

**AN ANALYSIS OF ACADEMIC PROCRASTINATION
AMONG EFL STUDENTS**

THESIS

Submitted by

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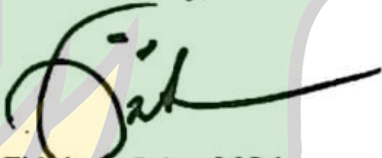
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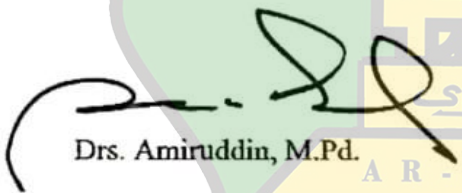
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An Analysis of Academic Procrastination among EFL Students

adalah 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.

Banda Aceh, 24 Juli 2023

Saya yang membuat surat pernyataan

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A R - R A N I R Y

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ABSTRACT

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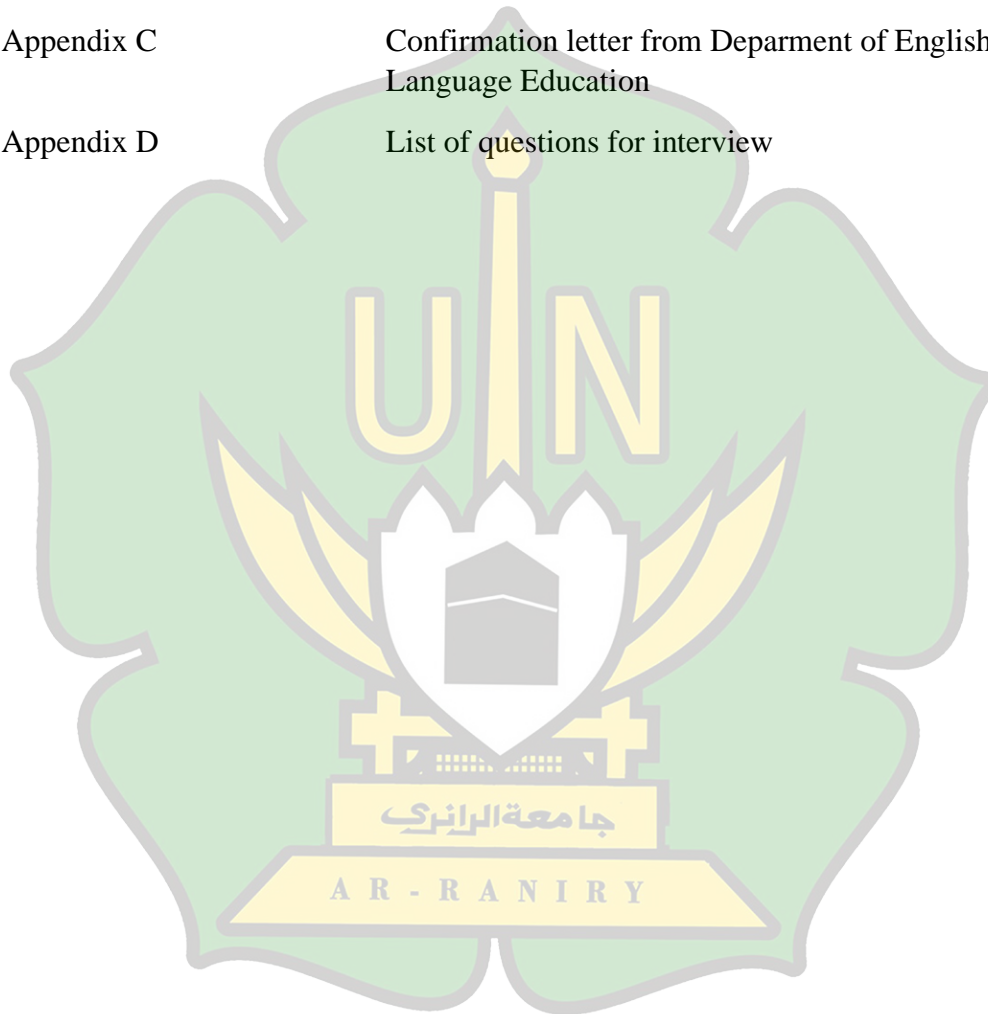
Academic procrastination is the common problem among students including undergraduate students. This research aimed to find out the factors and strategies to overcome academic procrastination among EFL students. A qualitative method was applied in this study. The participants were ten students of English Language Education Department UIN Ar-Raniry batch 2020. The data were gathered using interview and analyzed using thematic analysis. This study found that several factors influence EFL students' academic procrastination. The factors included physical factors, time management, internet addiction, task characteristics, instruction and environment. Moreover, students also had strategies to manage this problem. The strategies were finding motivation, minimizing distractions, and setting a schedule. This indicated that even though several factors affect EFL students' academic procrastination, they tried to find strategies to overcome this problem.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Students have different learning styles, strategies, and challenges to achieve learning goals. Usually, they also deal with achievement problems during the process. According to Santrock (2011), achievement problems are some issues that lead to difficulty in achieving academic success, which most likely occurs when students fail to determine the goals, do not manage the plan, and find it difficult to observe their improvement toward the goals. Some achievement problems are low expectations, anxiety, avoiding failure, and procrastination.

Procrastination is a common problem faced by students at any level, mainly undergraduate students. Research from Daryani, Nugrahayu, and Sulistiawati (2021) stated that 55.1% of students in Medicine Faculty at Mulawarman University procrastinate their work in each area of academic procrastination. Those areas are writing papers, exam-related study, weekly reading, administrative work, attending meetings, and completing assignments. In addition, a study by Wirajaya, Padmadewi, and Ramendra (2022) in Universitas Pendidikan Ganesha, Singaraja, revealed that the procrastination level of EFL students in the university reached 63% and was categorized as high level. Generally, the previous studies indicated that academic procrastination is a prevalent problem faced by students across various educational levels and disciplines, including students from language majors.

According to Seel (2012), procrastination is a behavior that shows the delay in starting and doing the necessary work that is supposed to be completed within a certain period. Procrastination related to academic performance, such as assignments or school tasks, is called academic procrastination. It refers to the act of delaying or putting off academic tasks, such as studying or completing assignments. Undergraduate students, even EFL students, struggle with it. Chugani (2021) mentioned that EFL students are students from non-native English-speaking countries who learn English through classes in their home country.

In the context of undergraduate students, many commit to academic procrastination for different reasons. Seifert and Sutton (2009) stated that a reason for procrastination commonly found in students is avoiding failure. However, Fentaw et al., (2022) argued that academic procrastination is often unreasonable and results in displeasure for teachers, parents, and other parties who engage in the academic context. Academic procrastination is also a problem to EFL students who often procrastinate their work for different purposes.

One of the negative impacts of academic procrastination is a decrease in students' grades. A study from Yilmaz (2017) entitled *The Relation between Academic Procrastination of University Students and Their Assignment and Exam Performances: The situation in distance and face-to-face learning environments* examined the effect of academic procrastination in online and offline learning. The study was conducted in Education Department in Turkey. It found that students commit academic procrastination in distance and face-to-face learning. Moreover,

students with high academic procrastination score lower than those with less procrastination.

On the other hand, Amin (2019) conducted a study at President University entitled Academic Procrastination of College Students. It was discovered that some factors leading to academic procrastination are internet addiction, self-efficacy, time management, and stress. Meanwhile, Wirajaya et al., (2020) conducted research in English major context entitled Investigating the Academic Procrastination of EFL Students. The results revealed that student-teachers in English Department in *Universitas Pendidikan Ganesha* tended to procrastinate on their academic responsibilities. The main factors of their academic procrastination are time management, aversiveness of the task, sincerity, personal initiative, and self-efficacy. Time management obtained the highest percentage among those factors with 28%.

Procrastination can have negative consequences on academic performance. According to those studies, college students including those majoring in English Language frequently procrastinate on their academic work. Additionally, there are many other reasons why undergraduate students put off doing their academic work. Understanding the factors that contribute to academic procrastination and identifying effective strategies to overcome it are essential for promoting successful academic outcomes and fostering a positive learning environment. Therefore, a specific study to find out the factors of academic procrastination among EFL students need to be conducted. Moreover, the strategies to reduce academic procrastination among EFL students should also be explored. In the end, it needs to

be identified whether the results from English Language Education Department Students at UIN Ar-Raniry have similarities or differences with previous studies related to academic procrastination.

Based on the problem above, the writer is interested to conduct a study about an analysis of academic procrastination among EFL students. This study will focus on identifying and analyzing various factors that influence academic procrastination. Moreover, it attempts to explore strategies used by EFL students to reduce academic procrastination.

B. Research Questions

Based on the background of the study, the research questions are:

1. What are the factors that affect academic procrastination among EFL students?
2. What are strategies to reduce academic procrastination among EFL students?

C. Aims of the Study

Related to the research questions, the aims of this study are:

1. To find out the factors that affect academic procrastination among EFL students
2. To explore strategies to reduce academic procrastination among EFL students

D. Significances of the Study

The writer expects that the results of this study will be beneficial to students, teachers, and future researchers.

1. Students

This study is expected to provide some information about students' academic procrastination, particularly in EFL context. Students are expected to understand the factors and strategies so that they can avoid and reduce their academic procrastination. Eventually, it can help students to improve their academic achievement.

2. Teachers

This study is expected to help teachers to decide on the appropriate activities and assignments in English language learning. Teachers are expected to be able to consider the factors affecting students' academic procrastination. Moreover, they can develop strategies and activities in teaching English and assist students to minimize procrastination.

3. Future researchers

The result of this study is expected to provide useful information for other researchers who are interested in conducting deeper studies about academic procrastination among EFL students. Moreover, it can be used to support other theories related to academic procrastination, particularly in EFL context.

E. Terminologies

1. Academic Procrastination

According to Seel (2012), academic procrastination is a dilatory behavior in an academic situation and related to school tasks, assignments, and obligations. Puspitasari and Suwarjo (2018) stated that academic procrastination occurs when students refuse and delay finishing the assignment in the expected time.

In this study, academic procrastination is a behavior that occurs in English Education Department Students at UIN Ar-Raniry, which is characterized by postponing doing academic assignments during the process of learning.

2. EFL Students

According to Si (2019), English as a Foreign Language (EFL) means learning English in non-English-speaking countries, while EFL students are the students who learn English when English is not their first language or official language of the country. Meanwhile, Nordquist (2020) mentioned that EFL is teaching English to students whose first language is not English in non-English speaking countries. In this study, EFL students refer to students in English Department UIN Ar-Raniry who learned English as their foreign language.

CHAPTER II

LITERATURE REVIEW

This chapter provides a literature review that is related to the research. It discusses Academic procrastination and previous studies.

A. Academic Procrastination

1. Definition of Academic Procrastination

The term procrastination comes from the Latin words *procrastinare* and consists of the word *pro*, which means forward motions, and *crastinus* means belonging to tomorrow. In general, procrastination is the act of delaying or postponing to do work until another day (DeSimone, 1993, as cited in Ferrari, Johnson, & McCown, 1995). Meanwhile, academic procrastination is the act of delaying or postponing to do activities related to academic tasks. Academic procrastination is a phenomenon where students unnecessarily postpone academic assignments (Solomon & Rothblum, 1984). Ferrari et al., (1995) claimed that the term procrastination occurred in about 1600s and started to associate with a negative connotation in the mid of 18th century, around the time of the industrial revolution. The punctual behavior in industrialized countries caused this term to be used more often in line with the development of technology and the necessity of schedule conformity. Nowadays, procrastination is associated with *task avoidance*.

According to Knaus (2002), procrastination is delaying and postponing to do essential activities and replacing them with unimportant activities. It is related to *task avoidance*, when someone avoids working on tasks and substitutes them

with other activities. Someone who procrastinates is called a procrastinator. Procrastinators usually do other activities which might also be necessary. However, it is unrelated to the activity that is supposed to be finished. Knaus (2010) stated that people procrastinate their work for different purposes. In most cases, procrastination is a continuous habit and causes more extensive issues. A procrastinator often feels relief in delaying. Thus, it increases the possibility of the same patterns in the future.

In another research, Devi and Dhull (2017) mentioned that procrastination appears in almost all areas of behavior. However, the most general form of procrastination emerges in an academic setting called academic procrastination. According to Fentaw, Moges and Ismail (2022), academic procrastination is an urgent problem that obstructs students from achieving their academic goals. Many studies have proved that academic procrastination affects students' academic performance.

2. Types of Procrastinators

Chu and Choi (2005) divided two types of procrastinators. The first type is passive procrastinator. This type happens due to a needing more ability to do a task quickly and ends up delaying the task. A passive procrastinator is an individual who engages in procrastination by avoiding or delaying tasks without taking active steps to address or complete them. Wessel, Bradley, and Hood (2019) mentioned that passive procrastinators understand the effect of their behavior yet still do it over time. Furthermore, Wang, Sperling, and Haspel (2015) stated that lack of time management strategies, a tendency to follow distractions, difficulty in monitoring

learning progress, and failure to organize and prioritize tasks are the main causes of passive procrastination in the learning context.

The second type is active procrastinator. This type tends to realize their procrastination. However, they choose to delay and do other activities intentionally to get more motivation before doing the actual task. An active procrastinator is someone who delays doing tasks or work but they still manage to get things done. Cao (2012) stated that students at younger ages tend to be more active procrastinators than older ones. Younger students have more control over their behavior related to procrastination. Wessel, et al., (2019) indicated that personal view of a task influences them to procrastinate.

Passive procrastinators and active procrastinators differ in how they approach tasks and manage their responsibilities. Passive procrastinators tend to avoid or delay tasks without actively seeking solutions or alternatives, often letting tasks pile up until external pressures force them to take action. On the other hand, active procrastinators intentionally delay tasks, believing that they work better under pressure. Both passive and active procrastinators have different reasons in doing procrastination. Motivation, personal preference for the tasks, and the ability or knowledge about the assignment play an essential role in one's type of procrastination. Meanwhile, time management strategies and age can contribute to controlling a person's level of procrastination.

3. Factors of Academic Procrastination

Wirajaya et al., (2020) mentioned that university students have much work requiring their efforts and attention, such as attending classes, submitting

assignments, doing group projects, and studying for exams. Due to many obligations to do, students tend to engage in procrastination for various reasons.

Some researchers have investigated about the factors of academic procrastination. The first is from Ghufron and Risnawita (2010). They mentioned internal and external factors that affect academic procrastination.

1. Internal factors. This factor comes from students' themselves including physical factor and psychological condition. Physical factor is related to students' physical health. Students who have many activities will have fatigue and will be difficult to be productive in doing assignments. The result is that they procrastinate in doing their tasks and choose to take a rest. Meanwhile, psychological condition is related to one's personality which also influence this behavior. It could come from emotions, feeling, attitudes, or motivation.
2. External factors. This factor comes outside the individual that affect procrastination. External factors are parenting style and environment. For parenting style, it was found that students with procrastinator parents tend to be procrastinator. Moreover, authoritarian parenting style and lack of communication with parents increase the chance for their children to become procrastinators. In addition, environment, such as family, friends, and surroundings influence students' level of procrastination. Students who are in a strict control environment tend to have lower procrastination levels than those who are not. Moreover, a good environment also gives motivation to start doing assignments. For

example, students choose to do assignments in some places where they can focus and increase their motivation.

In another research, Noran (2000) as cited in Akinsola, Tella, and Tella (2007) mentioned other factors that affect academic procrastination.

1. Time management. People who procrastinate means that they are unable to manage time wisely. They are difficult to manage their priorities and objectives. Because of that uncertainty, procrastinators don't know which goal to achieve first, so they often do other activities besides their main goal. This makes them not focus on completing tasks, which can eventually make work messy and cannot be completed on time.
2. The inability to concentrate. The inability to concentrate significantly impacts academic procrastination by creating barriers that hinder effective learning and task completion. It can be influenced by students' environment, such as noise and so on.
3. Fear of failure and anxiety. When students are afraid of failing or not meeting their own or others' expectations, they can experience heightened levels of anxiety. This anxiety can lead to avoidance behaviors, where students delay or put off tasks. Someone in this category will spend more time worrying about what will happen than thinking about ways to solve it.
4. Lack of confidence. It is related to students' expectations and perfectionism. Students set their standard too high with minimum effort.

Meanwhile, Steel (2007) also stated the factors that affect students' academic procrastination.

1. Phenomenology of Procrastination. People who procrastinate actually don't mean to delay. Initially they had the intention to start completing the task, but for various reasons they finally postponed it. They delay to avoid anxiety and hope that the next day they will have a better performance.
2. Task characteristics. The character of the tasks given by the lecturer may also have an influence on procrastination behavior. Furthermore, there are two types of tasks. The first is the task that required extensive prior knowledge whether the learning task required extensive prior knowledge. For example, students chose to procrastinate in tasks that do not need high prior knowledge. The second is task difficulty. For example, students chose to delay when the task is too difficult or too easy.
3. Individual Differences. This factor is related to five personality types, namely neuroticism, extraversion, agreeableness, openness to experience and conscientiousness. Openness to experience personality type does not correlate with procrastination. Conscientiousness personality type is the strongest negative predictor of procrastination behavior. The impulsiveness component of the extraversion personality type is also believed to play a role in procrastination behavior.

4. Demographic This factor covers age, gender, and year. When a person becomes older and has learned through experience, their procrastination should decrease.

In another research, Amin (2019) mentioned several factors of academic procrastination among undergraduate students.

1. Internet addiction. It refers to excessive internet use, such as the addiction to social media. Some indicators of people with this addiction are enjoy the activities using internet, cannot control their time when using internet and feel panic, nervous and aggressive when there is no internet connection. For example, the addiction to social media applications makes students neglect their assignment. They choose to be on social media because it provides more interesting experience. At the end, students are not able to fulfill their goals because they tend to procrastinate and choose to spend their time in the internet.
2. Self-efficacy. It determines how people feel, think and motive themselves to behave by considering level of difficulty, strength and confidence. It has direct effect on academic procrastination. For instance, students with high self-efficacy will plan and manage their time well and decrease the procrastination level.
3. Stress. Stress is a negative emotional experience and tension caused by internal and external factors. Students who cannot deal with their tension or stress are going to delay the beginning and finishing the assignments.

4. Time management. Time management is the act or planning and exercising conscious control over the amount of time spent on specific tasks or activities, to increase effectiveness, efficiency and productivity. It has significant direct effect toward academic procrastination.

The last study about factors that affect academic procrastination comes from Fauziah (2016). She divided factors that affect academic procrastination into two, namely internal and external factor.

1. Internal factors. It covers physical factor, which is related to students' physical health and mood. Then, task instruction. Unclear instructions or a lack of understanding about what is expected can lead to confusion and anxiety, making it more likely for students to delay starting the task. When students feel unsure about how to proceed or what is required, they may put off the task until they have a clearer picture, leading to procrastination. Moreover, time management also influenced academic procrastination. Procrastination often arises when students fail to allocate sufficient time for tasks, leading to last-minute rushes and increased stress.
2. External factors. It covers task difficulty, lack of facility and task references, deadline, and activity outside the campus. For task difficulty, when individuals perceive a task as challenging, complex, or beyond their current skill level, they might experience feelings of uncertainty, stress, or anxiety. This perception of difficulty can trigger a psychological response that leads to procrastination. Meanwhile, lack of

facilities and references can contribute to academic procrastination by creating obstacles that hinder a student's ability to effectively engage in their studies. Moreover, deadlines can provide structure and a sense of urgency and also become a trigger for procrastination. Some individuals may initially feel a sense of motivation when a deadline is set, but as the deadline approaches, the pressure and anxiety associated with completing the task can lead to avoidance behaviors.

4. Characteristics of Procrastinators

Academic procrastination often happens because students are always related to academic assignments. According to Ferrari (1995) as cited in Fajhriani (2020) mentioned that there are some characteristics that can be measured as signs of academic procrastination.

1. There is a delay in completing the assignment of lectures
2. Requesting more time to finish tasks. Students usually need more time to prepare before doing the tasks, and most of the time, they choose to do other activities unrelated to the tasks. As a result, they are difficult to put maximal effort into the task or even cannot complete it on time.
3. The time gap between the plan and actual performance. A procrastinator has difficulty doing something according to a predetermined time limit. A procrastination spends the time he has to prepare themselves excessively, as well as doing things that are not needed in completing a task, without taking into account the limitations of time they have.

4. Do other activities that are more fun than doing the task that must be done. A procrastinator intentionally does not immediately do his work, but uses the time he has to do other activities that are considered more fun and bring entertainment, such as reading, watching, talking with friends or family, traveling, listening to music, and so on.

5. Strategies to Overcome Academic Procrastination

Many students who engage in academic procrastination think they will have time to complete their tasks, while they actually need more time to finish them (Devi & Dhull, 2017). Knowing the causes of academic procrastination is essential to find specific strategies. Suhadianto and Pratitis (2019) mentioned several strategies to deal with academic procrastination.

1. Finding motivation. Motivation plays an important role related to procrastination habits. Students tend to postpone doing the task if they have low motivation and the work is not intrinsically engaging. One way to motivate students is setting goals. The goal will help to keep students' focus in doing assignments.
2. Setting a schedule and task reminders. Many people procrastinate on long-term tasks with no specific deadline. Therefore, it is crucial to set task structure and purpose clearly with periodic rewards and keep monitoring them. One important thing to monitor progress is making a chart reminder for purpose, deadline, challenge, and steps to finish the task. Moreover, creating assignment list help students to reduce

procrastination because students can follow their progress and make sure they will not miss any assignments.

In another research, Puspitasari and Suwarjo (2018) mentioned several strategies to reduce academic procrastination.

1. Scheduling daily activities. It is useful to train students to be discipline and managing their time well. Moreover, students should know how to balancing their time to avoid negative impacts such as stressed out.
2. Writing diary. Students who are accustomed write diary would know their own life. In addition, they could find their strengths and weakness to minimize procrastination.
3. Motivation. It will impress emotion and behavior so that procrastination will be reduced. If students have low motivation to complete the assignment, the procrastination will be followed.

One of the causes of academic procrastination is internet addiction. Alblwi, McAlaney, Althani, Phalp, and Ali (2021) stated that social media can increase procrastination because it provides interesting features that can make students neglect their assignments. Therefore, they mentioned strategies to deal with academic procrastination are goal setting and minimizing distractions.

1. Goal setting. It is a highly effective strategy for combating procrastination and enhancing productivity. By defining clear and specific objectives, students can create a roadmap that guides their actions and reduces the tendency to postpone tasks. Moreover, some features in smartphone could be used to help in setting goals. It enables

to set to-do-lists and help to track progress towards achieving those goals.

2. Minimizing distractions. Minimizing distractions caused by smartphones is an essential strategy to prevent procrastination and enhance focus during academic tasks. Smartphones, while valuable tools, often pose significant distractions that can disturb productivity. To deal with the negative effects of social media, it is essential to minimize distractions by using time restrictions mode, do not disturb mode, and task reminders.

B. Previous Studies

Similar to this research, some previous studies have investigated academic procrastination. The first study is from Suhadianto and Pratitis (2019) They explored about causes, impact, and strategy for handling academic procrastination in students. This is qualitative research with in-depth interviews. This research found that the factors that affect students' academic procrastination mostly come from students' laziness and environment. Students also felt that academic procrastination gave negative impacts to them in cognitive, affective, behavior, and academic. Moreover, the strategies they used are improving motivation and using task reminders.

The second is from Amin (2019), entitled Academic Procrastination of College Students. She explored some factors affecting academic procrastination of college students in Bekasi. There were 139 students as the respondents to answer

the questionnaire about academic procrastination. The result found some factors directly affecting students' academic procrastination, such as internet addiction, self-efficacy, stress, and time management. Moreover, it found that motivation indirectly affects students' academic procrastination. It has a significant direct effect on students' time management, while time management has a direct effect on academic procrastination.

The third is from Gunduz (2020) entitled *The Relationship Between Academic Procrastination Behaviors of Secondary School Students, Learning Styles and Parenting Behaviors*. This study found that there is significant relationship between parenting style and academic procrastination. Children with positive and caring parenting style tend to have lower level of procrastination. Meanwhile, academic procrastination did not differ significantly according to learning styles. However, learners with kinesthetic / tactile learning styles showed more procrastination behavior. Students with this type apply more to procrastination behavior in performing instructional tasks such as reading, test solving, and summarizing. Furthermore, there is no relationship between socio-economic level of the parents and academic procrastination. Nevertheless, parents of children with low education level have less procrastination behavior. This may be due to the more sensitive attitude and manner of such families towards school tasks. These families can sometimes be coercive for their children to continue their learning lives continuously and successfully.

Meanwhile, Nitami, Daharnis and Yusri (2015) examined the relationship between motivation and academic procrastination in junior high school in Padang.

The study indicated that there is negative correlation between learning motivation and academic procrastination. The higher motivation that the students have the lower their academic procrastination. Students' motivation is related to their diligence and passion. The motivation can give encouragement to do a task as well as possible. Therefore, someone with high learning motivation will not procrastinate because it can hinder them to achieve their goals.

In another research, Turel and Dokumaci (2022) conducted research entitled Use of Media and Technology, Academic Procrastination, and Academic Achievement in Adolescence. They investigated the influence of media, technology, and academic procrastination on academic achievement. The result found that the increasing use of technology and media increase students' academic procrastination. Then, the higher level of academic procrastination affects students' academic performance. It happens due to the longer time spent on smartphones and computers leads to postponement and delay in doing academic tasks.

Furthermore, Tahir, Yasmin, Butt, Gul, Aamer and Naeem, (2022) conducted a study to identify the level of procrastination and the strategies to reduce it. This is mixed-method research using questionnaire and semi-structured interview. It found that medical students in Pakistan have high level of academic procrastination. Meanwhile, they use strategies to overcome academic procrastination: time management, goal-setting, self-reminders, self-evaluation, and self-monitoring.

The previous studies more focus on the relationship between students' academic procrastination and other factors. Moreover, it does not provide a detailed analysis of all factors influencing students' academic procrastination. Meanwhile, the present study will focus on exploring factors and strategies of academic procrastination in an undergraduate context, particularly among EFL students.



CHAPTER III

RESEARCH METHODOLOGY

This chapter provides research design, research location, research participants, technique of data collection, and technique of data analysis.

A. Research Design

This study used a qualitative approach. According to Braun and Clarke (2013), qualitative approach relies on words to be used as data and seeks to understand and interpret meanings. Creswell (2014) stated that qualitative research is conducted in a natural setting to obtain meaningful data. In qualitative research, the results emphasize more in the meaning rather than generalization.

This research method was chosen related to the purpose of the study to seek and investigate the problem in depth. A qualitative study aims to give various perspectives to obtain a greater understanding of the phenomena in this study. Moreover, it is appropriate for the problem and purpose of the present study.

B. Research Location

The study was conducted in English Language Education Department at Ar-Raniry State Islamic University. It was chosen because this research is related to exploring problem in the context of EFL students. Therefore, English Language learners are needed to be participants to obtain the appropriate data for this study.

C. Research Participants

According to Braun and Clarke (2013), in qualitative approach, there are no specific rules to determine the number of participants, however, a qualitative study usually requires smaller number of participants than quantitative study. Moreover, in qualitative approach with interactive data collection such as interview or focus group, 6 to 10 participants are required for a small project. In this research, 10% of the population will be chosen as participants. Therefore, this research is going to involve 10 participants for data collection.

To determine the participants, it is going to use purposive sampling. It aims to search for samples that are expected to provide the appropriate information related to the research (Braun & Clarke, 2013). It is chosen because the participants are expected to provide appropriate responses for meaningful data. In this study, the criteria of participants are English Department Students batch 2020 who passed the sixth semester and have experience in academic procrastination. The sixth semester's students are chosen because they have passed more than 50% of courses in English Education Department but are still in the process of learning English. Therefore, they will be appropriate to provide meaningful data related to their experience about academic procrastination.

D. Methods of Data Collection

Data collection is the process of collecting data and measuring information related to the variables. The quality of data collection and research instruments will involve the quality of the results (Creswell, 2014). The method of data collection

used in this study is interview. According to Griffe (2012), an interview is a one-on-one conversation to obtain meaningful data to be collected, analyzed, and validated. Braun and Clarke (2013) stated that there are three types of interviews: structured, semi-structured, and unstructured. An interview can be carried out face-to-face, by telephone, or online/by email.

This study is going to use semi-structured interviews. According to Braun and Clarke (2013), this type of interview is commonly used in qualitative research. In semi-structured interviews, the writer will prepare a list of questions, however, there is a possibility that the participants' responses can raise unanticipated issues. Therefore, the followed-up questions might be asked based on the participants' responses. The semi-structured interview is chosen to keep the flexibility of the interview while still avoiding to minimize the possibility of going out of the topic.

E. Techniques of Data Analysis

In this study, the process of interview will be recorded and the data collected from the interview will be transcribed. The data collected will be analyzed by using Thematic Analysis (TA). According to Braun and Clarke (2013), thematic analysis is the technique most commonly used to analyze data in qualitative approach. It aims to identify themes and patterns of the data by finding the relationship between the data and research questions. The six stages in analyzing the data by using thematic analysis are:

1. Transcription, raw data gathered through interview will be transcribed in detail. The transcription then is checked again to avoid mistakes and incompleteness of the data
2. Reading and taking note, in this step, the data will be reread to look for the important and interesting points
3. Coding, is a process of identifying and connecting the data to the research questions. The data will be categorized based on the first or second research question
4. Selecting themes, from the category, the theme will be selected and checked to ensure the appropriateness of the theme and the data
5. Reviewing and producing a thematic map, in this stage, the theme will be reviewed and conceptualized using a thematic map. It consists of themes, subthemes, and the relationship between them
5. Labeling the themes, in this stage, the name of the theme will be decided and defined
6. Writing the final analysis, is the last step to write the analysis based on the theme and connecting the theme to the data.

CHAPTER IV

FINDING AND DISCUSSION

This chapter provides the findings and discussion. It includes research findings and discussions about factors and strategies related to EFL students' academic procrastination.

A. Findings

This study aims to analyze academic procrastination among EFL students, which includes exploring the factors that affect EFL students' academic procrastination and their strategies to reduce it. The participants were ten students from English Department UIN Ar-Raniry batch 2020. To obtain the data, semi-structured interview has been conducted. Furthermore, the interview was conducted using Indonesian. It aimed to obtain more information from the participants and to avoid misunderstanding. Then, the participants were labeled as P1 for Participant 1, P2 for Participant 2, and so on.

All the interview has been recorded and transcribed. Then, the responses were coded and categorized to find the themes to answer the research questions. From the processes, it was found that six factors affect academic procrastination among EFL students, and there were three strategies that they used to reduce academic procrastination. Moreover, it was discovered that every participant had engaged in academic procrastination. Furthermore, this study explores the factors affecting EFL students' academic procrastination and their strategies to overcome it.

1. The Factors Affecting EFL Students' Academic Procrastination

Based on the interview, some factors affect EFL students' academic procrastination. Those factors are physical factor, time management, internet addiction, task characteristics, instruction and environment.

a. Physical factors

The first factor is physical factors which is related to students' physical health. It influences their academic procrastination, as stated below:

When I feel dizzy or not in a good condition, I choose to put them off. [P3]

In line with P3, P5 and P7 also describe that physical factors influence their academic procrastination.

I usually feel tired after many activities outside the campus, so, I cannot work on my assignment. I just delay until tomorrow. [P5]

If I have other work, sometimes it is a bit physically tiring to do assignments, so I postpone doing my assignments because I need to take a rest first so that the assignments could be done as I want. [P7]

Based on the participants' responses, there are two main causes of physical factors that influence their academic procrastination. The first is physical health and the second is fatigue. It can be concluded that physical factor influence students' academic procrastination.

b. Time management

The next factor that affects EFL students' academic procrastination is time management. Time management and academic procrastination are closely related. Time management involves identifying and prioritizing tasks. In this study, most participants shared similar idea that they were difficult to manage their time because they had many activities

Every day, I help my parents to make cookies. So, I need three or four hours to help her. Sometimes, for doing my assignments, I have no time. [P7]

Meanwhile, P2 had another reason to delay in finishing assignments

Because I rent a room, I have to finish my housework first, then I can do my assignments. [P2]

Based on the responses, students pointed out that they prioritize helping parents and doing house chores than doing assignments. Furthermore, they prioritized attending activities outside the campus, as represented below:

I have many activities outside the campus, so it is hard for me to prioritize my assignments. [P5]

P2 also added her answer about managing time in doing assignments

Because I contribute in a community, sometimes I have to attend meetings and do other things, so I can only finish my tasks after finishing those activities. [P2]

In other responses, students also stated that if they still had more time to finish the assignments, they chose to complete them on the due date, as stated by P9 and P7

I look at the deadline, and I think it is still far away, so it is okay, I can do other things first. [P9]

If I have more time before the deadline, I think that I will do it later when it is only one day left or when the due date comes. [P7]

This factor is supported by P8 and P2 who also mentioned similar reason

I have other activities and I also think that I still have more time to finish my homework. [P8]

I think that I can finish it later, and I have even submitted my assignments two minutes before the time is over. [P2]

Some others also mentioned that they were difficult to manage their time if they had many assignments, as stated below:

If I have many assignments, I am confused to choose which assignments I should do, so I choose to postpone them. [P3]

Sometimes, there are weeks which have full of assignments. They come over and over, so I just choose to procrastinate. [P9]

Overall, students still struggled with time management, which results in academic procrastination. The causes were they prioritized other activities and waited for the deadline. They were still unable to effectively manage their time and set priorities. Moreover, they were confused to choose which assignments they should do. In the end, they just procrastinated and waited until the last minute.

c. Internet addiction

All participants agreed that they neglected their assignment because they were addicted to internet and social media, as stated below:

For now, I think, like social media, it makes us lazy to do anything, like assignments. [P1]

In addition, P2 had similar opinion related to the influence of social media in their academic procrastination

I am addicted to TikTok, I do not realize I have been scrolling it for two hours. It is like I keep watching over and over. [P2]

Those statements are supported by P10 who viewed social media as the reason of procrastination

I think social media is the reason why the tasks are delayed. I sometimes just scroll TikTok or Instagram and put off my assignments. [P10]

Those responses show that students spent a lot of time in social media and neglected the assignments until the assignments were getting closer to the deadline. Social media platforms, with their engaging and addictive, can divert students' attention away from their academic responsibilities, leading to procrastination. It became a distraction, leading to the procrastination of important tasks and potentially affecting academic activities. It is supported by other statements that said they spent a lot of time with their smartphone and social media when they were supposed to do assignments.

Sometimes, I prefer to play with smartphone instead of doing my tasks, for example like scrolling TikTok. [P6]

In line with P6, P4 also mentioned the influence of social media

I think social media is so influential, for example, when I do the tasks, then open Instagram or others, I surely will forget my assignments and I am getting lazy to finish them anymore. [P4]

Moreover, they often got distracted because getting notifications when doing the assignments as mentioned by P3 and P9

When getting notifications, I usually check it and leave my assignments, then unconsciously see other things. [P3]

If I get important chats, I will get distracted and see other chats I have not read until the end. [P9]

The students admitted that when receiving notifications, they had a tendency to check them immediately and lost their attention from their assignments. From the answer above, it can be concluded that the constant presence of smartphones and accessibility of chatting make it difficult for students to abandon their smartphone. As a result, their attention is diverted away from their academic assignments, leading to task delay and procrastination.

d. Task characteristics

Based on the interview, students' opinion of the tasks also influenced their academic procrastination. Students chose to procrastinate when the task is too difficult, as stated by P1 and P3

I think if the assignments are difficult maybe I just put them off to avoid misunderstanding when completing the task. [P1]

If the assignments are difficult, I do it at the end because I do not understand the materials. [P3]

In addition, P5 stated the similar reason related to task characteristics

If the assignment needs a long time to finish, I need to set the time to do it, so I wait and delay until the right time. [P5]

Those responses revealed that when faced with difficult assignments, students tended to procrastinate and postpone working on them due to a lack of understanding of the materials. On the other hand, one student said that they delayed because the task was easy, as stated below:

If the task is not too difficult, I will do it later. [P6]

The response indicates that when faced with tasks that are not difficult, students still tended to procrastinate and postpone doing them. Unlike the previous excerpts that mentioned difficulty as a reason for procrastination, in this case, even when the tasks were not too difficult, they still found themselves delaying them. Therefore, it can be concluded that some students perceived to procrastinate in difficult tasks while another chose to delay on easy tasks.

e. Instruction

This study found that students would put off assignments with unclear instructions. The instruction is about the steps that students should do to finish the tasks. The unclear and ambiguous instruction can cause procrastination, as stated by P1 and P8

For example, if the instruction is unclear, I will postpone and ask the lecturer again for clearer instruction. [P1]

Some tasks have unclear instructions, so I was afraid of misunderstanding them. [P8]

Moreover, P10 also found the same problem with instruction

If the instruction is unclear, I will ask my friends; if my friends do not understand it, I will just wait until the deadline. [P10]

From the answer above, it can be concluded that when the instructions are unclear, it made students felt anxious and unsure about what to do. This uncertainty made them afraid of making mistakes, so they tended to delay starting the task. Therefore, they preferred to wait until the last minute before doing the assignment.

f. Environment

Environment is related to anything around students, such as friends, family, and surrounding. Based on the interview, friends influenced students' academic procrastination. as stated by P7

I tend to wait for my friends until they finish their assignments because I need to discuss with them related to the assignments. [P7]

P10 also added her statements related to the influence of environment

I procrastinate because I wait for my friends so we can do the assignments together and we need to adjust our time. [P10]

The data show that the students tended to wait for friends to do their assignments because they want to discuss about the assignments. Moreover, students also postponed starting the assignment until they could work with their friends. In other responses, it was difficult for students to refuse if their friends asked to hang out, as stated below:

I think my friends often ask me to hang out and I just cannot reject it. It disturbs me but I also want to play. [P5]

In addition, P7 also added

If I was doing my assignments and my friends asked me to go, I cannot focus anymore. [P7]

The answers above indicate the impact of friends in students' procrastination. Friends could distract students to concentrate and finish their assignments. Furthermore, concentrating on their work was harder because they were tempted to engage in other activities with their friends.

2. The Strategies to Overcome Academic Procrastination

The following results explore students' strategies to overcome academic procrastination. All participants realized academic procrastination and even had intentions to overcome it. Based on the interview, students' strategies to overcome academic procrastination are finding motivation, minimizing distractions, and setting a schedule.

a. Finding motivation

Motivation is what drives students to achieve what needs to be done. Determining motivation can help to overcome procrastination. Moreover, students had different motivations to finish their assignments, as shown below:

If my friends have finished the assignments, it also motivates me to finish the assignments. [P8]

In line with P8, P6 also mentioned the same thing about motivation

I often ask my friends, 'Have you finished this assignment?' if they have finished it, it motivates me to also finish it. [P6]

The statements show that peer motivation could encourage students to reduce academic procrastination. When they know their friends had

finished their assignments, it motivated them to do and complete their own tasks. Another student also mentioned reward as her motivation:

I give myself reward, like sleeping, because I often do my assignments at midnight. So, it is my motivation to finish them. [P5]

Meanwhile, another student also tried to find a good environment to build her mood to finish the tasks:

I do my assignments in a library where everyone studies there, because it is hard to focus while I am at home. [P3]

Overall, it can be concluded that finding motivation is the strategy to reduce academic procrastination. The motivations could be found from friend, giving reward, and finding good environment.

b. Minimizing distraction

Distraction is something that makes students cannot pay attention to do assignments. Students mentioned social media and chat notification cause them to procrastinate the tasks. Thus, their strategies are:

I try to put away my phone, turn off the cellular data, and switch on my laptop to 'do not disturb' mode. [P3]

Meanwhile, other students had different ways to minimize distractions:

I often set an alarm when I should do my assignments, even though sometimes it does not work, it can be a reminder. I will also delete what distracts me, such as drama or TikTok, until I do not know what to do. [P5]

I use only one device when doing assignments, so I will charge my phone and do the assignments on my laptop. If I have my phone around me, I will play with it. [P9]

Those responses show that the students had different strategies to minimize distraction, such as using *do not disturb* mode, setting an alarm, and deleting some applications that made them delayed to start doing their assignments, From the statements, it can be concluded that students try to put away and avoid anything that can distract them.

c. Setting a schedule

Most students found this strategy helpful when they try to finish all assignments step by step. They had different ways to list their assignments, such as categorizing them based on the deadline:

“I will work on tasks with the closest deadlines first.” [P10]

I list the assignments, and the priority is the assignments near the deadline. [P5]

Other students also categorized the assignments based on difficulty, as shown below:

I will see the assignments which are possible to be completed first. [P1]

Usually, I do the difficult assignments first because the difficult assignments will take more time to be done. [P2]

Another response shows that student made a to-do list to ensure all assignments can be done.

I usually make to-do list by using an application, so I will tick it if I have finished. [P8]

From the responses, it can be concluded that students use this strategy to remind them about their assignments. Related to setting a

schedule, students categorized their tasks based on the deadline, the difficulty, and making to-do-list. Setting a schedule can effectively overcome procrastination because it can manage students' time efficiently, maintain focus, and monitor their progress.

B. Discussion

This research has two research questions. The first is what are the factors that affect academic procrastination among EFL students, and the second is what are strategies to reduce academic procrastination among EFL students. This part provides the discussion, answers the research questions, and connects this research with the previous study by finding the similarities or differences.

Based on the results, students admitted and realized their academic procrastination, and they were categorized as active procrastinators. An active procrastinator is someone who delays doing tasks or work but they still manage to get things done (Chu & Choi, 2005). Instead of doing assignments right away, students often wait until the last minute which creates a sense of urgency that helps them focus and work efficiently. They are good at handling pressure and often work well with deadlines.

There are six factors that affect students' academic procrastination. Those factors are physical factors, time management, internet addiction, task characteristics, instructions, and environment. The first factor is physical factors. It comes when students are overwhelmed with all the assignments and many other things. The students in this study reported most of them had fatigue,

felt dizzy, and delayed doing assignments. This result was supported by previous research from Nafeesa (2018), which stated that fatigue makes students difficult to be productive and do assignments. It was also supported by Fauziah (2016) who mentioned that fatigue not only affected their physical health but also their mood. Students will put off their assignments in order to find their own way to feel better. They did not want to ruin the assignments if they kept doing them when they were not in good condition.

The second factor is time management. Most students replaced doing assignments because of other activities they enjoy more. They failed to prioritize the assignments and chose to procrastinate. The previous study by Irwansyah et al., (2021) mentioned that poor time management has negative impacts of students' academic procrastination because time management is related to selecting priorities to be focused on and finish. Moreover, it was found that students procrastinate because the deadline was still far away. They viewed working on assignments close to the deadline as pressure to them to finish their assignments. This finding has a similar result to Wirajaya et al., (2020), who mentioned that working on limited time helps students to focus and push them to think better. In this case, students who procrastinate often have poor time management. By procrastinating, they would not do the assignments well because they finish it in last minute.

The next factor is internet addiction. Habiburrahim (2015) mentioned that internet is very useful for education for providing learning sources and ease teacher and students to communicate online Surprisingly, all participants chose

this as the reason for their academic procrastination and most of them regarded it as the most influential factor. In this study, students were addicted to social media such as TikTok, Instagram, or Youtube because it is more fun and interesting. They also got distracted by notifications when working on assignments. Students found it hard to focus since they needed to use the internet to finish their assignments. However, instead of using internet to do assignments, they used it for other activities such as scrolling on social media. This result was supported by the study from Amin (2019) and Hayat, Kojuri, and Amini (2020). The research stated that students chose to spend their time on internet and social media because they found it more interesting and entertaining.

The next factor is task characteristics. In this study, students put their perspective of the task based on difficulty as the reason for procrastination. For instance, some perceived to delay working on difficult tasks in order to find the right time. Similarly, Kuftyak (2021) stated that procrastination is associated with task types. Students were more likely to postpone difficult tasks. However, this study also found that another student delayed working on easier tasks. They procrastinated because the easy tasks only took a little time to be completed.

The next factor is instructions. Students procrastinated due to the unclarity of the instructions of the tasks. The unclear instruction made them anxious if the tasks they did were correct or not. The purpose of this procrastination was to wait the clarifications from their lecturer or their friends. This result is similar to Vermeulen (2021) who stated that academic

procrastination is correlated with task instructions. Students were more likely to procrastinate if they found unclear instructions regarding the tasks.

The last factor is environment. In this case, friends played an important role of students' procrastination. Students liked to follow their friends to do other things, such as hang out, instead of doing assignments. It also found that students delayed working on assignments when their friends have not started yet. Furthermore, they preferred to wait until their friends finish the assignments so that they can discuss with their friends. It is supported by the research from Arfah, Tamar, and Norhafizah, (2021) who found that peer conformity influenced academic procrastination. Students tended to change their behavior to match their friends.

Regarding to the strategies to reduce academic procrastination, which is the second research question, students used three ways. The strategies are finding motivation, minimizing distractions, and setting a schedule.

The first strategy is finding motivation. Gardner and Lambert (1972), as cited in Khasinah (2014), mentioned that motivation is related to the overall purpose of doing something. This strategy is similar to the study from Ismail (2022), who mentioned that students had to find motivation such as goals to prevent procrastination. Meanwhile, as related to the previous factor about environment, in this study, students tried to find motivation from their friends, environment, or giving themselves rewards. Most students believed that friends motivated them the most. When their friends had finished the assignment, they began to think that they should do it because they could ask their friends. It also

convinced them that the task is not difficult. Meanwhile, other students tried to find motivation from their environment. It was done by working on library where they can see all people learning there.

The results found in this study were supported by the study from Irwansyah et al., (2021) who mentioned that social support encouraged and motivated students to reduce academic procrastination. Another way to find motivation is imagining the reward they would get if they finish the assignment, such as the grade or personal reward for themselves. Students found this strategy effective to make them start doing assignments.

The second strategy is minimizing distractions. Students found social media such as TikTok, Instagram, or Youtube distracted them from doing assignments. Moreover, they also got distracted by notifications while doing assignments. The strategy to minimize distractions was supported by the previous research from Alblwi et al., (2021), who stated that using time restriction mode in smartphone, using reminders, and muting notifications could be used to reduce procrastination caused by social media.

In the case of EFL students at UIN Ar-Raniry, they tried to minimize distractions by only using one device, turning off notifications, setting an alarm, or removing distracting applications. Most students thought this strategy is very effective for dealing with social media addiction. They also thought that this strategy could be applied to other students since, nowadays, all students almost had the same problems with internet addiction.

The third strategy is setting a schedule. For this strategy, students had their own method such as listing assignments. They tried to set the lists and schedules based on assignments' deadlines and the task's difficulty level. Moreover, they also created a to-do list by phone or in a notebook.

The present result was similar to the result from Suhadianto and Pratitis (2019). They mentioned that students tended to make lists and deadline reminders to prevent procrastination. Irwansyah et al., (2021) also mentioned that in optimizing time management skills, students should get used to set goals and priorities, make plans and arrange schedules for every activity. Moreover, it is essential to manage time efficiently and being consistent in implementing time management strategies to reduce procrastination.

Students found this strategy effective and recommended this strategy to anyone who have time management problem. Interestingly, they said that this strategy could not work instantly. They had to practice gradually to keep up with the schedule. Sometimes there are many temptations to break the schedule that has been made, such as going to hang out with friends, playing smartphone, or even sleeping. Even now, they sometimes also ignore the schedule and choose other things. However, this strategy can help to be a reminder of tasks that still need to be completed.

Those strategies mentioned above are used by EFL students to reduce academic procrastination. However, this study is limited to only study the factors and the strategies of academic procrastination in the context of English Language Education Department students at UIN Ar-Raniry batch 2020.

Overall, the study showed that the factors that affect their academic procrastination came from students themselves. They failed to prioritize their assignments. However, they also had strategies to deal with the problem.



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

This research aims to analyze and explore the factors and strategies of academic procrastination among EFL students. Based on the results, it can be concluded that EFL students realize their academic procrastination and categorized as active procrastinators. Meanwhile, the factors that affect EFL students' academic procrastination are physical factors, time management, internet addiction, task characteristics, instructions, and environment.

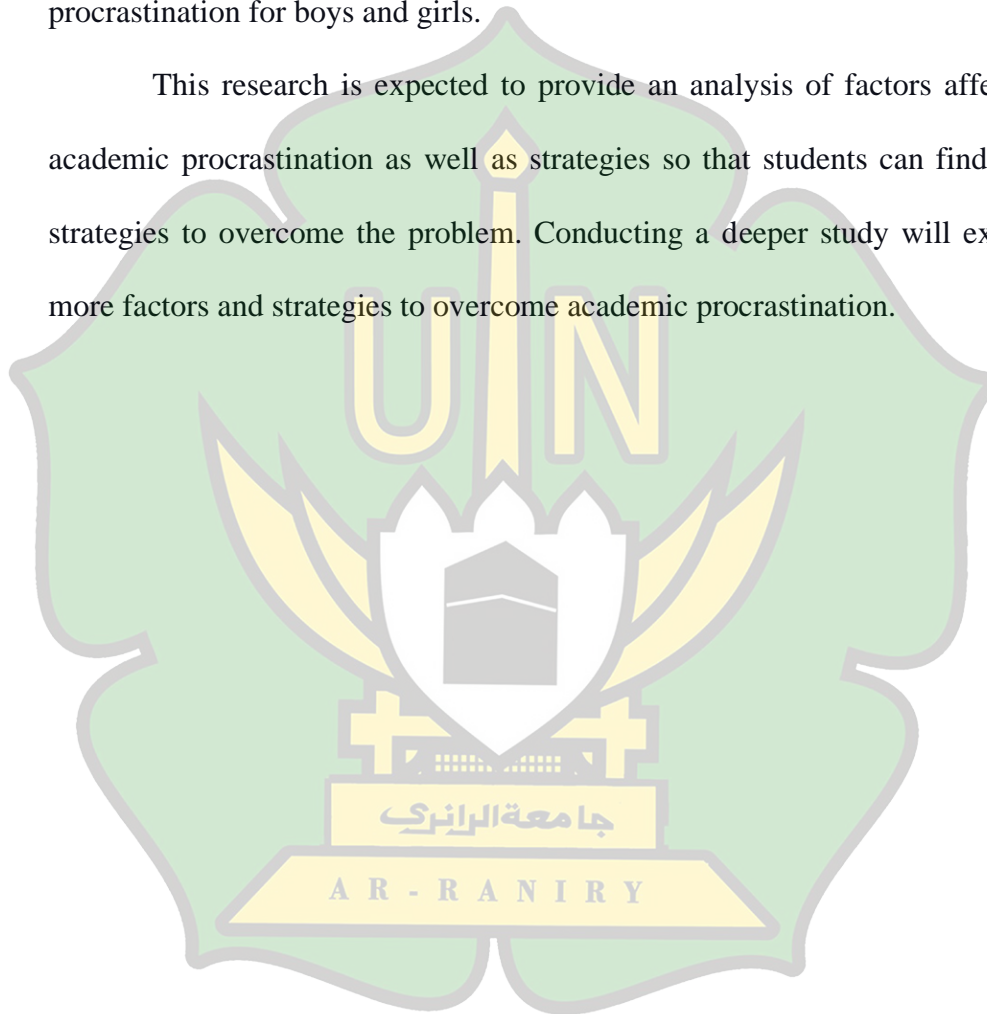
Secondly, it can be concluded that students have strategies to reduce academic procrastination. Those strategies are finding motivation, minimizing distractions, and setting a schedule. They find those strategies effective to help them deal with academic procrastination. Even though they still have not overcome it fully, it helps them to keep up with all assignments they should have done.

B. Recommendations

Based on the results and conclusion, there are some suggestions for further research. First, the writer recommends to conduct studies about academic procrastination by considering deeper and more detail in collecting data and more participants with various backgrounds. Other topics about academic procrastination, such as types or replacement activities should also be

explored. It will be helpful to enrich the data about academic procrastination to ease students in finding their own type. Moreover, it is also recommended to study the factors and strategies of academic procrastination based on gender in order to distinguish the similarities and differences between academic procrastination for boys and girls.

This research is expected to provide an analysis of factors affecting academic procrastination as well as strategies so that students can find their strategies to overcome the problem. Conducting a deeper study will explore more factors and strategies to overcome academic procrastination.



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Appendix A: Appointment letter of supervisors



SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B - 7628/Un.08/FTK/KP.07.6/07/2023

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-2276/Un.08/FTK/KP.07.6/1/2023** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI, Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal **03 Januari 2023**
- Menetapkan
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-2276/Un.08/FTK/KP.07.6/1/2023 tanggal 30 Januari 2023**
- KEDUA : Menunjuk Saudara:
1. Prof. Dr. Luthfi Auni, M.A. Sebagai Pembimbing Pertama
2. Fithriyah, S.Ag., M.Pd Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : **Fatimah Azzahra Siregar**
- NIM : **190203004**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **An Analysis of Academic Procrastination among EFL Students**
- KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2023 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
- KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023
- KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada tanggal: 21 Juli 2023

Dekan,

Saiful Muluk

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip

Appendix B: Recommendation from The *Fakultas Tarbiyah dan Keguruan* to conduct field research



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-7128/Un.08/FTK-I.1/TL.00/07/2023
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **FATIMAH AZZAHRA SIREGAR / 190203004**
Semester/Jurusan : / Pendidikan Bahasa Inggris
Alamat sekarang : Rukoh, Lr Gajah

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***An Analysis of Academic Procrastination among EFL Students***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 04 Juli 2023
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



Berlaku sampai : 04 Agustus
2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Appendix C: Confirmation letter from Department of English Language Education



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syaikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id Website http://ar-raniry.ac.id

SURAT KETERANGAN

Nomor: B-591/Un.08/PBI/Kp.01.2/07/2023

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-7128/Un.08/FTK.I/TL.00/07/2023 tanggal 04 Juli 2023, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Fatimah Azzahra Siregar
NIM : 190203004
Fak/Prodi : Pendidikan Bahasa Inggris/Fakultas Tarbiyah Keguruan

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Thesis yang berjudul:

“An Analysis of Academic Procrastination among EFL Students”

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 20 Juli 2023
Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana

جامعة الرانيري

AR - RANIRY

Appendix D: List of questions for interview

1. Apakah Anda sebelumnya pernah menunda dalam mengerjakan tugas?
(Do you procrastinate in doing your tasks?)
2. Apa alasan Anda menunda menyelesaikan tugas?
(What is the reason of your procrastination?)
3. Apakah ada kegiatan lain yang Anda lakukan sehingga menghambat dalam mengerjakan tugas?
(Do you have any other activities that disturb you to finish your assignment?)
4. Adakah faktor lain yang membuat Anda menunda menyelesaikan tugas?
(Are there any other factors that make you procrastinate in finishing your assignment?)
5. Menurut Anda, faktor apa yang paling berpengaruh dalam penundaan dalam mengerjakan tugas?
(What do you think is the most influencing factors of your academic procrastination?)
6. Apakah Anda berusaha untuk mengurangi menunda dalam mengerjakan tugas?
(Do you try to reduce or overcome your academic procrastination?)
7. Apakah Anda memiliki strategi sehingga agar tidak menunda dalam mengerjakan tugas?
(Do you have any strategies to reduce your academic procrastination?)
8. Mengapa Anda memilih strategi tersebut?

Why do you choose those strategies?)

9. Apakah menurutmu strategi tersebut berjalan dengan baik? Mengapa?

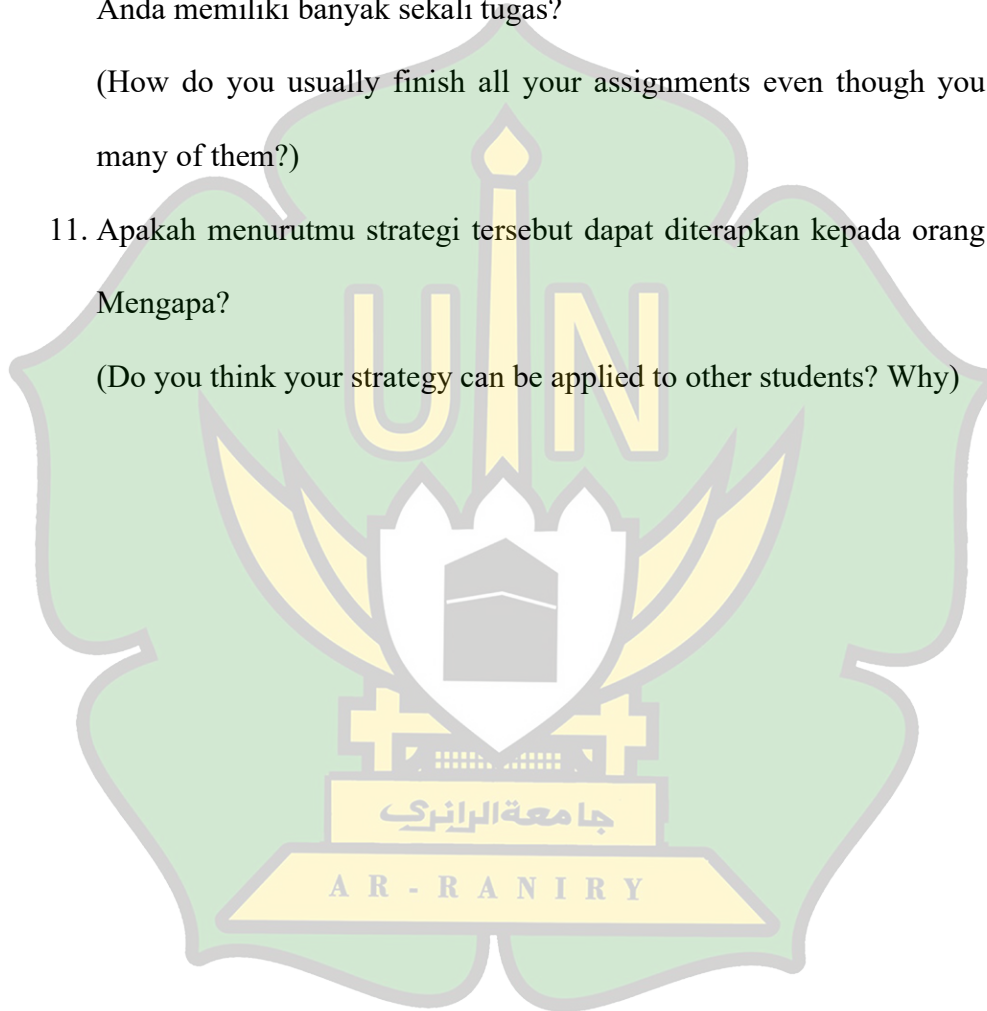
(Do the strategies run effectively or not? Why?)

10. Bagaimana Anda biasanya menyelesaikan semua tugas Anda meskipun Anda memiliki banyak sekali tugas?

(How do you usually finish all your assignments even though you have many of them?)

11. Apakah menurutmu strategi tersebut dapat diterapkan kepada orang lain? Mengapa?

(Do you think your strategy can be applied to other students? Why)



AUTOBIOGRAPHY

1. Name : Fatimah Azzahra Siregar
2. Place/ Date of Birth : Kisaran, November 06th 2001
3. Address : Rukoh, lr. Gajah, Banda Aceh
4. Gender : Female
5. Religion : Islam
6. Nationality : Indonesia
7. Occupation : Student
8. Email : 190203004@student.ar-raniry.ac.id
9. Parents
 - a. Father's Name : Tiopan Rahmat Siregar
 - b. Mother's Name : Maziyaturrehmanah
10. Educational Background
 - a. Elementary School : SD Al-Washliyah 80 Kisaran (2007-2013)
 - b. Junior High School : MTsN Kisaran (2013-2016)
 - c. Senior High School : MAN Kisaran (2016-2019)
 - d. University : English Education Department, UIN Ar-Raniry Banda Aceh (2019-2023)

Banda Aceh, July 21st 2023

The Writer

Fatimah Azzahra Siregar