

**ACADEMIC PROCRASTINATION  
IN WEEKLY READING ASSIGNMENT  
IN ENGLISH LANGUAGE EDUCATION DEPARTMENT  
AT UIN SUNAN AMPEL SURABAYA**

**THESIS**

Submitted in partial fulfilment of the requirement for the degree of  
Sarjana Pendidikan (S.Pd) in Teaching English



**UIN SUNAN AMPEL  
S U R A B A Y A**

By:

Nanik Winarni  
NIM D75213085

**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF TARBITAH AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL  
SURABAYA**

**2019**

## PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini:

Nama : Nanik Winarni

NIM : D75213085

Fakultas/Prodi : Tarbiyah dan Keguruan/ Pendidikan Bahasa Inggris

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Nanik Winarni  
NIM. D75213085

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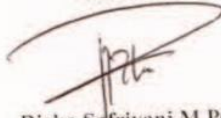
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Advisor I



Mokhamad Svaifudin M.Ed. Ph.D  
NIP. 197310131997031002

Advisor II



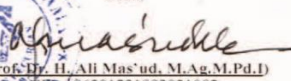
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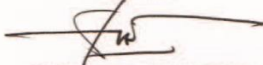
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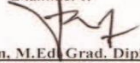
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(Prof. Dr. H. Ali Mas'ud, M.Ag, M.Pd.)  
NIP. 196301231993031002


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(Dr. Mohammad, Salik, M.Ag)  
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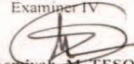
Examiner II

  
(Drs. Muhtarom, M.Ed, Grad. Dipl. TESOL)  
NIP. 196512201992031005

Examiner III

  
(Rizka Safrivani, M.Pd)  
NIP. 198409142009122005

Examiner IV

  
(Siti Asmahan, M. TESOL)  
NIP. 197704142006042003

## ABSTRACT

Winarni, Nanik (2019). *“Academic Procrastination in Weekly Reading Assignment in English Language Education Department at UIN Sunan Ampel Surabaya”*. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training. UIN Sunan Ampel Surabaya. Advisor H. Mokhamad Syaifudin, M. Ed., Ph. D., Rizka Safriyani, MPd

Key Words: Academic Procrastination, Weekly Reading Assignment, Procrastination Style

Academic procrastination becomes a problem in the education field. There are six areas of academic work procrastination, namely, writing a term paper, studying for examination, keeping up with weekly reading assignments, performing the administrative tasks, attending meeting and attendance tasks. Keeping up with weekly reading assignments is the focus area in this qualitative and case study. This delaying habit can increase the anxiety and also the distress level of the student. It can be influenced by internal factors and also external factors. Six students from intermediate 1 and 2 levels are involved in this study. The instruments in this study are questionnaire and interview guideline. The result shows that 5 students are indicated as procrastinators. There are 3 procrastination styles appear in this study, namely, Perfectionist, Dreamer and Over Doer Procrastination Style. In addition, the main factors which influence the procrastinator are self-efficacy and task-aversiveness. This finding confirm the previous study that the main internal factor influences academic procrastination is self-efficacy and the main external factor that influence is task aversiveness. The future study can explore the other areas academic procrastination or the treatment of procrastination.

## ABSTRAK

Winarni, Nanik (2019). *“Academic Procrastination in Weekly Reading Assignment in English Language Education Department at UIN Sunan Ampel Surabaya”*. Skripsi. Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan. UIN Sunan Ampel Surabaya. Pembimbing: H. Mokhammad Syaifudin, M. Ed., Ph. D., Rizka Safriyani, MPd

Kata kunci: Prokrastinasi Akademik, Tugas Membaca Mingguan, Gaya Prokrastinasi

Akademik prokrastinasi menjadi satu masalah di ranah pendidikan. Terdapat enam area tugas prokrastinasi akademik, yaitu, menulis makalah, belajar untuk ujian, tugas baca mingguan, tugas administrative, menghadiri rapat dan tugas kehadiran. Keeping up dengan tugas membaca mingguan adalah fokus dari penelitian kualitatif dan studi kasus ini. Kebiasaan menunda dapat meningkatkan kecemasan dan level stress seorang mahasiswa. Ini dapat dipengaruhi dari factor internal dan eksternal. Enam mahasiswa dari level intermediate 1 dan 2 terlibat dalam penelitian ini. Instrumen yang digunakan dalam penelitian ini adalah kuisioner dan panduan wawancara. Hasil penelitian menunjukkan lima mahasiswa terindikasi sebagai procrastinator. Terdapat 3 gaya prokrastinasi yang dominan muncul pada penelitian ini, yaitu, perfectionist, Dreamer dan Over doer. Selain itu, penelitian ini juga menemukan bahwa factor utama yang mempengaruhi prokrastinasi adalah self-efficacy dan task-aversiveness. Penemuan ini sesuai dengan penelitian sebelumnya bahwa internal factor yang dominan mempengaruhi prokrastinasi akademik adalah self-efficacy dan pengaruh factor eksternal yang dominan adalah task-aversiveness. Untuk penelitian selanjutnya dapat mengeksplor area prokrastinasi akademik lain atau pengobatan terhadap prokrastinasi.

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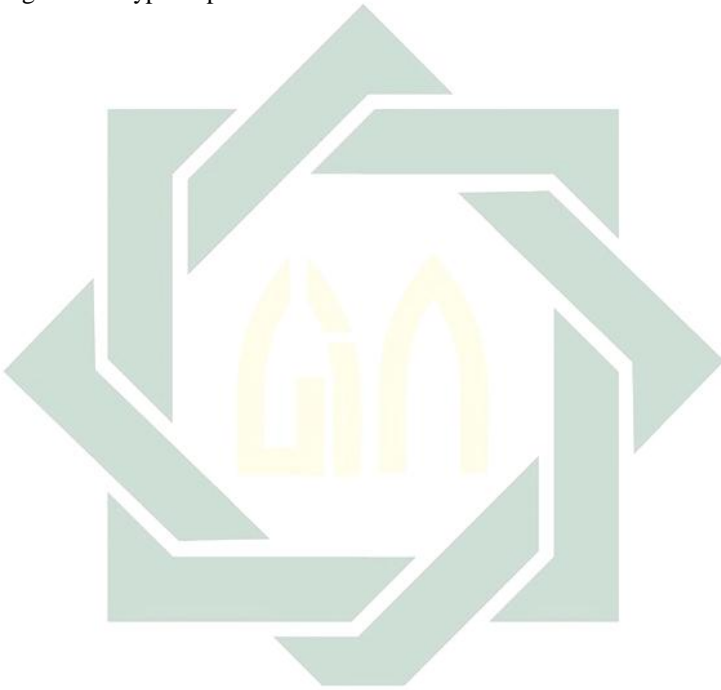
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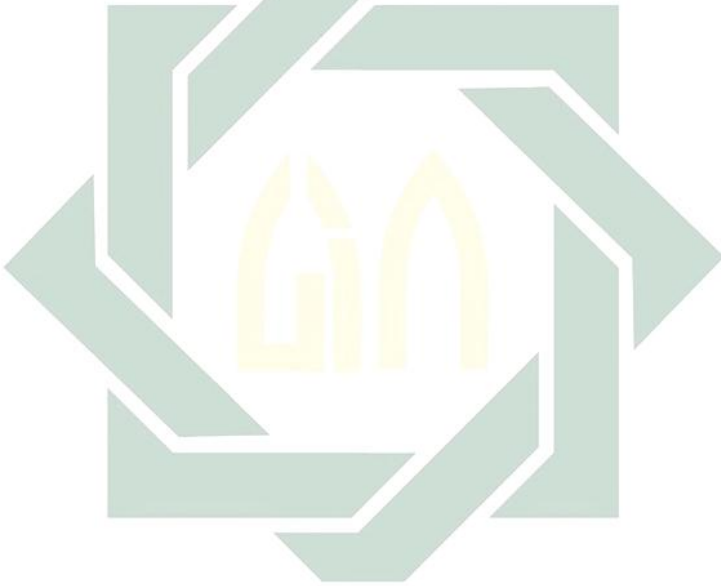
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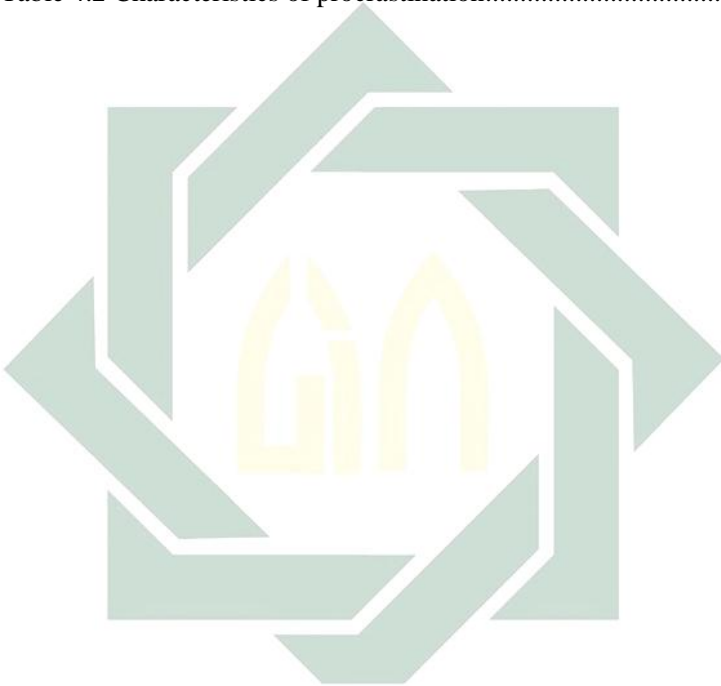
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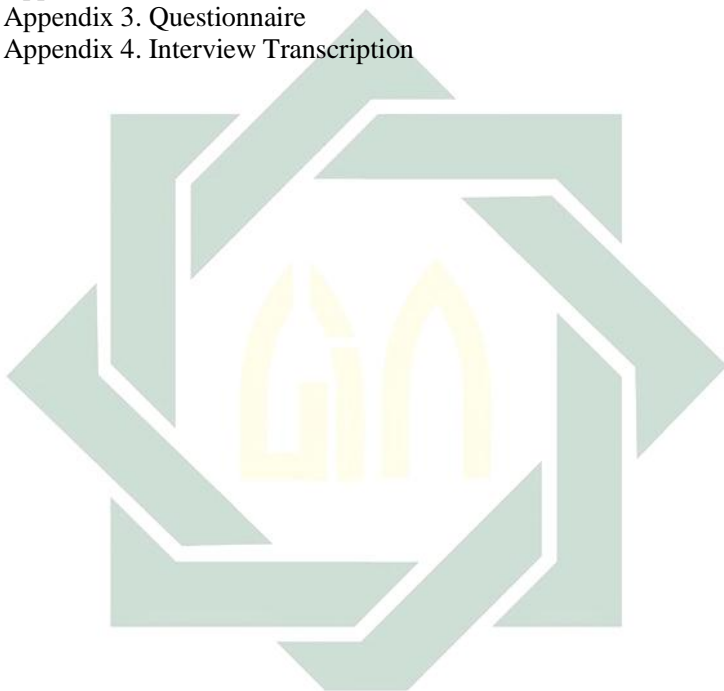
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## CHAPTER I INTRODUCTION

This section consists of an overview of the research background that discusses the reason for conducting this study. Besides, there are research questions that become the focus of this research. Then, the other subchapters are objectives of research, significance of research, scope and limitation and the definition of key terms.

### A. Research Background

Academic work is identical with the deadline. The deadline can be the controller in managing the academic work. There is one of the phenomena in education dealing with the deadline. This phenomenon is related to the behavior of the learners to academic work. There are differences in response to face academic work. It can be a positive or negative response. As the writer's observation, some students positively face academic work, like do or attend the academic work directly after the work is given. It shows the students have a positive response to the work. On the other hand, some students have a negative response to academic work. They tend to delay academic work until the deadline.

Recently, this habit gets more attention in education research. The habit is known as academic procrastination. According to Knaus, academic procrastination is postponing a relevant activity until another time by replacing it with an alternative activity that most likely irrelevant with the main activity.<sup>1</sup> The definition shows that academic procrastination is conducted intentionally by doing another activity to evading academic work until the deadline. Usually, the activity is the more joyful one than the academic work.

Moreover, college is one of the places where academic procrastination happened. It also happened to the researcher that

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<sup>1</sup> William Knaus, *The Academic Procrastination Workbook: Your Personalized Program for Breaking Free from Patterns That Hold You Back*, 1st ed. (California: New Harbinger Publications, Inc, 2002), 8, <https://b-ok.cc/book/539887/8e7619>.

tends to delay in doing assignment till the deadline. Besides, the experts, Ellis and Knaus, also state that there are 80% to 95% of college students do academic procrastination.<sup>2</sup> The writer interview some classmates, most of them have the same opinion that they cannot do the assignment except in the last time. Their proverb is “the power of kepepet (under pressure condition)”.

There are six areas of academic procrastination. They are some academic works that are often procrastinated; writing a term paper, studying for exams, keeping up with weekly reading assignments, performing the administrative tasks, attending meeting and attendance tasks.<sup>3</sup> Then, by the preliminary research, the researcher found that interpretive reading is the most procrastinated by the college student in English Language Education Department (see Appendix 1).

The analysis of preliminary study indicates the reasons in conducting postponement are the students dislike the course, the lecture’s style teaching is boring and the course is easy. This study also discusses the indicators of academic procrastination according to the expert. Then, the indicators are the criterion of procrastination behavior. Besides, procrastination has negatives impacts on the procrastinator, like anxiety and depression for the personal and also the uncontrolled work management.

Maryam Mohammadi et.al states that about 30% of college students procrastinate in the weekly reading assignments.<sup>4</sup> While the result of preliminary research of this current research, the most

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<sup>2</sup> Xiaoyan Du, ‘The Affective Filter in Second Language Teaching’, *Asian Social Science* 5, no. 8 (2009): 142.

<sup>3</sup> Laura J. Solomon and Esther D. Rothblum, ‘Academic Procrastination: Frequency and Cognitive -Behavioral Correlates’, *American Psychological Association Inc* 31, no. 4 (1984): 504.

<sup>4</sup> Maryam Mohammadi, Abdorreza Tahriri, and Jaleh Hassaskhah, ‘The Relationship between Internet Use and Academic Procrastination of EFL Learners across Years of Study’, *International Journal of Applied Linguistics & English Literature* 4, no. 1 (12 October 2014): 233, <https://doi.org/10.7575/aiac.ijalel.v.4n.1p.231>.

procrastinate course is interpretive reading course at UIN Sunan Ampel. The main assignment in interpretive reading course is reading a reading material per week. The material is got on the internet then the students are asked to read and summarize what they have been read. This assignment is to examine the students' comprehension of reading material. Besides, reading activity has an influential role in EFL, especially in English Language Education Department students. According to Krashen, English Foreign Learners can be competence, understanding the vocabulary, grammar, pronunciation, by reading activity.<sup>5</sup> Then, this competence will be needed by the English Language Education Department students as the candidate of teachers.

In this study, the researcher observes English language education department students in intensive English class especially in Intermediate 1 and 2 levels. There are three reasons for choosing this level. The first is, in this class also gets a weekly reading assignment. The class read online material every week. Then, they must make a summary from the text and submit it. The second, Rivas stated that language problem is the difficulty in reading for the EFL at the intermediate level.<sup>6</sup> And the last reason is English language education department students are expected as the future teacher. The students should know more about English than other divisions. By reading the candidate of teacher can know not only about how to pronounce the words but also about the written form. As stated before the reading material is on the internet so the students do an online reading. Through the reading There are five processes during online reading, namely recognize the important questions, reading to find out the information, reading to analyze the information critically, reading to organize information and

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<sup>5</sup> Syofia Delfi and Hamidah Yamat, 'Extensive Reading in Developing English Competency for Indonesian EFL Learners Majoring in English', *Indonesian Journal of English Language Teaching and Applied Linguistic* 1, no. 2 (2017): 155.

<sup>6</sup> Ebru Kaya, 'The Role of Reading Skills on Reading Comprehension Ability of Turkish EFL Students', *ÜNİVERSİTEPARK Bülten* 4, no. 1–2 (30 December 2015): 39, <https://doi.org/10.12973/unibulletin.412.4>.

reading to summarize and write to share the information.<sup>7</sup> Besides by reading the candidate of teacher can increase their vocabularies.

There are some researches about academic procrastination. Some of the researches explain that this phenomenon is happened because of internal and external factors. The internal factor is from the procrastinator itself. In this research, the researcher explains perfectionism and self-efficacy. While the external factor comes from the environment, outside of the procrastinator. The researcher explains the teacher's role and task aversiveness in academic procrastination. This study also discusses the six styles of academic procrastinator according to the expert.

There are six previous studies of academic procrastination in this research. The first is written by Caroline Trezza.<sup>8</sup> The second study is written by Michael Witten et.al.<sup>9</sup> Both studies explain academic procrastination in high school education, the researchers discusses all of the areas of academic procrastination. The first previous study focuses on self-efficacy in academic procrastination. While the second discusses the factors in academic procrastination, external and internal.

The third study is written by Baharak et.al.<sup>10</sup> The fourth study is written by Nader Hajloo Ph.D.<sup>11</sup> The third and fourth studies

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<sup>7</sup> Kaya, 39.

<sup>8</sup> Caroline Trezza, The Relationship between Academic Procrastination and Beliefs about Effort and Capability in High School Students, 4

<sup>9</sup> Michael Witten and Blanca Estela Flores Martinez, 'English? Next Term... Maybe! Academic Procrastination in EFL Courses in Higher Education', in *Investigations from the Maestría En La Enseñanza Del Inglés: The Impact of Research Theses within the Mexican Context* (Puebla, Pue.: Benemérita Universidad Autónoma de Puebla, Facultad de Lenguas, 2005).

<sup>10</sup> Hamed Baharak, Narges Rahmani, and Salman Zarei, 'Self – Efficacy, Perfectionism and Personality Traits as Predictors of Academic Procrastination among University Students', *Journal of Applied Environmental and Biological Sciences* 4, no. 8 (2014): 7.

discusses self-efficacy and procrastination in University degrees. Both studies observed all of areas academic procrastination and using quantitative research. The three studies focus on all of the areas academic procrastination and university degrees.

The fifth previous study is written by Kenneth G. Rice.<sup>12</sup> The last previous study is written by Maryam Mohammadi.<sup>13</sup> Both studies observe the university students across year and use quantitative research method. However, the fifth study discusses the relationship perfectionism, procrastination and distress across year. While the last discusses the Internet use and academic procrastination. These studies also do not focus on one area of academic procrastination. This study find that Internet is the predictor of academic procrastination and the senior students have the highest degree of procrastination.

This research itself focuses on one area of academic procrastination, namely, weekly reading assignment. This research uses a qualitative research design to discover the answer to research questions. The participants of this research are English Language Education Department students who included in English intensive class, especially in intermediate 1 and 2 levels.

#### B. Research Questions

There are two research problem about academic procrastination in this research

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<sup>11</sup> Nader Hajloo, 'Relationships between Self-Efficacy, Self-Esteem and Procrastination in Undergraduate Psychology Students', *Iran J Psychiatry Behav Sci* 8, no. 3 (Autumn 2014): 42–49.

<sup>12</sup> Kenneth G. Rice, Clarissa M. E. Richardson, and Dustin Clark, 'Perfectionism, Procrastination, and Psychological Distress.', *Journal of Counseling Psychology* 59, no. 2 (2012): 288–302, <https://doi.org/10.1037/a0026643>.

<sup>13</sup> Mohammadi, Tahriri, and Hassaskhah, 'The Relationship between Internet Use and Academic Procrastination of EFL Learners across Years of Study', 231–241.

1. What are the styles of students' academic procrastination in the weekly reading assignment in English Intensive Class, Intermediate 1 and 2 at UIN Sunan Ampel?
2. What are the factors causing students' styles conducting academic procrastination in the weekly reading assignment in English Intensive Class, Intermediate 1 and 2 at UIN Sunan Ampel?

C. Objectives of the Study

Based on the research problem, there are two objectives that are reached in this research:

1. to analyze the styles of students' academic procrastination in the weekly reading assignment,
2. to investigate the students' factor doing academic procrastination in the weekly reading assignment.

D. Significance of Research

The result of this study is expected to be the source for the teacher about academic procrastination in EFL learners, included procrastination style and the factors conducting procrastination. For the candidate of the teacher, it will help them to be more aware of the factor in conducting procrastination and try to reduce it, especially external factors.

The findings of this study is also expected to be useful for the next research which will study academic procrastination but from the other view such as about the treatment of academic procrastination, the external and internal factors deeply or on the other areas of academic procrastination. This research can be the source of academic procrastination for the research in the future, in the weekly reading assignment, one of the areas academic procrastination.

E. Scope and Limitation

The scope of this study is academic procrastination in doing a weekly reading assignment in English intensive class, especially in intermediate 1 and 2 levels at UIN Sunan Ampel Surabaya. In this class, the students are given online reading material every week and must make a report about what they read.

The students of the English Language Education Department who included in English Intensive especially in Intermediate 1 and Intermediate 2 level is the limitation of this study. The first reason, the English Language Education Department students are expected to be the teacher in the future so they are also expected have more vocabularies than other divisions. Besides, English words have difference between the pronounce and written form. By reading the candidate of teacher should know the written form too and also the vocabularies can be increase.

#### F. Definition of Key Terms

In this study, various terms related to the title of the research are used. To avoid misunderstanding about the title, the researcher explains some of the terms. There are two terms that are explained.

##### 1. Academic procrastination

According to Ferrari's opinion, academic procrastination is the inclination intentionally delay an academic activity although the result will be worse.<sup>14</sup> In this research, academic procrastination refers to the delaying in completing weekly reading assignment especially for English Language Education Department who involved in English Intensive class, intermediate 1 and 2 levels.

##### 2. Online reading comprehension

As stated by Leu et.al, online reading comprehension is reading on the internet as a process of problem-solving and to answer questions.<sup>15</sup> The process of reading is through English discoveries program then the students are asked to answer the questions as the problem solving process.

##### 3. Weekly reading assignment

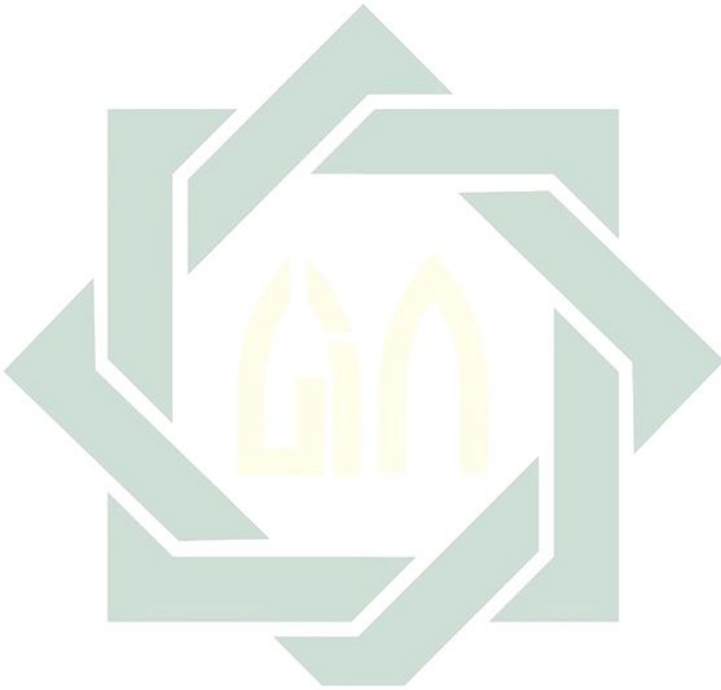
The weekly reading assignment is the reading task that is given to the students of intermediate through English discoveries

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<sup>14</sup> Witten and Martinez, 'English? Next Term... Maybe! Academic Procrastination in EFL Courses in Higher Education', 199.

<sup>15</sup> Carita Kiili and Jyväskylän yliopisto, *Online Reading as an Individual and Social Practice: Tensions between Individual and Organizational Development* (Jyväskylä: University of Jyväskylä, 2012), 17, <http://dissertations.jyu.fi/studeduc/9789513947958.pdf>.

program every week. The learners are asked to make a summary or answer the questions to check their comprehension of the reading material.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This part contains the theories which is associated to the problem solving of research questions. The terms are definition of academic procrastination, the characteristic of procrastination, factors of procrastination, and style of procrastination. The researcher also discusses the previous study that is used to be the references.

#### A. Review of Related Literature

##### 1. Academic procrastination

Recently, the psychology aspect gets more attention in the language learning field because it influences in the teaching-learning process.

One of the psychological aspects that studied is about academic procrastination. Procrastination is taken from *pro crastinus* with *pro* means forth while the *crastinus* means “of tomorrow”.<sup>16</sup> It means that delaying the next day and continuing to delay it. In addition, Schraw et.al state that academic procrastination is postponing the academic work intentionally.<sup>17</sup> The procrastinator postpones the academic on purpose for some uncertain reasons. While according to Knaus academic procrastination is postponing an academic activity until another time by substituting with an alternative activity that most likely irrelevant with the academic work.<sup>18</sup> The learner deliberately does postponement in doing the task by doing another activity that more joyful than the academic work. Dealing with the time, Solomon and Rothblum have a

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<sup>16</sup> Baharak, Rahmani, and Zarei, ‘Self – Efficacy, Perfectionism and Personality Traits as Predictors of Academic Procrastination among University Students’, 265.

<sup>17</sup> Caroline Trezza, ‘The Relationship between Academic Procrastination and Beliefs about Effort and Capability in High School Students’, 2011, 4.

<sup>18</sup> Knaus, *The Academic Procrastination Workbook: Your Personalized Program for Breaking Free from Patterns That Hold You Back*, 8.

specific definition, that academic procrastination is postponing the academic work until the deadline approaches.<sup>19</sup> The higher percentage of procrastinators happens in college. Then, according to Ellis and Knaus, there are about 80% until 95% of college students do academic procrastination.<sup>20</sup> Besides, the previous study find that the senior students more tend to do procrastination. Many college students do academic procrastination in their education because of many reasons. One of the reasons is in college the student does not get strict monitoring like in higher education.

## 2. Characteristic of Academic Procrastination

According to Ferrari, there are four characteristics of the academic procrastinator,<sup>21</sup> they are, the following:

- a. Delaying in beginning or finishing an assignment. A procrastinator usually thinks that it will be better doing the assignment later. It happens when in beginning or finishing the assignment.
- b. Late in doing assignments. Procrastinator usually needs more time to complete the assignment because they will spend more time in preparing, thinking and sometimes for the irrelevant activities.
- c. Unbalance time between planning and reality. Procrastinator usually makes planning to do an assignment but when the time comes the procrastinator does not do it.

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<sup>19</sup> Farrokhlgha Heidari and Farnaz Imanpoor, 'The Relationship between Spiritual Intelligence, Locus of Control, and Academic Procrastination among Iranian High School EFL Learners', *Journal of Social Issues* 2, no. 12 (2014): 293.

<sup>20</sup> Trezza, 'The Relationship between Academic Procrastination and Beliefs about Effort and Capability in High School Students', 4.

<sup>21</sup> Ghufuron M. Nur., Thesis : "Hubungan Kontrol Diri dan Persepsi Remaja terhadap Penerapan Disiplin Orang Tua dengan Prokrastinasi Akademik ". (Yogyakarta : Universitas Gajah Mada)

- d. Rather do another enjoy activities. Procrastinator tends to use the time to do or choose more entertaining activities than focus on the assignment itself such as gaming, chatting, watching movies, or reading that irrelevant with the assignment.

Ferarri said that procrastinator is deliberately delaying in completing a task because they have thought that postponing is better. The postponing is because of the procrastinator difficult in deciding to complete the task. When people already have a thought that postponing is no problem, the mindset will be attached and make them do it again and again. This illness is like addicted.

### 3. Factors of Academic Procrastination

Academic procrastination is influenced by two factors, internal and external factors. Internal factors are from the students' itself while the external factors are from the environment, outside of the students.

#### a. Internal Factor

Furthermore, every activity must have some things that influence them. It is also like academic procrastination. Some factors influence it. These factors are divided into two, internal and external factors. Internal factors, as the words form, internal mean from the inside of the students themselves. It tends to affective aspect. While the external factors are influenced by the outsiders, such as environment, people around, etc.

##### 1. Perfectionism

The perfectionist is a tendency to make high standards or ambitious goals. Sometimes the standards are unrealistic and difficult to be achieved. Flett et.al stated that perfectionism as one of the factors in doing academic procrastination.<sup>22</sup> The standards make the perfectionist people thinking too

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<sup>22</sup> Rice, Richardson, and Clark, 'Perfectionism, Procrastination, and Psychological Distress.', 289.

deeply and fear to make a decision. It makes the perfectionist do academic procrastination because always do the task later. It is supported by the statement from Egan et.al. that perfectionist has difficulty in deciding something while the academic procrastination is fear of failure.<sup>23</sup> The frightened in failure and want to be perfect make the perfectionism delaying the accomplishment of a task with the expectation that delaying can make the task is perfect. In fact, the delaying makes the task does not move to the next steps. According to Boffeli, perfectionist more pays attention to the ideal task but ignoring the time for completing the task.<sup>24</sup> So, usually, a perfectionist spends a lot of time in accomplishing the task. Furthermore, Flett and Hewit classify perfectionism into three types<sup>25</sup>.

- a. Self-centered perfectionism, the procrastinator enjoys the high motivation to become the ideal one and irrational individual standards with all or nothing process of thinking about achievement containing full success.
- b. Other-centered perfectionism, a relational aspect containing push to have perfect standards for person who signify a lot.
- c. Social-centered perfectionism, a motive in which person force illogical, overestimate expectations to the individual's pleasing which is difficult but the person should reach the standards so that the person get acceptance and confirmation from others.

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<sup>23</sup> Rice, Richardson, and Clark, 289.

<sup>24</sup> Baharak, Rahmani, and Zarei, 'Self – Efficacy, Perfectionism and Personality Traits as Predictors of Academic Procrastination among University Students', 266.

<sup>25</sup> Baharak, Rahmani, and Zarei, 266.

Flett and Hewit found that people who are under pressure of the other individual or society tend to do academic procrastination.<sup>26</sup> The people want to be regarded by society so people want to be looked perfect in front of society. However, the perfect expectation makes people spend a lot of time to complete it.

## 2. Self-efficacy

According to Bandura, self-efficacy is a personal confidence about the ability to accomplishing a task and responsibility.<sup>27</sup> Everything is starting from the belief because it can be motivation for the individual itself. Therefore, self-efficacy has an important role in completing an assignment. As stated in the previous study, the strong belief can influence the task choice, the struggle and commitment level in academic.<sup>28</sup> Motivation in completing the assignment makes the individual more be persistence and finish it quickly. In addition, Bandura and Pajares stated that the high self-efficacy can make the student have the spirit to get a better grade.<sup>29</sup> Then, the incentive in doing academic procrastination lack self-efficacy. It means that the individual lacks belief and motivation in doing something, exactly assignment in the academic field. It causes the individual hesitant in deciding to do the assignment that is automatically causing postponement. Besides, self-efficacy has a reciprocal relationship with anxiety level. When the self-efficacy is low the anxiety level will be high

<sup>26</sup> Baharak, Rahmani, and Zarei, 266.

<sup>27</sup> Baharak, Rahmani, and Zarei, 265–266.

<sup>28</sup> Hajloo, 'Relationships between Self-Efficacy, Self-Esteem and Procrastination in Undergraduate Psychology Students', 42.

<sup>29</sup> Witten and Martinez, 'English? Next Term... Maybe! Academic Procrastination in EFL Courses in Higher Education', 204.

and vice versa.<sup>30</sup> Furthermore, the students who have low belief in accomplishing the assignment will have high anxiety. Then, the anxiety will push the students to avoid the assignment by delaying it.

b. External Factor

These factors are influenced by the environment around the students. It can be caused the environment likes the teacher's role, task aversiveness to the assignment.

1. Task aversiveness

According to the Oxford Dictionary aversive is condition opposing to something. Opposing is identical to the unpleasant feeling. Dealing with academic procrastination, students who feel unpleasant to the assignment tend to do academic procrastination. As Steel's statement the more people dislike an assignment, the more they will avoid it and choose the more interesting activities.<sup>31</sup> Students who have high task aversiveness to an assignment, they will tend to delay in accomplishing the assignment.

2. Teacher's role.

Teachers are the deliverer the knowledge to the students. What the teacher does, say and ask will influence the student's condition, including the psychology condition. Dealing with psychology condition, it is also included academic procrastination habits. As stated above that academic procrastination has a relation with a mental or psychological condition. A research stated that the teacher's expectation will influence it.<sup>32</sup> The

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<sup>30</sup> Laurel A. Haycock, Patricia McCarthy, and Carol L. Skay, 'Procrastination in College Students: The Role of Self-Efficacy and Anxiety', *Journal of Counseling & Development* 76, no. 3 (July 1998): 318, <https://doi.org/10.1002/j.1556-6676.1998.tb02548.x>.

<sup>31</sup> Justin D McCloskey, 'Finally, My Thesis on Academic Procrastination' (The University of Texas, 2011), 7.

<sup>32</sup> Witten and Martinez, 'English? Next Term... Maybe! Academic Procrastination in EFL Courses in Higher Education', 203.

teacher who has less expectation and not strict in grading will make the learner do academic procrastination. The learner regards it as an easy task. While if the teacher on the opposite side, strict and has a better expectation, the learner will rethink to procrastinate it. However, the academic procrastination chance decrease but the learner's anxiety will increase.

#### 4. Styles of Academic procrastination

This research also discusses the style of academic procrastination. The theory is from Linda Sapadin that identified six styles of academic procrastination and the characteristics of each style.<sup>33</sup>

##### a. The Perfectionist procrastinator

This procrastinator tends to put more time and energy to make sure that their work is perfect than others. Besides, they also tend to delay in doing the task because of the fear of failure. They are too afraid of deciding something. They will be more think, what their way is right or not. They do not want their work is far away from their expectations.

##### b. The Dreamer procrastinator

The people with this type of academic procrastination will avoid the difficult and distressing thing from their life. Like the name, they are only thinking about the ideas but they cannot turn it into the realistic one, only in their thinking. In addition, they are also less attention to the details information.

##### c. The Worrier procrastinator

This procrastinator is too frightened in taking a risk. They are lack confidence with their abilities so it makes them dependent on the other advice and tends to delay

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<sup>33</sup> Linda Sapadin, 'Beat Procrastination and Make the Grade:The Six Styles of Procrastination and How Students Can Overcome Them', accessed 12 April 2019, ([https://www.reed.edu/academic\\_support/pdfs/handouts/6%20kinds%20of%20procrastinators.pdf](https://www.reed.edu/academic_support/pdfs/handouts/6%20kinds%20of%20procrastinators.pdf)).

the assignment that should be done because of those frightened. They are trapped in their worry and late in taking action.

d. The Defier procrastinator

They tend to do other expectation that what they would like to do. In addition, they also use academic procrastination to avoid expressing negative feelings. Some of them are pessimistic in doing a task.

e. The Crisis-Maker procrastinator

This procrastinator regards that the last minute is an adventure. In the first they will ignore the task then they will use a reason that “I only get motivated at the last minute!” but in reality, most of them cannot complete the task well until the last minute.

f. The Over doer academic procrastination

They accept many tasks but often lack in making priorities. Most of them lack in managing the time, resolving the conflicts and organize the resources. They will do many tasks at once. They are known as the hard worker some things can be done very well but the other things are not good enough.

B. Previous Study.

There are six previous studies of academic procrastination. The first is a journal written by Narges Rahmani et.al with the title “*Self Efficacy, Self Esteem, and Personality Traits as Predictors of Academic Procrastination among University Students*”.<sup>34</sup> This study finds that Self-Efficacy and Perfectionism or Personal Trait are positive as predictors of Academic Procrastination and also self-efficacy and personal traits as the predictor of Society Centered Perfectionism. The findings support the present study especially about the perfectionism and the self-efficacy.

The second study is “*The Relationship between Academic Procrastination and Beliefs about Effort and Capability In High School Students*”. This study finds that perfectionist and self-

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<sup>34</sup> Baharak, Rahmani, and Zarei, ‘Self – Efficacy, Perfectionism and Personality Traits as Predictors of Academic Procrastination among University Students’.

efficacy or the students' belief also influence the procrastination.<sup>35</sup> The findings support the present study but the present study has different education degrees as the target of this study.

The third study is written by Maryam Mohammadi et.al, "*The Relationship between Internet Use and Academic Procrastination of EFL Learners across Years Of Study*".<sup>36</sup> In this study, there three findings. They are, internet influence academic procrastination habit, senior students have higher academic procrastination degrees than the junior, and keeping up in weekly reading assignment positively influence the learners across years of study in conducting academic procrastination. There are two findings in this study that support the present study. They are about internet use as the predictor of academic procrastination and keeping up in weekly reading assignment which becomes the focus areas in the present study.

The fourth study is "*The Relationship between Self-Efficacy, Self Esteem and Procrastination in Undergraduate Psychology Students*".<sup>37</sup> By the title, this study has a different object of study, the present study focus on the English Language Education Department. While the findings support the present study that Self-efficacy influences procrastination. However, the other different one is the present study not discuss self-esteem like the past study.

The fifth previous study is written by Michael Witten et.al.<sup>38</sup> The research target of this study is higher education students. While

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<sup>35</sup> Trezza, 'The Relationship between Academic Procrastination and Beliefs about Effort and Capability in High School Students'.

<sup>36</sup> Maryam Mohammadi, Abdorreza Tahriri, and Jaleh Hassaskhah, 'The Relationship between Internet Use and Academic Procrastination of EFL Learners across Years of Study', *International Journal of Applied Linguistics & English Literature* 4, no. 1 (12 October 2014): 231–241, <https://doi.org/10.7575/aiac.ijalel.v.4n.1p.231>.

<sup>37</sup> Hajloo, 'Relationships between Self-Efficacy, Self-Esteem and Procrastination in Undergraduate Psychology Students'.

<sup>38</sup> Witten and Martinez, 'English? Next Term... Maybe! Academic Procrastination in EFL Courses in Higher Education'.

qualitative is the research method in this study. This study discusses the external factors and internal factors which influence in conducting procrastination. This study finds that self-esteem, self-efficacy and self-handicapping are the dominant internal factors influence academic procrastination. While the main external factor which influences academic procrastination is task aversiveness, teacher's role and timing of reward and punishment.

The last previous study is *Perfectionism, Procrastination, and Psychological Distress*.<sup>39</sup> This study observed the three across year of psychology students, early-semester, mid-semester, end-semester. This study finds that procrastination in the early-semester is not influence the psychological distress at the end-semester students who have high perfectionism. While, the students who have low level perfectionism in the early-semester, the students indicate as the most distress students if the students tend to procrastinate in the early-semester.

The previous studies more focus on only one aspect such as only focus on the internal factors. Then, previous studies also focus on six areas of academic procrastination and not focus on the English for Foreign Learners in Undergraduate degree. While this research focus on internal and external factors and also about the style of academic procrastination. Then, this research also focuses on one area of academic procrastination, namely, weekly reading assignment. The participants of this study are English Language Education Department students who included in English intensive class, especially in intermediate 1 and 2 levels.

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<sup>39</sup> Rice, Richardson, and Clark, 'Perfectionism, Procrastination, and Psychological Distress.'

## **CHAPTER III**

### **RESEARCH METHOD**

This section explores the research technique that is used to do this study. There are some subchapters they are Research Design which explains the, Subject of Study, Research Instruments, Data Collection Techniques, and Data Analysis Techniques.

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

This study implements a qualitative research to get the result of the research questions. It is used based on the title and the need. As claimed by Creswell, qualitative research design is used to get detail information about social phenomena.<sup>40</sup> As stated before, in this research the phenomenon is academic procrastination in the weekly reading assignment in the English Intensive class. In addition, this research tends to learn about the participants' view and also get the detail information about the participants especially about academic procrastination in the weekly reading assignment.<sup>41</sup> The participants are the English Language Education Department Students who are in intermediate 1 and 2 levels. Furthermore, using qualitative research is purposed to get a deeper understanding of academic procrastination in the weekly reading assignment. Besides, the result is in descriptive form.

This research studies the social-scientist in daily life. Moreover, this research uses a case study approach. According to Sagadin, a case study is a research approach to analyze, describe, explore an individual, group, events,

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<sup>40</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012), 16.

<sup>41</sup> Creswell, 64.

process or phenomenon.<sup>42</sup> In other definition, a case study used to describe, explain and explore a phenomenon in real-life.<sup>43</sup> By both of the definition, that case study can be used in qualitative research to investigate an individual, group or social phenomena in real life. In this research, the phenomenon is academic procrastination in college students that is happened in university life.

#### B. Research Setting

This research is taken at UIN Sunan Ampel Surabaya, especially in English Language Education Department six students who are included in English Intensive Class in Intermediate level 1 and 2. It is chosen as the research setting because of two reasons. The first reason, the weekly reading assignment is the phenomenon that is researched and it is in the English Intensive Class. The second reason, English Language Education Department student is expected to be the better teacher in the future.

#### C. Data and Source of Data

There are two kind of data in this research based on the research problem. The first data is about the procrastination styles of English language education department student at UIN Sunan Ampel especially in intermediate 1 and 2 levels. While the second data is about the factors in conducting procrastination in weekly reading assignment I English discovery. Both data are collected from the six students who are included in English intensive class at UIN Sunan Ampel especially in intermediate 1 and 2 levels.

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<sup>42</sup> Adrijana Biba Starman, 'The Case Study as a Type of Qualitative Research', *Journal of Contemporary Educational Studies*, 16 September 2014, 31.

<sup>43</sup> Sarah Crowe et al., 'The Case Study Approach', *BMC Medical Research Methodology* 11, no. 1 (December 2011): 4, <https://doi.org/10.1186/1471-2288-11-100>.

#### D. Data Collection Technique

In the qualitative research method, there are four forms of data that are collected, they are; observation, interviews and questionnaires, documents and audiovisual materials.<sup>44</sup>

The type of data in this research is the transcription of open-ended question interviews and open-ended questions of the questionnaires. The data are collected by distributing the questionnaire to the student of the English Language Education Department who included in English Intensive class especially in Intermediate 1 and 2 levels through online, Google Forms. While to get the sample, the researcher uses convenience sampling; the sample was selected because they are willing and available to be the participants although they are not really representing the population but they can give the information by answering the question.<sup>45</sup> There are 6 participants in this research. As Creswell stated, that some cases, qualitative research only studies 1 or 2 to get deep information about the participants.<sup>46</sup> The questionnaire is distributed by google form to answer the first research problem about the academic procrastination style. The interview is purposed to get information of the second research problem about the factor in conducting procrastination and to reconfirm the questionnaire answer. Besides, it is also to get deeper information about academic procrastination.

#### E. Research Instruments

This research uses two instruments to find out the answer to research questions, namely, questionnaire and interview guidelines.

##### 1. Questionnaire

The questionnaire is used to figure out the first research problem. The questionnaire for this research is

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<sup>44</sup> Creswell, *Educational Research*, 214.

<sup>45</sup> Creswell, 145–46.

<sup>46</sup> Creswell, 209.

adopted from Procrastination Assessment Scale-Student (PASS) that is created by Linda J. Solomon and Esther D. Rothblum.<sup>47</sup> There are two sections in this questionnaire. The first section is about the degree of procrastination in the weekly reading assignment. In this section, there are 4 questions. The second question is the indicator of how a degree the student does procrastination in the weekly reading assignment. There are five scales in this section (1= Never; 5= Always). The smallest score shows the student does procrastination. While the second section is about the style of academic procrastination. There are 36 questions that show the indicators of each styles of academic procrastination. the questions are created by breaking down the indicator of each style in Chapter II. In the second section, there are three scales (3= Always; 2= Sometimes; 1= Rarely). Every 6 questions, the score is summed. The highest sum shows the style of procrastination. This instrument is distributed by online using Google forms application.

## 2. Interview Guideline

This instrument consists of about 14 open-ended questions. The questions are created by looking at the literature review about the factors in conducting Academic Procrastination. In designing these instruments, the researcher is also helped by a lecture to check that the questions have shown the information. It is used to get deeper information about the factors in conducting procrastination in the weekly reading assignment. The questions are about factors in conducting procrastination and also there are some questions to reconfirm the questionnaire answers that are based on the result of questionnaire analyzes.

## F. Data Analysis Technique

To get the result of this-research, the researcher analyzes the data collected from the respondents. According to

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<sup>47</sup> Seung Won Park, 'Self-Regulation of Academic Procrastinators: A Mixed Methods Study' (The Pennsylvania State University, 2008), 65.

Creswell there are 6 steps in analyzing and interpreting qualitative data.<sup>48</sup>

1. Preparing and Organizing the Data  
In this step the researcher prepares and organizes the data by transcription the interview in writing form, typing the field note and decide the way in analyzing
2. Exploring and Coding the Data  
By the prepared data, the researcher explores the data by reading and comprehend all data in the previous step to get the main point of the data. Then, the points are showed as the important data are coded.
3. Coding to Build Description and Themes  
Coding that has already collected is grouped to describe the person in this research and also to build boarder themes that will help the research to organize the story that explain the phenomena. The highlight shows the code. The yellow color code for task aversiveness, green code the low self -efficacy. Then purple code the characteristic of procrastinator, red code the teacher's role and the gray color code the procrastination style.
4. Representing and Reporting the Finding  
In this step, the findings by concluding the coding are represented. The representing can be shown like a table, figures, diagram or other. Then the representation is reported in narrative form to describe the findings.
5. Interpreting the Findings  
The next step in qualitative research is explaining the findings. In interpreting the findings, the researcher writes the researcher's view. Then, the researcher also compares the findings with the literature and also make limitation and the next research.
6. Validating the Accuracy of the Findings  
In this research, the findings are checked about the accuracy uses some checking validity of findings, such as triangulation, member checking or auditing.

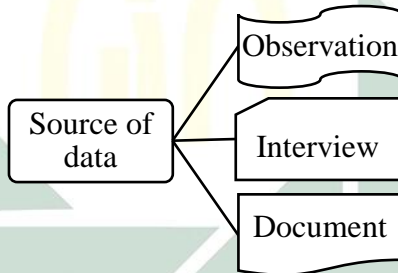
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<sup>48</sup> Creswell, *Educational Research*, 261.

### G. Checking Validity of Findings

To make sure the findings are accurate, the researcher used the triangulation method. The triangulation method is a process to make sure the findings are accurate or no bias by using the collaborative method in data collection technique, types of data or get information by a different individual.<sup>49</sup> This opinion is also supported by Patton statement that triangulation can make the type of data collection is strength and decrease the weakness in any single approach.<sup>50</sup>

There are two techniques in using triangulation. The first is to get data by using some data collection techniques to one source of data. While the second is using a data collection technique to some sources of data. It is like the diagram below.<sup>51</sup>



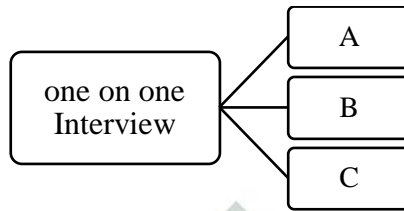
**CHART 3.1 TRIANGULATION TECHNIQUE, USING SOME COLLECTION DATA TECHNIQUES TO GET ONE SOURCE OF DATA**

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<sup>49</sup> Creswell, 259.

<sup>50</sup> Sugiyono, *Metode Penelitian; Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2006), 242.

<sup>51</sup> Sugiyono, 242.



**CHART 3.2 TRIANGULATION TECHNIQUE, USING ONE COLLECTION DATA TECHNIQUE TO GET SOME DATA SOURCES**

In this research, the researcher checks the validity of the findings using the first technique of triangulation. The researcher uses two data collection techniques, questionnaire, and interview. The data are taken from one source.

#### H. Research Stages

This subchapter is described how this research is conducted from the first until the end.

##### 1. Taking preliminary research

The researcher is interested in the psychology aspect, academic procrastination. The researcher does a mini-research by interview 10 students of the English Language Education Department. The question is about the course that is often procrastinated and the reason. Based on the theory about some areas of academic procrastination.<sup>52</sup> Based on the mini-research, the result shows that the weekly reading assignment becomes the concern (See Appendix 1).

##### 2. Deciding Research Design

After obtaining the result of preliminary research the researcher composes the title based on the finding of preliminary. Then, the researcher also decides the research design that is used to do the research.

##### 3. Administering the Research

There are six steps in administering the research

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<sup>52</sup> Solomon and Rothblum, 'Academic Procrastination: Frequency and Cognitive -Behavioral Correlates', 504.

- a. Distributing questionnaire  
In this first step, the researcher distributes the questionnaire through Google Forms to the six samples of English Language Education Department students, especially students who involve in the English Intensive Class intermediate 1 and 2 levels (See Appendix 3)
- b. Analyzing the questionnaire  
After getting the questionnaire response, the researcher analyzes the questionnaire one by one, based on the theoretical framework (See Chapter II, Procrastination Style P. 18)
- c. Interviewing the subject  
Then, the researcher interviews the respondents by asking the respondent some questions related to the result of the questionnaire analyzing and some new questions (See Appendix 2, for the questions list)
- d. Analyzing the interviewing result  
After the interviewing, the researcher analyzes the interview result by the transcription the interview data first. The analyzing uses process uses code to find the key ideas of the answers from the respondents (See Appendix 4 page 65).
- e. Combining the questionnaire and interview result  
The next step is combining both analyzing, questionnaire and interview results. The combined result is discussed in the findings chapter.
- f. Concluding the result  
After all data is analyzed and related with the theories. They are concluded by the researcher.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter contains two Sub Chapters, Findings and Discussion. The Findings are the result of a close-ended questionnaire and the open-ended questions of the interview. While in Discussion will present the result of interpreting by both instruments.

#### **A. Findings**

As stated in Chapter I, the goals of this research are to analyze the style of procrastinators and to investigate the factors in conducting procrastination in the weekly reading assignment of English Language Education Department students in the English Intensive Class, especially in Intermediate 1 and 2 levels. The researcher gets the sample by using convenience sampling. There are 6 participants, 3 of them are from the Intermediate 1 level while the rest is from Intermediate 2 level.

The findings are collected by using two collecting data techniques, closed-ended questionnaire and open-ended interviews. The questionnaire is distributed through Google Forms. It is distributed on June, 19 and all data were concluded on June, 21. While the interview is conducted on July 3<sup>th</sup> to July 6<sup>th</sup> 2019. It is conducted after analyzing the responses obtained from the questionnaire.

#### **1. The Procrastinator Style of English Language Education Department Student in Weekly Reading Assignment**

For the first research question is about the procrastination style of English Language Education Department students in the weekly reading assignment in English Intensive Class, especially in intermediate 1 and 2 levels. The data collected by two collection data techniques, questionnaires, and interviews.

By analyzing the data, the researcher finds 90% of the respondents are procrastinators. It means 5 out of 6 respondents conducting academic procrastination. The five respondents

admitted that on time is important but the reality the respondents do delaying in accomplishing the assignment. It is shown by the answer of the respondents. Most of them stated that they do the assignment a day before the deadline, only get motivation in doing the assignment on the last day. Some of them also stated that the delaying is caused by the respondents more interested in joyful activity than the assignment. Most of the procrastinators dislike reading.

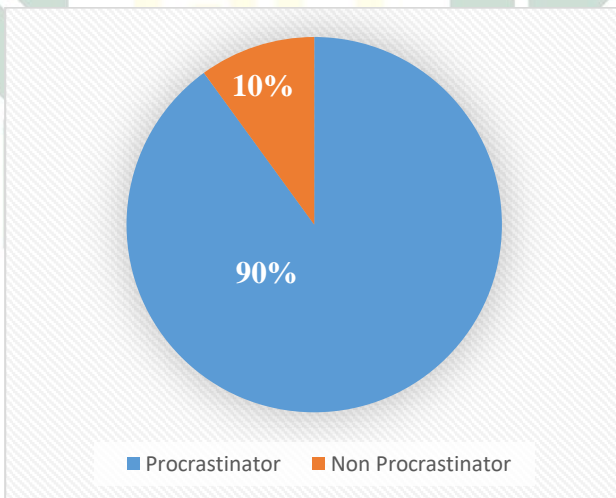
Interviewee 5

*“..... usually I do the assignment while watching the film”*

**(Excerpt 1)**

Interviewee 2

*“It will be faster when I do like that way (a day before the deadline) (Excerpt 2)”*



**FIGURE 4.1. DEGREE OF PROCASTINATION**

After analyzing the characteristics of procrastination, the researcher analyzes the procrastination styles. Based on the

result of collecting data the researcher finds three procrastination style in those samples, namely, perfectionist procrastination, dreamer procrastination and over doer procrastination.

#### 1. Perfectionist Procrastination

In this study, the researcher finds three respondents who are included in the Perfectionist Procrastination Style. It is identified by the result of the questionnaire and interview. The researcher finds the same symptoms of the perfectionist procrastination in this study. The three respondents have their standard that should be reached, especially about the score.

Interviewee 4

*“..... If, I think my result is bad, dissatisfied I will repeat it again and again.” (Excerpt 3)*

Based on the excerpt 3, *dissatisfied* shows the negative feeling because the standard from the students itself is not reached. Furthermore, to make sure the standard or the assignment perfect, the three respondents also often check the others score to compare that the score is better than and as the standard that is made by their selves. The other way to make sure it, they also often check again the work before submitting and repeat in doing the task if the score is not as they want.

Interviewee 1

*“When I do the test again, I can check with the previous test. I can know which one the correct one. (Excerpt 4)*

Based on the excerpt 4, they even record the previous test answer to get a better score in the next repeating test. It shows, they do many ways to get the best as their expectations. Then, the three respondents also show that they are overthinking on the correct or incorrect answer. This thing becomes the factor they often check and repeat in doing the assignment and also consuming more time in doing it.

## 2. Dreamer Procrastination Style

The next style is the Dreamer Procrastination. There is one respondent who is included in Dreamer Procrastination Style, the interviewee 3. The respondent is not really motivated in doing the assignment. The motivation is passing the class although in average score. It is caused by the respondent is dislike reading. The respondent often avoids the distressing thing in doing the assignment. She wants to the course is end immediately so the respondent often does the assignment quickly like answer directly although she does not understand the meaning of the reading material. In addition, the respondent often bored in doing the reading assignment. In the boring phase like when she finds a difficult word, she will stop in doing the reading and silent. Sometimes, she will be daydreaming to find the meaning of the word. Because of the uninterestingness, she tends to do the assignment on the last day before the deadline. According to her, if she does the assignment on the weekday, it will take a long time. As she stated in the interview.

Interviewee 3

*“So, if I do it on a weekday, I more focus on the other course which is timeless.” (Excerpt 5)*

Furthermore, the respondent admitted that she cannot to notice the details information about the reading material. She often forgets about the information and she will read it again if there are questions about the details. Repeating in reading is a consuming time. Then, the other activity which consuming time is too focus on the difficult vocabulary. The respondent has difficult in expressing the idea which is in her mind into writing form. She has difficult to say the meaning of the reading.

## 3. Over Doer Procrastination Style

The researcher finds one respondent who is included in Over Doer Procrastination Style, the interviewee 2. It is

shown by the result of the questionnaire and the interview analyzes. The respondent said that she has many activities in a day, activities in a dormitory and also the activities in college. As her statement below,

Interviewee 2

*“The problem is not a lot of time in doing the assignment but the difficult one is providing a time to do the assignment.” (Excerpt 6)*

The excerpt 6 shows that the reason delaying in doing the assignment is she cannot manage the time between the dormitory activities and college activities. So she does the assignment on the last day before the deadline because of the requirement in submitting the assignment. In addition, she chooses to do the assignment on the last day because she will get the motivation and idea at the last minute. She said that the power of under pressure. In this condition, she said that she can finish the assignment quickly because the deadline is on that day.

Besides, this respondent also cannot make the priorities of her activities. It shows by the statement that she tends to have a break than to do the assignment. Actually, it is also caused by she dislikes reading, that is why she tends to delay it. More focus on having a break shows that the respondent like to avoid the unpleasant assignment.



**FIGURE 4.2 PROCRASTINATION STYLE**

## 2. Factors in Conducting Academic Procrastination

In this subchapter, researcher describes the factors in conducting academic procrastination. There are four factors in this research, the two factors are internal and the other two are external.

**TABLE 4.1 FACTORS CAUSING STUDENT'S CONDUCTING ACADEMIC PROCRASTINATION**

Internal Factors		External Factors	
Perfectionism	Self-Efficacy	Task-Aversiveness	Teacher's Role
60%	80%	80%	60%

Based on the table 4.1 indicates that Task Aversiveness and Self-Efficacy are the main contributing factors to Academic Procrastination. While Teacher's Role and Perfectionism also contribute to Academic Procrastination.

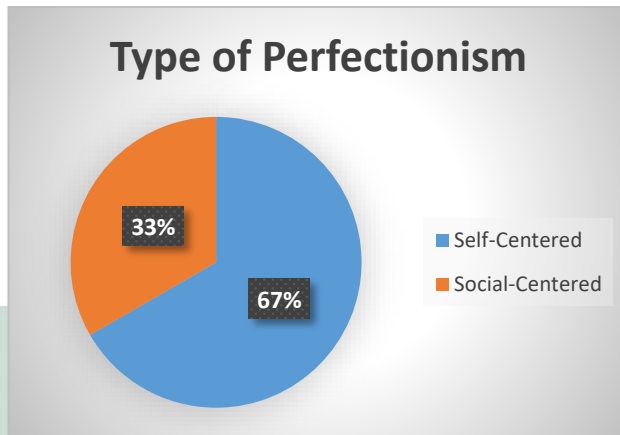
a. Perfectionism

The researcher finds that this factor only influences the respondents who are included in the Perfectionist Procrastination Style. The perfectionism is shown by the statement of the respondents that want to be better than others. It is shown by the statement below

Interviewee 1

*“... Because I am an English student, I do not want to be a lower student than students from other division” (Excerpt 7)*

The statement shows that the respondent is motivated to be perfect because of society's view. The respondent wants to be better because she is an English student. She is ashamed if she gets a lower score than other divisions. Besides, the two of the other respondents tend to do perfectionism because of their self's motivation without influence by society. It is supported by the statement that perfectionism had become the habit since she was Junior High School. The other sign that shows perfectionism is they are often to check and repeat it when the score is not as their expectation. The checking and repeating consume more time that makes the delaying in doing the assignment. Based on the analyzing above, the researcher finds that one of the perfectionist procrastination is included in social centered perfectionism. It shows that the motivation to be perfect is the society. In this study, society is another division out of the English division. While the rest, two respondents are included in self-centered perfectionism. They want to be perfectly motivated by their selves.



**FIGURE 4.3 TYPE OF PERFECTIONISM**

Based on figure 4.3, Self-centered perfectionism has a higher percentage than social-centered perfectionism.

b. Self-Efficacy

Table 4.1 shows 4 from 5 procrastinator respondents are identified have low self-efficacy as the factor in conducting procrastination. The researcher indicates the low self-efficacy from analyzing the interview transcription. The four respondents said that they are not really motivated in doing the assignment, especially in reading. The respondent 2 stated that reading English text is difficult, especially if the language is formal. It is supported by the respondent who is lazy in the reading activity. The laziness and the difficult make the respondents delay it and choose the last day before the deadline. Then the low motivation also stated by respondents 3 and 4. Their motivation in doing the assignment is only want to pass the course, finish and do not want to take it again. As long as the score has reached the application's requirement, they will move to the next assignment. While respondent 1 confesses that she has low self-

confidence in doing the assignment. Even she was afraid before trying to do the assignment. She is afraid to become the lowest student in the class. It is also influenced by the perfectionism of the respondent. The fright makes the respondent delay in doing the assignment. Then, she will be forced doing it on the last day before the deadline.

c. Task Aversiveness

The researcher finds 4 respondents who delay the assignment influenced by an unpleasant feeling to the weekly reading assignment. The four respondents dislike reading activity. According to them, reading is a boring activity because they only see the many words in the text. It is also consuming time because they have to know the meaning of the words to comprehend the content. In addition, some of them also too focus on the difficult vocabularies that need more time. Furthermore, when the boring feeling comes the respondents tend to do a more joyful activity such as operating the cell phone, watching a film, etc., or they will just silent and daydreaming to find the meaning.

d. Teacher's Role

This factor influence three respondents in conducting procrastination in the weekly reading assignment. The three respondents said that the teaching style, the lecture's personality influence the respondents in doing the assignment. The three respondents are taught by the same lecture. The lecture is friendly, kind and interesting in teaching. Even though those factors make the respondents unwilling to the lecture if they do it late but it does not make the respondents do the assignment early. The respondents still choose to do it later a day before the deadline.

Interviewee 4

*"Because the lecture is loose, my friend to do so. So it makes me think, do it later."*  
(Excerpt 8)

Based on the statement, the respondent think does it later will be better. It is caused the lecture is not too strict about the score and her friends do the delaying.

In this study, the research finds one interviewee, the only one who does not do procrastination among the respondents. In the questionnaire, especially in a question which shows the degree of procrastination, the interviewee answers “nearly always” on time in doing reading assignment. This answer shows that the interviewee is not included as a procrastinator. It is also supported by the interview result.

(Interviewee 6)

*“I ever delay to do the assignment but the last I did not do it. So I make the schedule, after college, I do it directly. It makes me more relax.” (Excerpt 9)*

Actually, based on the interview, the interviewee is a perfectionist but does not do procrastination to get the perfect work. It is supported by the statement that the interviewee often checks the answer. It is related to the low self-efficacy of the interviewee. The interviewee is often unconfident with the work so she often checks it to make sure the answer is correct.

Then for the interviewee, the enjoy lecture is good for the interviewee because based on the interviewee’s opinion, it can make the interviewee accept the lesson easily and not boring.

## B. Discussions

In this subchapter, the researcher discusses the findings that have been already presented above related to the theories in the literature review. It is to more understand the case and also compare it with the theory.

### 1. Academic Procrastination Style

Based on the findings, there are five out of six students who often do the weekly assignment a day before the deadline. Most of them said that they more interested in doing another joyful activity. It is in line with Knaus's statement that academic procrastination is deliberately often postponing the academic work by substituting the main activity with the irrelevant activity until the other time.<sup>53</sup> In this study, the students deliberately postpone the weekly reading assignment because the students dislike to reading activity and replace the activity by watching movie or operating the cellphone. The five students indicate as procrastinators. The procrastinators students do delaying in the beginning and finishing the assignment. It is happened because the students more interested in the joyful activity like operating the cellphone and watching movie. It shows the internet also become the predictor in procrastination. It is as same as the finding of the Mohammadi's journal. The finding stated that internet become the influence the procrastination. The students do it to avoid the difficulties or the dislike. Then, it is also will make the students need more time in completing the assignment. Those attitudes show the characteristics of procrastination as Ferarri's statement about the characteristics of procrastination.<sup>54</sup>

**TABLE 4.2 CHARACTERISTICS OF PROCRASTINATION**

Indicators	Perecentage
Delaying in beginning and finishing an assignment	90%
Need more time	36%
Unbalance planning and reality	0%
To do another joyful activity	36%

<sup>53</sup> Knaus, *The Academic Procrastination Workbook: Your Personalized Program for Breaking Free from Patterns That Hold You Back*, 8.

<sup>54</sup> Ghufon M. Nur, 'Hubungan Kontrol Diri dan Persepsi Remaja terhadap Penerapan Disiplin Orang Tua dengan Prokrastinasi Akademik' (Universitas Gajah Mada, 2003).

Based on table 4.2, all of the respondents do delaying in the beginning and finishing the assignment. It is supported by the interview that all of the respondents delay the assignment until the deadline approach (See Excerpt 2, page 34)

Furthermore, the respondents who are indicated as procrastinators analyzed in six styles of procrastination.<sup>55</sup> Based on the findings, three of the respondents are perfectionist procrastination. The result is concluded based on the indicators of each style that is conducted by the respondent in accomplishing the weekly reading assignment. The three respondents stated that they want the work perfect (See Excerpt 3, page 35). It needs more time and energy to do the assignment because the respondents often check the assignment many times to make sure that the work is perfect. In addition, the respondents are too focus on the correct or incorrect answer. One of the perfectionist procrastinators also afraid of deciding something because the respondent is too afraid to get a bad mark and become the lowest one in the class.

Then, the rest of the respondents are dreamer procrastinator and Over doer procrastinator. The first is the dreamer procrastinator. The respondent is a loose respondent. The interviewee has less attention in the details information. It based on the interviewee's statement that the interviewee only catches the overview content of a reading assignment. The interviewee also has difficulty in express the idea into writing form.

The last interviewee is Over doer procrastination. As the name, this procrastinator has a lot of work to do but cannot manage the work. The interviewee is often difficult to make a priority and manage the time to do the work, especially in academic work.

## 2. Factors Conducting Procrastination

Among the five respondents who do procrastination, all of them are not fill in all of the factors that are studied by the

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<sup>55</sup> Sapadin, 'Beat Procrastination and Make the Grade:The Six Styles of Procrastination and How Students Can Overcome Them'.

researcher. The three respondents who are included in perfectionist style shows that perfectionism as the factor in conducting procrastination. Flett et.al. said that perfectionism is one of factors in conducting procrastination.<sup>56</sup> It is caused by Procrastinators set high standards and want to look perfect. One of the perfectionist procrastinators stated that she has a fear of failure. The respondent afraid gets a bad mark and become the lowest in the class. It is also stated by Egan et.al. that perfectionist has difficulty in making a decision while the procrastinator is fear of failure.<sup>57</sup>

Furthermore, perfectionism is classified into three types.<sup>58</sup> Based on the result of this research, two of the perfectionist respondent has self-centered perfectionism. They are want to perfect for their selves. While the rest is classified into social-centered perfectionism. The respondent wants to look perfect in front of society. It is supported by Flett and Hewit statement that people who under pressure of society tend to do academic procrastination.<sup>59</sup>

Then, the next factor is self-efficacy. It is about the belief Among the five procrastinators, four of them have low self-efficacy that becomes the factor in conducting procrastination. The lack of self-efficacy is shown by the interviewees that are unconfident about the work. The interviewees often check the work many times to make sure the answer is correct. This fact is supported by Bandura and Pajares statement, people who have lack self-

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<sup>56</sup> Rice, Richardson, and Clark, 'Perfectionism, Procrastination, and Psychological Distress.', 289.

<sup>57</sup> Rice, Richardson, and Clark, 'Perfectionism, Procrastination, and Psychological Distress.', 289.

<sup>58</sup> Baharak, Rahmani, and Zarei, 'Self – Efficacy, Perfectionism and Personality Traits as Predictors of Academic Procrastination among University Students', 266.

<sup>59</sup> Baharak, Rahmani, and Zarei, 'Self – Efficacy, Perfectionism and Personality Traits as Predictors of Academic Procrastination among University Students', 265–266.

efficacy tend to do procrastination.<sup>60</sup> However, the theory does not happen to one of the procrastinators. This respondent shows that the self-efficacy does not really influence procrastination. Interviewee 1 is a procrastinator but the interviewee has high self-efficacy. The interviewee is confident about her work.

Then, the external factor is task aversiveness. This factor is an unpleasant feeling to something. Among the five procrastinators, four of them show this factor. It is looked by their statement that dislikes or not really like reading activity. Most of them stated that this activity is boring and confusing because there is much writing. The dislike is one of the factors in conducting procrastination. It is supported by Steel, the more the student dislikes with the assignment, the more the student to avoid it.<sup>61</sup> The avoidance can be like do it later and do other activities.

The last external factor is the teacher's role. By this research, the researcher gets two of the procrastinator respondent to do procrastination because of the lecture's role. It is supported by their statement that the lecture is kind, joyful in teaching. It makes the students do procrastination because they think the lecture has no strict rule so they can be loose. (See Excerpt 8, page 43). It also stated by Olafson et.al that teacher who has less expectation and not strict in grading can push the student do procrastination.<sup>62</sup>

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<sup>60</sup> Witten and Martinez, 'English? Next Term... Maybe! Academic Procrastination in EFL Courses in Higher Education', 204.

<sup>61</sup> Justin D. McCloskey "*Finally, My Thesis on Academic Academic procrastination*" (Texas: The University of Texas, 2011), 7

<sup>62</sup> Witten and Martinez, 'English? Next Term... Maybe! Academic Procrastination in EFL Courses in Higher Education', 203.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This is the last chapter in this study. There are two subchapters, namely, Conclusion and Suggestion. The Conclusion is the summarizing of the research findings. While the Suggestion is the recommendation from the researcher.

#### **A. Conclusion**

Based on the findings, the researcher concludes the answer of research questions.

##### **1. The Procrastination Style**

Among the six respondents, the researcher finds 90% or five out of six respondents as procrastinators. Actually, a procrastinator has the six procrastination characteristic but there is the dominant one. The three of them are included in the Perfectionist Procrastination Style. While the rest are included in Dreamer Procrastination Style and Over Doer Procrastinator Style. The other finding is most of the respondent has low interest in reading.

##### **2. Factors in Conducting Procrastination**

The mainly factors that influence in conducting procrastination are Self-efficacy and Task Aversiveness. There are 80% procrastinators who are influenced by both factors. In addition, the three perfectionist procrastinators are influenced by the perfectionism factor. Then the Over Doer and Dreamer Procrastination Style have the same result that they are only influenced by self-efficacy and task aversiveness. Then, the teacher's role influence 60% or three respondents in conducting procrastination.

#### **B. Suggestion**

##### **1. For the students**

The students should have a higher reading interest. Reading can help the student to get more information about anything. In addition, it also can add vocabulary, learn about grammar, etc. Then, the students should do the

assignment on time, it will make easier to manage the time and also manage the mind.

2. For the teacher

The teacher can add activities that can increase the reading interest. From the research, most of the respondents do procrastination because of one factor, task aversiveness. And also, the teacher can do something, so the students can decrease the procrastination degree.

3. For future research

In the academic procrastination, there are other five areas like writing a term paper, studying For exams, performing the administrative tasks, attending meeting and attendance task which is not studied yet in specifically. The next researcher can do research about academic procrastination on the other areas.



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