395*	.591**	.312	.386*	1	-.005	.435*	.648*	
	Sig. (2-tailed)	<.001	.574	.013	<.001	.574	.043	<.001	.094	.035	.000	.980	.031	<.001	.094	.035		.980	.016	<.001	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item17	Pearson Correlation	.367*	.731**	.227	-.056	.870**	.116	.367*	-.107	.161	-.005	1.000**	.283	.312	-.107	.161	-.005	1	.189	.458*	
	Sig. (2-tailed)	.046	<.001	.227	.767	<.001	.543	.046	.574	.395	.980	.000	.129	.094	.574	.395	.980		.318	.011	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
item18	Pearson Correlation	.654**	.152	.843**	.412*	.152	.837**	.654**	.032	.681**	.435*	.189	.909**	.631**	.032	.585**	.435*	.189	1	.783**	
	Sig. (2-tailed)	<.001	.424	<.001	.024	.424	<.001	<.001	.867	<.001	.016	.318	<.001	<.001	.867	<.001	.016	.318		<.001	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
total	Pearson Correlation	.848**	.425*	.822**	.616**	.425*	.756**	.848**	.381*	.752**	.648**	.458*	.729**	.840**	.381*	.760**	.648**	.458*	.783**	1	
	Sig. (2-tailed)	<.001	.019	<.001	<.001	.019	<.001	<.001	.038	<.001	<.001	.011	<.001	<.001	.038	<.001	<.001	.011	<.001		
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

## Reliability Statistics

Cronbach's Alpha	N of Items
.919	18

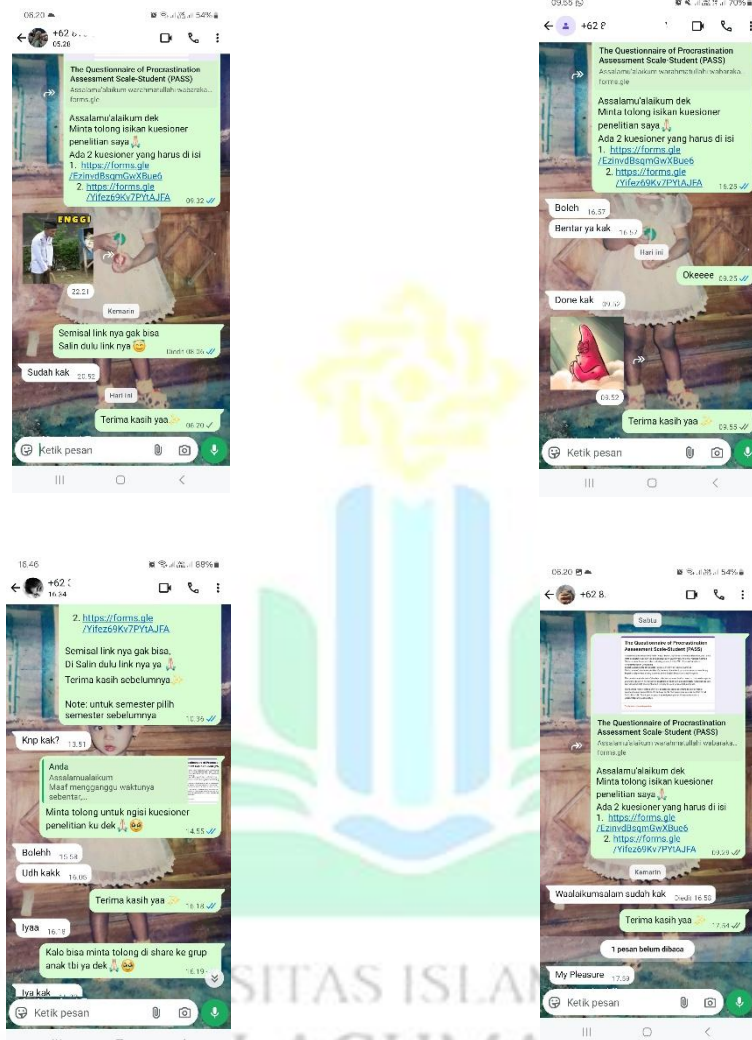
### Uji Validitas dan Reliabilitas Item (APS – Questionnaire 2)

		Correlations																										
		Item1	Item2	Item3	Item4	Item5	Item7	Item8	Item9	Item10	Item11	Item12	Item13	Item14	Item15	Item16	Item17	Item18	Item19	Item20	Item21	Item22	Item23	Item24	Item25	TOTAL		
Item1	Person Correlation	1	387	460	239	118	457	883	889	-124	-160	592	527	960	435	843	711	440	226	371	531	167	578	159	221	100	524	
	Sig (2-Tailed)		.007	.001	.129	.536	.012	.684	.641	.153	.199	.001	.753	.016	.823	.711	.013	.228	.367	.003	.377	.001	.400	.241	.598	.095	.003	
	N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Item2	Person Correlation	.387	1	.295	.827	.159	.309	.215	-.127	-.131	-.016	.172	.493	157	.582	.330	.304	.656	.210	.612	.474	.297	.592	-.019	.342	.013	.610	
	Sig (2-Tailed)		.037	.113	+.001	.403	.097	.255	.594	.491	.833	.363	.008	.407	+.001	.075	.102	+.001	.266	+.001	.009	.111	+.001	.922	.064	.947	+.001	
	N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Item3	Person Correlation	.460	.295	1	.207	.425	.305	-.106	.300	.108	-.147	.205	.055	.872	.089	.350	.214	.324	.547	.242	.318	.460	.036	.446	.062	.356	.580	
	Sig (2-Tailed)		.011	.113	.173	.019	.102	.577	.187	.517	.187	.139	.276	.772	+.001	.641	.058	.257	.081	.002	.187	.007	.011	.849	.013	.743	.054	+.001
	N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Item4	Person Correlation	.263	.827	.207	1	.114	.114	.051	-.143	-.118	-.073	.400	.373	.078	.446	.196	.414	.377	.228	.605	.397	.010	.479	-.097	.161	.000	.432	
	Sig (2-Tailed)		.129	.001	.273	.550	.547	.788	.452	.536	.705	.035	.042	.683	.014	.268	.023	.440	.231	+.001	.830	.956	.007	.611	.395	1.000	.017	
	N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Item5	Person Correlation	.118	.159	.423	.114	1	.873	.343	.228	.236	.391	.048	.111	.353	.173	.374	.307	.424	.383	.238	.554	.128	.317	.070	.078	.001	.001	
	Sig (2-Tailed)		.536	.403	.019	.550	.705	.084	.238	.039	.033	.721	.558	.055	.301	+.001	.725	.020	.130	.205	.002	.497	.636	.095	.667	.634	.002	
	N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Item6	Person Correlation	.451	.309	.305	.114	.072	1	.186	.370	.238	.187	.515	.200	.081	.311	.070	.716	.268	.415	-.025	.812	.642	.110	.176	.277	-.193	.498	
	Sig (2-Tailed)		.012	.067	.102	.547	.705	.325	.044	.205	.321	.004	.290	.672	.094	.714	.010	.153	.023	.897	.949	+.001	.563	.352	.139	.307	.005	
	N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Item7	Person Correlation	.083	.215	-.106	.051	.343	.186	1	.406	.562	.154	.194	.486	.054	.311	.159	.140	.532	.014	.174	-.139	.116	.357	.203	.164	-.286	.418	
	Sig (2-Tailed)		.664	.255	.577	.788	.664	.325	.026	+.001	.418	.305	.008	.776	.095	.403	.460	.002	.943	.359	.465	.540	.053	.293	.386	.125	.021	
	N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Item8	Person Correlation	.089	-.127	.300	-.143	.226	.370	.406	1	.307	.162	.059	.117	.319	.102	.054	.203	.015	.476	-.166	-.070	.101	-.092	.386	.037	-.022	.323	
	Sig (2-Tailed)		.641	.504	.107	.452	.230	.444	.026	.099	.310	.756	.539	.086	.590	.777	.291	.938	.008	.258	.174	.594	.631	.335	.846	.089	.082	
	N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Item9	Person Correlation	-.124	-.139	.108	-.116	.397	.239	.582	.187	1	-.129	.045	.236	.415	.396	.271	.184	.477	.270	-.051	.254	.238	.084	.276	.376	.395	-.225	.359
	Sig (2-Tailed)		.513	.491	.531	.526	.029	.230	+.001	.099	.100	.490	.617	.067	.695	.030	.147	.309	.140	.798	.170	.204	.668	.139	.095	.231	.061	
	N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Item10	Person Correlation	-.160	.016	-.147	-.073	.391	-.187	.154	.182	-.129	1	.066	.204	.091	.043	.238	-.263	-.178	-.267	-.077	.444	-.159	.445	-.024	-.025	.020	.077	
	Sig (2-Tailed)		.399	.833	.439	.790	.033	.321	.418	.310	.486	.729	.279	.634	.822	.208	.160	.346	.154	.686	.014	.491	.815	.899	.897	.918	.684	
	N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Item11	Person Correlation	.592	.172	.205	.840	.068	.515	.194	.059	.095	.066	1	.227	.490	.185	.223	.478	.187	.000	.352	.832	.620	.000	.232	.100	.026	.457	
	Sig (2-Tailed)		+.001	.363	.276	.835	.721	.084	.305	.756	.617	.729	.227	.006	.327	.236	.007	.322	1.000	.566	.869	+.001	1.000	.216	.587	.890	.011	
	N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Item12	Person Correlation	.060	.493	.055	.373	.111	.200	.486	.117	.339	.204	.227	1	.038	.477	.240	.167	.475	.090	.251	.699	.135	.439	-.042	.258	-.179	.443	
	Sig (2-Tailed)		.753	.006	.772	.842	.558	.290	.006	.539	.067	.279	.227	.841	.008	.201	.379	.008	.637	.182	.691	.477	.015	.824	.169	.039	.014	
	N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Item13	Person Correlation	.435	.157	.872	.078	.353	.881	.054	.194	.075	.081	.490	.038	1	.181	.432	.325	.320	.451	.395	.210	.375	.012	.552	.138	.445	.589	
	Sig (2-Tailed)		.016	.407	+.001	.863	.005	.872	.776	.886	.695	.634	.006	.841	.336	.017	.079	.085	.012	.331	.285	.041	.951	.002	.488	.014	.001	
	N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Item14	Person Correlation	.043	.582	.099	.464	.177	.311	.311	.102	.396	.043	.185	.477	.191	1	.482	.493	.717	.400	.374	.218	.304	.364	.398	.535	-.240	.801	
	Sig (2-Tailed)		.823	+.001	.641	.014	.351	.094	.895	.590	.830	.822	.327	.008	.338	.007	.007	.001	.828	.842	.247	.182	.488	.843	.002	.262	.001	
	N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Item15	Person Correlation	.071	.330	.350	.196	.729	.070	.159	.054	.271	.238	.223	.240	.432	.482	1	.248	.588	.495	.410	.588	.222	.053	.286	.180	.058	.618	
	Sig (2-Tailed)		.711	.075	.058	.288	+.001	.714	.403	.777	.147	.206	.236	.201	.017	.007	.186	+.001	.005	.024	+.001	.239	.769	.125	.342	.762	.001	
	N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Item16	Person Correlation	.449	.304	.214	.414	.067	.716	-.140	.263	.184	-.263	.479	.167	.325	.483	.248	1	.457	.568	.321	.883	.556	.246	.242	.238	.088	.598	
	Sig (2-Tailed)		.013	.102	.257	.023	.725	+.001	.460	.281	.331	-.160	.007	.379	.079	.007	.186	.010	.014	.684	.001	.190	.188	.296	.655	.001	.001	
	N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Item17	Person Correlation	.228	.658	.324	.377	.424	.268	.532	.015	.477	-.178	.187	.475	.320	.717	.588	.457	1	.477	.567	.287	.463	.535	.270	.455	-.095	.764	
	Sig (2-Tailed)		.226	.001	.081	.440	.020	.153	.002	.938	.008	.346	.322	.008	.085	+.001	+.001	.011	.008	.001	.124	.010	.002	.148	.012	.618	.001	
	N		30	30	30	30	30	30	30	30	30	30	30															

## Reliability Statistics

Cronbach's Alpha	N of Items
.881	25

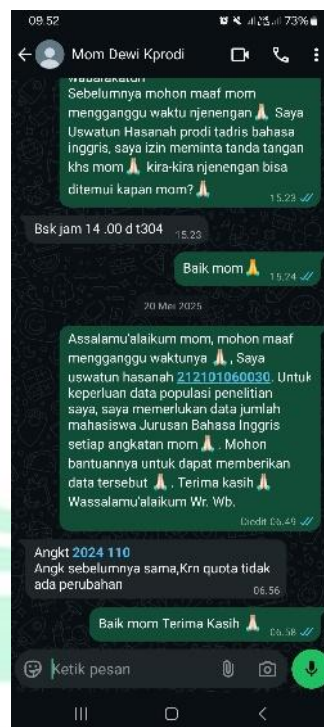
## Appendix 7: Picture of Questionnaire Process



The researcher contacted respondents to fill out questionnaires

## Appendix 8: Determining the Research Population

In determining the research population, the researcher contacted the head of the English education department to find out the number of English education students.



Picture of the researcher contacting the head of the English education department to obtain the number of English education students.

## Appendix 9: Students' Questionnaire Score

### Students' Questionnaire Score (PASS – Questionnaire 1)

No	Name	Q-1	Q-2	Q-3	Q-4	Q-5	Q-6	Q-7	Q-8	Q-9	Q-10	Q-11	Q-12	Q-13	Q-14	Q-15	Q-16	Q-17	Q-18	TOTAL
1	FNS	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	52
2	NA	4	5	3	4	5	2	3	4	1	4	4	2	4	4	2	3	4	2	60
3	IB	5	3	2	1	5	1	5	5	1	2	3	5	4	5	2	5	5	1	60
4	FI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	54
5	LH	3	3	4	2	3	4	2	3	3	3	2	3	3	4	4	3	2	2	53
6	NEF	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	53
7	ESK	3	4	4	3	3	4	4	4	3	4	4	3	4	3	2	3	4	3	62
8	MA	3	5	1	3	5	1	3	5	1	2	5	1	1	5	1	1	5	2	50
9	BHR	4	2	1	4	2	1	4	2	2	4	2	1	4	2	1	4	2	1	43
10	DI	3	3	3	3	3	3	3	3	3	3	3	3	1	3	4	2	3	4	53
11	DW	3	4	1	3	4	1	3	3	1	2	3	1	3	3	1	2	1	1	40
12	DE	4	3	2	3	4	1	2	3	3	3	3	3	4	4	2	3	3	3	53
13	AF	4	2	2	4	3	2	4	3	2	3	3	2	4	3	3	4	3	4	55
14	QMM	3	4	1	2	2	1	1	1	5	3	4	5	2	2	4	2	2	3	47
15	IYD	3	3	3	3	3	4	2	3	3	2	3	3	3	3	4	3	3	3	54
16	SR	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	54
17	US	3	3	2	4	3	3	3	3	3	3	3	3	3	3	3	4	4	2	55
18	SK	3	5	1	3	4	2	3	4	2	3	4	2	3	4	2	3	4	2	54
19	AF	1	1	2	1	1	1	1	2	1	1	2	1	3	5	1	2	3	2	31
20	SU	4	4	2	4	4	2	4	4	2	4	4	2	4	4	2	4	4	2	60
21	WR	3	4	1	2	5	1	4	5	1	3	3	3	1	5	1	2	5	1	50
22	QNM	3	3	1	3	3	1	3	3	1	3	3	1	3	3	1	3	3	1	42
23	DA	5	4	5	4	5	5	4	5	5	5	4	5	4	5	4	5	4	4	82
24	MAF	4	4	5	4	5	4	4	5	5	4	5	5	4	5	5	5	4	4	81
25	NAL	4	5	4	4	5	4	4	5	5	4	5	5	4	5	4	5	4	4	80
26	SYI	4	5	4	4	5	5	4	5	5	5	4	4	5	4	5	4	5	4	81
27	AAM	4	4	2	2	2	2	3	3	3	3	3	3	2	2	3	4	3	1	49
28	RH	5	4	5	5	4	4	5	4	5	5	4	4	5	4	5	5	4	4	81
29	MYI	5	5	5	4	5	4	4	5	5	5	4	3	5	4	4	5	4	5	81
30	TK	5	4	4	4	5	5	5	5	5	4	5	5	5	4	4	5	4	5	83
31	SHI	5	4	5	5	5	5	5	4	4	4	5	5	4	5	4	5	4	4	82
32	MR	5	4	4	4	5	5	4	5	5	5	5	3	4	5	5	5	4	4	81
33	AZ	4	5	3	5	4	4	5	5	5	4	5	4	4	4	4	5	4	5	79
34	AK	5	4	4	4	5	3	5	5	5	4	5	4	5	4	5	5	4	4	80
35	ANW	4	4	4	5	4	5	5	4	5	4	5	4	5	5	3	4	5	5	80
36	GA	5	4	4	4	4	3	5	4	5	4	5	4	5	4	4	4	5	4	77
37	VTF	5	5	4	4	5	5	4	5	5	5	4	3	5	5	4	5	5	5	83
38	MM	5	4	5	5	4	4	5	5	5	4	4	5	5	4	4	4	5	4	81

39	JF	5	5	3	5	4	5	4	5	4	4	5	5	5	4	5	4	5	4	81
40	FA	5	4	5	4	5	4	4	4	2	5	4	4	5	5	5	4	5	4	78
41	MIIM	4	5	4	4	5	5	4	5	4	5	4	3	5	4	4	5	4	5	79
42	GRA	5	4	4	4	4	4	5	5	3	5	4	4	5	4	4	4	5	5	78
43	KN	5	4	4	5	4	5	5	5	3	5	5	5	5	4	5	4	5	4	82
44	PA	5	4	5	5	4	4	4	5	4	4	5	5	5	5	4	5	4	4	81
45	DPP	5	4	4	4	5	4	5	4	4	4	5	4	5	4	5	4	5	4	79
46	HH	4	5	4	4	5	4	4	4	4	5	4	5	5	4	3	4	5	5	78
47	FDF	4	4	4	5	4	5	5	4	4	5	4	5	4	5	4	4	5	5	80
48	SVA	4	5	4	5	4	5	5	4	5	4	5	4	5	4	3	4	5	4	79
49	DA	4	5	3	5	4	5	4	4	4	5	4	4	4	5	4	4	5	5	78
50	MT	5	5	4	4	5	5	5	4	4	4	5	3	5	5	5	4	5	4	81
51	RD	5	4	5	5	5	3	4	5	4	4	5	5	5	5	3	5	4	4	80
52	WM	5	4	4	4	5	5	5	5	4	4	5	5	5	4	5	5	4	5	83
53	MSW	5	4	5	4	5	4	5	4	5	5	4	4	5	4	3	4	4	5	79
54	AA	4	5	5	4	5	4	5	4	5	5	4	4	5	4	4	5	4	4	80
55	NDR	5	4	4	4	5	5	5	4	5	5	4	3	4	5	5	5	4	5	81
56	RAM	5	5	5	4	5	4	5	4	4	4	5	3	5	4	5	5	5	5	82
57	IAS	4	5	5	5	5	4	4	5	5	5	4	4	5	4	5	4	5	4	82
58	AMH	5	5	4	4	5	5	4	4	4	5	5	4	5	4	5	4	5	5	82
59	PDF	4	5	4	4	5	5	4	4	3	5	4	4	5	5	5	4	5	5	80
60	LA	4	5	5	5	4	4	4	5	4	5	5	5	4	5	3	5	4	4	80
61	NF	5	4	5	4	5	4	4	4	4	5	4	5	5	4	3	4	5	4	78
62	SM	5	5	5	4	5	4	5	4	4	4	5	5	5	4	4	4	5	3	79
63	LM	5	4	5	5	4	4	4	4	3	5	5	5	4	5	5	5	4	4	80
64	NHA	5	4	4	4	5	5	4	5	5	4	5	4	4	5	3	4	5	5	80
65	ARR	5	4	4	4	5	3	5	5	5	4	5	4	5	4	3	5	4	5	79
66	AZ	4	5	3	5	5	4	4	5	4	5	4	5	5	4	4	4	5	4	79
67	AFS	5	4	5	4	5	4	5	4	5	4	5	3	5	5	5	4	5	4	81
68	AFA	4	5	4	5	4	4	5	4	5	4	4	4	5	4	5	5	4	5	80
69	ASM	5	4	3	4	5	5	5	4	4	4	5	5	5	4	4	4	5	3	78
70	CIP	4	5	5	5	4	3	4	4	4	5	4	5	4	5	4	5	4	5	79
71	HM	5	5	3	4	5	5	5	4	4	5	5	5	4	5	4	5	4	5	82
72	MAN	4	5	4	5	4	4	4	5	4	4	5	3	5	4	5	5	4	5	79
73	NZR	5	4	3	4	5	4	4	5	5	4	5	4	5	4	5	4	5	4	79
74	AAH	4	5	5	5	5	3	4	5	4	4	5	4	4	4	4	5	4	5	79
75	IS	5	4	2	3	3	2	4	4	4	2	4	4	2	4	4	1	5	4	59

### Students' Questionnaire Score (APS – Questionnaire 2)

39	JF	4	5	1	5	4	5	5	4	4	5	5	4	5	4	5	4	5	4	5	5	4	92
40	FA	4	4	1	4	5	4	5	4	5	4	4	5	4	5	4	5	5	4	4	5	5	90
41	MIIM	4	4	1	5	5	4	4	5	4	5	4	5	4	5	5	5	4	3	4	4	5	89
42	GRA	4	4	1	4	5	4	5	5	4	4	5	5	4	5	5	5	5	5	4	4	5	92
43	KN	4	4	1	4	4	5	5	4	1	4	5	5	5	4	5	4	5	4	5	4	4	86
44	PA	4	4	1	4	5	5	5	4	1	4	5	5	5	5	4	4	5	5	5	4	4	88
45	NF	5	4	2	4	5	4	5	5	4	4	3	5	5	5	4	4	5	5	4	4	5	91
46	AAH	5	4	2	4	5	4	5	4	4	4	4	4	5	5	4	4	5	4	5	4	5	90
47	HM	4	4	2	5	5	4	1	4	4	2	3	5	5	4	5	5	4	5	5	4	5	85
48	AF	4	4	1	4	5	4	4	4	5	4	4	5	4	3	5	5	4	4	4	5	4	87
49	ARR	4	4	1	4	4	5	4	4	5	4	4	5	5	4	4	4	4	5	5	4	4	87
50	NZR	5	4	2	5	5	4	5	5	4	4	4	4	4	4	4	5	5	4	4	4	5	90
51	MAN	4	4	1	4	5	4	5	5	4	5	5	5	5	5	4	5	5	5	5	5	5	95
52	AZ	4	4	1	5	5	5	4	5	4	5	4	5	5	4	5	5	5	5	5	5	5	95
53	MSW	5	4	2	5	4	5	5	4	4	4	4	5	5	5	5	5	4	5	4	3	5	92
54	IS	1	3	4	1	3	1	5	5	1	4	2	1	1	1	1	5	3	3	1	4	1	51
55	DPP	4	5	2	5	4	5	4	5	5	4	4	4	5	5	4	5	4	5	5	5	5	94
56	HH	5	5	2	5	4	5	4	5	5	4	5	4	5	4	5	4	5	5	4	5	5	95
57	FDF	4	4	1	5	5	5	5	4	4	4	4	5	5	4	5	5	4	5	5	4	4	91
58	SVA	4	4	1	5	4	5	4	5	5	4	5	5	4	5	4	5	5	4	4	5	4	91
59	MT	4	4	1	5	4	5	4	5	4	5	5	4	5	4	5	5	4	5	5	5	4	92
60	AA	5	4	1	4	5	4	4	5	1	4	5	4	4	5	5	4	5	4	5	4	5	87
61	DA	4	4	1	5	5	4	5	3	4	4	4	5	5	4	5	5	5	4	5	5	4	90
62	RAM	4	5	2	5	4	5	4	5	5	5	4	5	4	5	4	5	4	4	5	5	4	93
63	RD	4	4	2	5	5	5	4	5	4	5	4	5	5	4	5	5	5	5	5	4	4	94
64	WM	4	5	2	4	5	4	5	4	4	3	4	5	5	4	5	5	4	5	4	5	4	90
65	IAS	4	5	1	4	5	4	5	4	4	5	5	4	5	5	4	4	5	5	4	4	5	91
66	NDR	4	4	2	5	5	4	5	5	4	5	4	5	5	4	4	5	4	5	5	5	4	93
67	LA	5	5	2	4	4	5	5	4	4	5	5	4	5	4	4	5	4	4	4	5	4	91
68	AMH	4	4	1	4	5	4	5	4	4	5	4	4	4	5	4	3	4	5	4	5	4	86
69	PDF	4	5	3	4	5	4	5	4	3	5	4	5	4	5	3	5	4	4	5	4	5	90
70	SM	4	4	2	4	5	4	5	4	4	4	4	4	5	4	4	4	4	5	4	5	5	88
71	NHA	4	5	2	4	5	5	4	4	4	5	4	5	4	4	5	4	5	4	5	4	5	91
72	LM	4	4	1	4	5	4	5	4	4	4	4	5	5	4	5	4	5	5	5	4	4	89
73	AFS	4	5	1	4	5	5	4	4	5	5	2	5	5	4	5	4	5	4	5	5	4	90
74	CIP	4	4	1	4	5	4	5	4	5	4	4	5	4	4	5	4	5	5	4	5	4	89
75	ASM	5	5	1	5	4	5	4	5	4	4	4	5	4	4	5	4	5	4	3	4	5	89
	MEAN	3,5	3,9	2,1	4	4,2	4,1	4,3	4	3,5	3,9	3,7	4,1	4	3,9	4	4	4,1	4	4,1	4	3,9	81,36



## Appendix 10: Hasil Pengolahan Data

### HASIL PENGOLAHAN DATA

- A. The level of academic procrastination among EFL students in completing English assignments at the State Islamic University of Kiai Haji Achmad Siddiq Jember.

No	Name	Total Score	Category
1	FNS	52	Moderate
2	NA	60	Moderate
3	IB	60	Moderate
4	FI	54	Moderate
5	LH	53	Moderate
6	NEF	53	Moderate
7	ESK	62	Moderate
8	MA	50	Moderate
9	BHR	43	Moderate
10	DI	53	Moderate
11	DW	40	Low
12	DE	53	Moderate
13	AF	55	Moderate
14	QMM	47	Moderate
15	IYD	54	Moderate
16	SR	54	Moderate
17	US	55	Moderate
18	SK	54	Moderate
19	AF	31	Low
20	SU	60	Moderate
21	WR	50	Moderate
22	QNM	42	Moderate
23	DA	82	High
24	MAF	81	High
25	NAL	80	High
26	SYI	81	High
27	AAM	49	Moderate
28	RH	81	High
29	MYI	81	High
30	TK	83	High
31	SHI	82	High
32	MR	81	High
33	AZ	79	High

No	Name	Total Score	Category
39	JF	81	High
40	FA	78	High
41	MIIM	79	High
42	GRA	78	High
43	KN	82	High
44	PA	81	High
45	DPP	79	High
46	HH	78	High
47	FDF	80	High
48	SVA	79	High
49	DA	78	High
50	MT	81	High
51	RD	80	High
52	WM	83	High
53	MSW	79	High
54	AA	80	High
55	NDR	81	High
56	RAM	82	High
57	IAS	82	High
58	AMH	82	High
59	PDF	80	High
60	LA	80	High
61	NF	78	High
62	SM	79	High
63	LM	80	High
64	NHA	80	High
65	ARR	79	High
66	AZ	79	High
67	AFS	81	High
68	AFA	80	High
69	ASM	78	High
70	CIP	79	High
71	HM	82	High



No	Name	Total Score	Category
34	AK	80	High
35	ANW	80	High
36	GA	77	High
37	VTF	83	High
38	MM	81	High

No	Name	Total Score	Category
72	MAN	79	High
73	NZR	79	High
74	AAH	79	High
75	IS	59	Moderate

KATEGORI	JUMLAH	PERSENTASE
Low	2	2,67%
Moderate	22	29,33%
High	51	68,00%
<b>TOTAL</b>	75	100,00%

B. Factors that influenced academic procrastination in completing English assignments at the State Islamic University of Kiai Haji Achmad Siddiq Jember.

1. Laziness

Statement Items	Statement	Item Mean
Item 2	I put off projects until the last minute.	3.8800
Item 3	I have found myself waiting until the day before to start a big project.	2.1333
<b>Average</b>		3.0066

2. Distractions to the Surrounding Environment

Statement Items	Statement	Item Mean
Item 5	When working on schoolwork, I usually get distracted by other things.	4.2133
Item 6	I waste a lot of time on unimportant things	4.1200
Item 7	I get distracted by other, more fun things when I am supposed to work on schoolwork.	4.2800
<b>Average</b>		4.2044

3. Psychological Beliefs about Abilities

Statement Items	Statement	Item Mean
Item 8	Tests are meant to be studied for just the night before.	4.0266
Item 9	I feel prepared well in advance for most tests.	3.5200
Item 10	“Cramming” and last-minute studying is the best way that I study for a big test.	3.9466

<b>Item 11</b>	I allocate time so I don't have to "cram" at the end of the semester.	3.6666
<b>Average</b>		3.7899

## 4. Time Management

<b>Statement Items</b>	<b>Statement</b>	<b>Item Mean</b>
<b>Item 1</b>	I usually allocate time to review and proofread my work.	3.5200
<b>Item 13</b>	If an assignment is due at midnight, I will work on it until 11:59.	4.0000
<b>Item 14</b>	When given an assignment, I usually put it away and forget about it until it is almost due.	3.9333
<b>Item 18</b>	I tend to put off things for the next day.	4.0400
<b>Item 19</b>	I don't spend much time studying school material until the end of the semester.	4.0533
<b>Item 20</b>	I frequently find myself putting important deadlines off.	4.0000
<b>Average</b>		3.9244

## 5. Social Factors

<b>Statement Items</b>	<b>Statement</b>	<b>Item Mean</b>
<b>Item 15</b>	Friends usually distract me from schoolwork.	4.0000
<b>Item 16</b>	I find myself talking to friends or family instead of working on schoolwork.	4.0000
<b>Item 17</b>	On the weekends, I make plans to do homework and projects, but I get distracted and hang out with friends.	4.1200
<b>Average</b>		4.0400

## 6. Personal Initiative

<b>Statement Items</b>	<b>Statement</b>	<b>Item Mean</b>
<b>Item 4</b>	I know I should work on schoolwork, but I just don't do it.	3.9733
<b>Item 12</b>	I only study the night before exams.	4.0666
<b>Item 21</b>	If I don't understand something, I'll usually wait until the night before a test to figure it out.	3.8666
<b>Average</b>		3.9688

## Appendix 11: Research Permission



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli, Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136  
 Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

Nomor : B-13577/In.20/3.a/PP.009/10/2025

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Fakultas Tarbiyah dan Ilmu Keguruan UIN KHAS Jember

Jl. Mataram No.1, Karang Mluwo, Mangli, Kec. Kaliwates, Kabupaten Jember.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 212101060030  
 Nama : USWATUN HASANAH  
 Semester : Semester sembilan  
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "EFL Students' Academic Procrastination in Completing English Assignments at the State Islamic University of Kiai Haji Achmad Siddiq Jember" selama 30 ( tiga puluh ) hari di lingkungan lembaga wewenang Bapak/Ibu Dr. H.Abdul Mu'is S.Ag M.Si

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 02 Oktober 2025


an. Dekan,

Wakil Dekan Bidang Akademik,





KROTISUL UMAM

## Appendix 12: Research Completion Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
 Jl. Mataram No. 1 Mangli, Telp. (0331) 487550 Fax (0331) 427005, Kode Pos 68135  
 Website : <http://fkip.iain-jember.ac.id> e-mail : [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

---

**SURAT KETERANGAN**  
 Nomor : 1466/Un.22/D.1.Wd.1/PP.00.9/11/2025

Yang bertanda tangan di bawah ini,

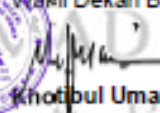
Nama	: Dr. Khotibul Umam, M.A
NIP	: 197506042007011025
Jabatan	: Lektor Kepala/Wakil Dekan Bidang Akademik FTIK


dengan ini menerangkan bahwa

Nama	: Uswatun Hasanah / 212101060030
Program Studi	: Tadris Bahasa Inggris
Semester	: 9
Judul Penelitian	: "EFL student's Academic Procrastination in Completing English Assignments at the State Islamic University of Kiai Haji Achmad Siddiq Jember"

benar-benar telah menyelesaikan penelitian mulai 15 agustus 2025 - 8 September 2025 di Fakultas Tarbiyah dan Ilmu Keguruan Jember.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

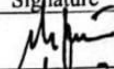
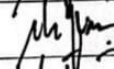
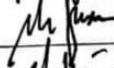
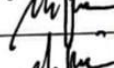
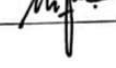
Jember, 28 November 2025  
 An. Dekan,  
 Wakil Dekan Bid. Akademik,  
  
 Khotibul Umam




## Appendix 13: Journal of the Research

### JOURNAL OF RESEARCH

EFL Students' Academic Procrastination in Completing English Assignments  
at the State Islamic University of Kiai Haji Achmad Siddiq Jember

No.	Time	Activities	Signature
1.	26 <sup>th</sup> of June 2025	Pre-research	
2.	15 <sup>th</sup> of August 2025	Collecting data through a questionnaire	
3.	8 <sup>th</sup> of September 2025	Completing research	
4.	10 <sup>th</sup> – 23 <sup>rd</sup> of October 2025	Analyzing data	
5.	24 <sup>th</sup> of November 2025	Requesting the signature of an institution	

Jember, 24 November 2025  
Wakil Dekan Bidang Akademik  
FTIK UIN KHAS Jember

  
**Dr. Khotimul Umam, M.A.**  
NIP: 197506042007011025

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## Appendix 14: Turn it in Check Letter



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UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ JEMBER  
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136  
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id  
Website: www.uinkhas.ac.id

### SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Uswatun Hasanah  
NIM : 212101060030  
Program Studi : Tadris Bahasa Inggris  
Judul Karya Ilmiah : "EFL Students' Academic Procrastination in Completing English Assignments at the State Islamic University of Kiai Haji Achmad Siddiq Jember"

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (17,2%)

- |            |       |
|------------|-------|
| 1. BAB I   | : 17% |
| 2. BAB II  | : 25% |
| 3. BAB III | : 21% |
| 4. BAB IV  | : 13% |
| 5. BAB V   | : 10% |

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 17 November 2025  
Penanggung Jawab Turnitin  
ETIK UIN KHAS Jember

Laily Yunita Susanti, S.Pd., M.Si.  
NIP. 198906092019032007

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.

2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

## Appendix 15: Declaration of Authenticity

### DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Uswatun Hasanah  
 Place, date of birth : Jember, 14<sup>th</sup> of March 2003  
 Address : Dusun Sumber Lanas Barat RT/RW: 002/023, Desa Harjomulyo, Kecamatan Silo, Kabupaten Jember.  
 Faculty : Education And Teacher Training  
 Program : English Education

State that the thesis entitled "EFL Students' Academic Procrastination in Completing English Assignments at the State Islamic University of Kiai Haji Achmad Siddiq Jember" is truly my own work, except for those cited in the quotation and bibliography.

Jember, 13<sup>th</sup> of November 2025  
 Author

UNIVERSITAS ISLAM  
 KIAI HAJI ACHMAD SIDDIQ  
 JEMBER

  
 0000  
 METERAI  
 TEMPEL  
 6420A-X649277912  
 Uswatun Hasanah  
 NIM. 212101060030



## Appendix 16: Nilai Chi-Square

3. **Margin Kesalahan (E):** Ini adalah tingkat ketepatan yang diinginkan dalam penelitian Anda. Misalnya, jika Anda ingin margin kesalahan 5%, maka  $E = 0,05$ . Margin kesalahan ini mencerminkan seberapa jauh hasil yang diperoleh dari sampel dapat menyimpang dari nilai yang sebenarnya dalam populasi.
4. **Nilai  $X^2$  (Chi-Square):** Nilai chi-square pada tingkat kepercayaan yang diinginkan adalah sebuah konstanta yang digunakan dalam perhitungan. Untuk tingkat kepercayaan 95%, nilai chi-square ( $X^2$ ) adalah 3,841. Nilai ini berasal dari distribusi chi-square yang berhubungan dengan interval kepercayaan dan derajat kebebasan (degrees of freedom).

### Catatan:

- Tingkat kepercayaan menentukan seberapa besar kita ingin yakin bahwa hasil sampel kita benar-benar mencerminkan populasi yang lebih luas. Misalnya, pada tingkat kepercayaan 95%, kita ingin 95% hasil yang kita peroleh dari sampel mencakup nilai sebenarnya dari populasi. Tingkat kepercayaan (Confidence Level) adalah tentang



## Appendix 17: Curriculum Vitae

### CURRICULUM VITAE



#### A. Autor identity

Name : Uswatun Hasanah  
 SRN : 212101060030  
 Place, Date, of Birth : Jember, 14<sup>th</sup> of March 2003  
 Gender : Female  
 Address : Sumber Lanas Barat, Silo, Jember  
 Faculty : Education and Teacher Training Faculty  
 Program : English Education

#### B. Aducation background

Kindergarten : TK Miftahul Falah  
 Elementary School : SD Miftahul Falah  
 Junior High School : SMP Al-Falah Silo  
 Senior High School : SMA Al-Falah Silo

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