

**EXPLORING STUDENTS' ACADEMIC PROCRASTINATION  
AT SENIOR HIGH SCHOOL**

**THESIS**

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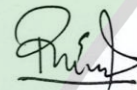
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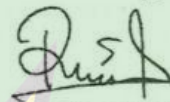
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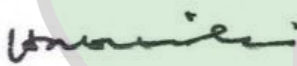
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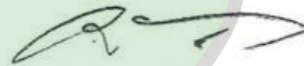
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## DECLARATION OF ORIGINALITY



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#### **Exploring Students' Academic Procrastination at Senior High School**

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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I would like to express my heartfelt gratitude and utmost respect to my supervisors, Prof. Safrul Muluk, S.Ag., M.Ed., M.A., Ph.D., and Rahmi, M. TESOL., Ph.D., for their consistent provision of guidance, time, encouragement, support, and direction, which have been invaluable in assisting me to successfully complete this thesis. Additionally, I extend my sincere thanks to Prof. Dr. Phil. Saiful Akmal, M.A., my academic advisor, for his unwavering encouragement and guidance during my tenure as a student majoring in English Education at UIN Ar-Raniry. I am also deeply grateful to all the lecturers and staff of the Faculty of Teacher Training and Education at UIN Ar-Raniry, Banda Aceh, for their continuous support and assistance.

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I hope that this thesis will serve as a valuable resource for both researchers and readers. I acknowledge that there may be areas for improvement, and I welcome any constructive criticism and recommendations from readers to refine and enhance this work.

Banda Aceh, June 12, 2024



Siti Faradilla



## ABSTRACT

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### Abstract:

This qualitative research investigates the phenomenon of student procrastination within the context of Senior High School education, with a particular focus on English Language Learning. Employing purposive sampling, three English teachers and five EFL (English as a Foreign Language) students from SMA Negeri 7 Banda Aceh were selected as participants for in-depth interviews. The study reveals both internal and external factors contributing to students' procrastination tendencies. Additionally, it explores the strategies employed teachers to mitigate or reduce student procrastination. By shedding light on the complexities surrounding student procrastination and teachers' effort to address it, this research provides valuable insights for educators and educational policymakers seeking to enhance student engagement and academic performance.

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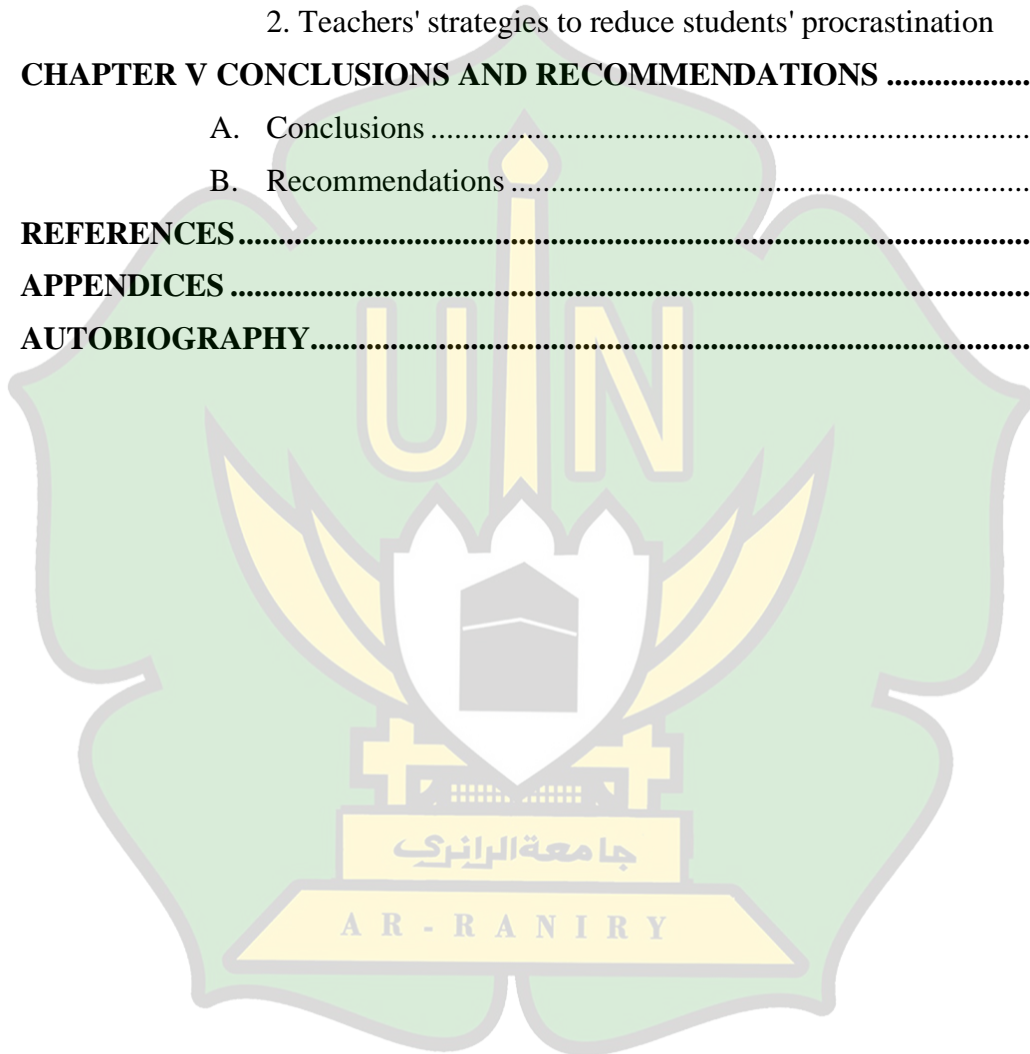
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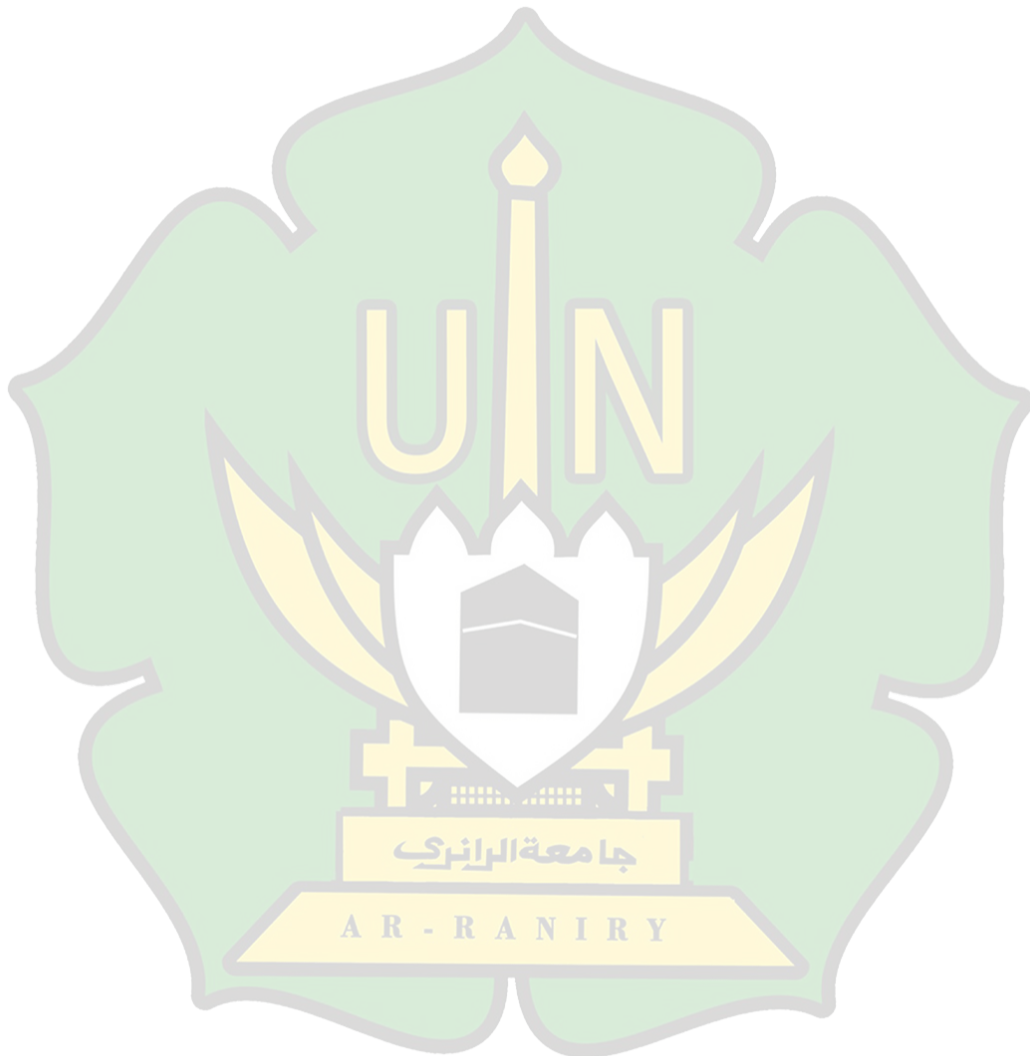
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## CHAPTER I

### INTRODUCTION

This chapter highlights the background of the study, research question, aims of the study, significance of the study, and terminology.

#### **A. Background of Study**

Procrastination is the habit of putting off tasks that need to be completed on time. According to Steel (2007, as cited in Klingsieck, 2013), procrastination is a conscious behavior of putting off work that needs doing, although aware of the negative consequences in the future. Procrastination is frequently recognized as an obstacle to the successful accomplishment of goals, as individuals experience difficulties in initiating or finishing task, even they have intention to do so. Procrastination is characterized as unpleasant, subjective difficulty in starting or finishing the pursuit of a specific goal (Krause & Freund, 2014).

Klingsieck (2013, as cited in Steel & Klingsieck, 2015) defined academic procrastination as the intentional delay or postponement of academic tasks and responsibilities, despite an awareness of the potential negative consequences. It is characterized by the avoidance of important or urgent academic work, a behavior often driven by a preference for short-term gratification and distractions (Steel & Klingsieck, 2016). This phenomenon is influenced by underlying psychological factors such as perfectionism, fear of failure, and low self-efficacy, which contribute to an individual's tendency to defer tasks. Consequently,

procrastinators frequently experience heightened stress and diminished academic performance due to the pressure of looming deadlines. While procrastination may offer temporary pleasure and amusement, it is generally associated with significant stress and decreased well-being in the long term (Sirois, 2014).

Research has demonstrated that academic procrastination is influenced by various psychological and emotional factors beyond Indonesia. For instance, Pychyl and Sirois (2016) highlight that procrastination is closely linked to difficulties in emotion regulation, suggesting that students globally face similar challenges. Steel and Klingsieck (2016) review psychological antecedents like self-esteem, perfectionism, and fear of failure, indicating these issues are prevalent worldwide. Grunschel et al. (2016) show that motivational regulation strategies, such as goal-setting and self-monitoring, are effective in reducing procrastination and enhancing academic performance across different educational contexts. These findings underscore the universal nature of procrastination and suggest that addressing emotional, psychological, and motivational factors can be effective internationally.

In Indonesia, numerous studies have examined the phenomenon of academic procrastination. Candra, Wibowo, and Setyowani (2014) found that the primary internal factor contributing to academic procrastination is students' physical condition, while the external factor most affecting procrastination is the school environment. Another study by Wulandari, Fatimah, and Suherman (2021) supports the presence of internal and external factors influencing procrastination

behavior. Their research highlights that students often struggle to understand their instructors' material, which impedes their progress. Additionally, a lack of self-confidence, poor time management, and difficulty balancing assignments with other commitments exacerbate procrastination. Furthermore, the monotony of online learning from home contributes to students' boredom. Other factors include inadequate parental guidance, motivation, and encouragement, as well as issues related to limited access to signals, mobile phones, and internet quotas.

Another study by Zainuddin and Saputra (2022) discovered that guidance and counseling teachers play a significant role in providing both direct and indirect services to combat academic procrastination. The main factors contributing to academic procrastination include physical health conditions, students' psychological conditions, parenting patterns, and peer association influences. Similarly, Ndruru, Zagoto, and Laia (2022) identified various forms of academic procrastination, such as late submission of assignments, delaying assignment completion, and postponing study time. Their study highlights both internal and external factors affecting procrastination. Internal factors include laziness, boredom, and poor time management skills, while external factors encompass lack of parental support, inadequate home facilities, and peer pressure. Guidance and counseling teachers can address academic procrastination by offering support and understanding to students.

Based on previous studies, it is evident that while many researchers have explored the causes of academic procrastination and the role of guidance and

counseling teachers in mitigating this issue, there is a notable gap in research regarding the specific role of English as a Foreign Language (EFL) teachers. Candra et al. (2014) identify the school environment as a significant external factor influencing students' academic procrastination.

The researcher aims to investigate both internal and external factors contributing to student procrastination and to examine how EFL teachers can address these issues effectively at SMA Negeri 7 Banda Aceh. Understanding the role of EFL teachers is crucial because procrastination may be symptomatic of deeper issues such as lack of confidence, fear of failure, or language barriers. EFL teachers, who are often in a unique position to observe and address these issues, can provide targeted support to help reduce procrastination. Thus, this research will focus on identifying the specific factors contributing to students' academic procrastination and evaluating how EFL teachers can play a pivotal role in overcoming these challenges.

## **B. Research Questions**

Based on the description in the background above, this research has the following problem formulations.

1. What are the causes of academic procrastination experienced by students?
2. What kind of treatment do teachers use to reduce students' academic procrastination?

### **C. Research Aims**

According to the research question mentioned above, the purposes of this research are focused on the following:

1. To find out the causes of academic procrastination experienced by students.
2. To find out the kinds of treatment teachers use to reduce students' academic procrastination.

### **D. Significance of the Study**

Research can provide benefits to several parties, including:

1. The Academic Procrastinators

The benefit of this research is that it provides teachers with valuable insights to improve their English teaching strategies. By understanding the causes of academic procrastination experienced by students, teachers can identify effective solutions to reduce procrastination and enhance student engagement and performance. This research can serve as a benchmark for developing targeted interventions to address procrastination in academic settings.



## 2. The Students.

Students who procrastinate will come to understand that academic procrastination is a common issue that must be addressed with the support of teachers and those around them.

## 3. The Further Researchers

The results of this study can serve as a reference for future research and can help guide subsequent investigations in the field.

## **E. Terminologies**

The author explains some of the terminologies used in this study to make it easier to understand and not confuse readers.

### 1. Academic Procrastination

Academic procrastination can be described as an individual's behavior or tendency to deliberately postpone academic tasks despite being aware of the negative consequences, such as studying, completing daily assignments, or even preparing for exams (Klingsieck, 2013). This detrimental tendency can lead to poor academic performance and increased anxiety and stress (Sirois, 2014). Factors contributing to procrastination include lack of motivation, task aversiveness, and low levels of academic self-efficacy (Tuckman, 2017). In this

study, academic procrastination refers to the tendency of high school students to delay academic tasks, with a focus on identifying contributing factors and evaluating teachers' efforts to mitigate procrastination.

