

**EXPLORING EFL STUDENTS' PROCRASTINATION IN WRITING
RESEARCH PROPOSALS AND THEIR COPING STRATEGIES IN THE
AI ERA**

THESIS

Submitted by

ARKINAL FARANIS

NIM. 220203053

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education



**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY
BANDA ACEH
2026 M / 1448 H**

APPROVAL OF SUPERVISOR

EXPLORING EFL STUDENTS' PROCRASTINATION IN WRITING
RESEARCH PROPOSALS AND THEIR COPING STRATEGIES IN THE
AI ERA

THESIS

Has Been Approved and Submitted to the Thesis *Munagasyah* Defense as One
of the Requirements to Obtain a Bachelor's Degree in the Field of Education
in English Language Teaching

By

ARKINAL FARANIS

NIM. 220203053

Student of English Language Education Faculty of Tarbiyah and Keguruan
Ar-Raniry State Islamic University Banda Aceh

جامعة الرانيري

A R Approved by: R Y

Supervisor

Head of Department



Prof. Jarjani Usman, S.Ag., S.S., M.Sc., Ph.D

NIP. 197208122000031002



Syarifah Dahliana, M.Ag., M.Ed., Ph.D

NIP. 197504162000032001

It has been defended in *Sidang Munaqasyah* in front of the board of the Examination for the working paper and has been accepted in partial fulfillment of the requirements for the Bachelor Degree of Education in English Language Teaching

On:

Wednesday,

August 12th, 2026 M

Safar 28th, 1448 H

In Darussalam, Banda Aceh

Board of Examiners,

Chairperson

Secretary

Prof. Jarjani Usman, S.Ag., S.S., M.Sc., MS., Ph.D

Nur Akmaliah, S.Pd.I., M.A.

Examiner 1

Examiner 2

Prof. Habiburrahim, M. Com, MS., Ph.D

Rahmat Yusny, S.Pd.I., M.TESOL., Ph.D.

Certified by:

The Dean of Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry Banda Aceh



Prof. Saiful Muluk, S.Ag., M.A., M.Ed., Ph.D.

NIP. 197301021997031003

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertanda tangan di bawah ini

Nama : Arkinal Faranis
NIM : 220203053
Tempat/Tanggal lahir : Banda Aceh, 02 November 2004
Alamat : Lampulo, Kuta Alam, Banda Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**Exploring EFL Students' Procrastination in Writing Research Proposals and
Their Coping Strategies in the AI Era**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 06 Juli 2026

saya yang membuat pernyataan

   
Arkinal Faranis

ACKNOWLEDGEMENT

All praise belongs to Allah SWT, the Most Gracious and the Most Merciful, for His endless blessings, mercy, guidance, and strength that have enabled the writer to complete this thesis. Peace and blessings be upon Prophet Muhammad SAW, his family, his companions, and all those who faithfully follow his teachings until the Day of Judgment. The completion of this thesis would not have been possible without the support, guidance, encouragement, and prayers of many people. Therefore, the researcher would like to express her heartfelt gratitude and sincere appreciation to everyone who has contributed to the successful completion of this study.

First and foremost, the researcher would like to convey her deepest gratitude to her thesis supervisor, Prof. Jarjani Usman, S.Ag., S.S., M.Sc., MS., Ph.D., for his exceptional guidance, patience, insightful advice, and continuous encouragement throughout every stage of this research. His constructive feedback, academic expertise, and unwavering support have been invaluable in helping the writer complete this thesis. The researcher is also deeply grateful to her academic advisor, Prof. Dr. Muhammad Ar, M.Ed., for his guidance, motivation, and support throughout her years of study.

The researcher would also like to extend her sincere appreciation to all lecturers and administrative staff of the Department of English Language Education, UIN Ar-Raniry Banda Aceh. Their dedication to teaching, continuous guidance, valuable knowledge, and assistance have played a significant role in shaping the writer's academic growth and personal development throughout her university life.

The researcher's deepest appreciation is dedicated to her beloved parents, Anisul Fuad and Faridah, whose unconditional love, endless prayers, sacrifices, and unwavering support have always been the greatest source of strength and inspiration. Their encouragement has motivated the writer to persevere through every challenge and achieve this accomplishment. The researcher also extends her sincere gratitude to all beloved family members, who cannot be mentioned

individually, for their constant prayers, love, encouragement, and support throughout this academic journey.

The researcher would also like to express her heartfelt thanks to her closest university friends, Dzakirah and Yanti, for their friendship, encouragement, and countless memorable moments shared throughout her years at university. Their support, motivation, and companionship have made this journey more meaningful. The researcher is equally grateful to her dear friends from junior high school, Ica, Jihan, Nazilah, and Syathira, for their unwavering friendship, sincere prayers, and continuous encouragement. Their constant reminders to stay positive and keep moving forward have meant so much during the completion of this thesis.

The researcher would also like to express her sincere appreciation to all participants who generously devoted their time and willingly shared their experiences, perspectives, and valuable insights for this research. Without their cooperation and willingness to participate, this study would not have been successfully completed.

Last but not least, the researcher would like to express her sincere gratitude to everyone who has contributed, either directly or indirectly, to the completion of this thesis, even though they cannot all be mentioned individually. Every act of kindness, support, and encouragement has been deeply appreciated. May Allah SWT bless them abundantly with happiness, good health, success, and endless rewards in this world and the hereafter.

Banda Aceh, 06 Juli 2026

Arkinal Faranis

ABSTRACT

Name : Arkinal Faranis
Student ID : 220203053
Faculty : Tarbiyah dan Keguruan
Major : English Language Education
Thesis Title : Exploring EFL Students' Procrastination in
Writing Research Proposals and Their Coping
Strategies in the AI Era
Supervisor : Prof. Jarjani Usman, S.Ag., S.S., M.Sc., MS., Ph.D
Keyword : Academic Procrastination, Research Proposal Writing,
Coping Strategies, AI Strategies, EFL Students

This study investigated the factors contributing to academic procrastination among EFL student teachers during research proposal writing and the coping strategies utilized in the context of artificial intelligence. This study employed a qualitative descriptive design involving eight EFL students from the English Education Department at UIN Ar-Raniry Banda Aceh who had completed their proposal seminar in 2026. Data collection was conducted through semi-structured interviews and analyzed using Braun and Clarke's thematic analysis. The findings revealed that EFL students' academic procrastination during research proposal writing was influenced by both internal and external factors. Internal factors included cognitive and emotional barriers, such as difficulty understanding research concepts, lack of confidence, fear of making mistakes, feeling overwhelmed, perfectionism, and poor time management. External factors included competing academic responsibilities, such as coursework, PPL, and KPM, as well as social and environmental influences such as peer influence and environmental disruptions. To cope with procrastination, participants employed planning and self-regulation strategies, sought support from peers and supervisors, and used AI tools to understand research concepts, generate and organize ideas, improve academic writing, and reduce stress. However, participants also recognized the limitations of AI and emphasized the need to verify AI-generated information and avoid excessive reliance on AI. Overall, the findings suggest that effective self-regulation, social support, and responsible use of AI tools can help EFL students manage academic procrastination and maintain progress during research proposal writing.

TABLE OF CONTENTS

DECLARATION OF ORIGINALITY	iv
ACKNOWLEDGEMENT	v
ABSTRACT	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	ix
LIST OF APPENDICES	x
 CHAPTER I : INTRODUCTION	1
A. Background of Study.....	1
B. Research Questions	3
C. Research Aims.....	4
D. Significance of Study	4
E. Terminology.....	5
CHAPTER II : LITERATURE REVIEW	7
A. Procrastination in Research Proposal Writing	7
B. Factors Contributing to Procrastination in Research Proposal Writing	8
C. Research Proposal Writing	11
D. Coping Strategies for Procrastination in Research Proposal Writing	12
E. The Role of AI Tools in Academic Writing and Coping Strategies	14
CHAPTER III : RESEARCH METHODOLOGY	16
A. Research Design.....	16
B. Research Participants	16
C. Data Collection.....	18
D. Data Analysis	19
CHAPTER IV : FINDINGS AND DISCUSSION.....	22
A. Findings	22
B. Discussion	34
CHAPTER V : CONCLUSIONS AND RECOMMENDATIONS	41
A. Conclusions	41
B. Recommendations	42
 REFERENCES	44
APPENDICES	48
AUTOBIOGRAPHY	52

LIST OF TABLES

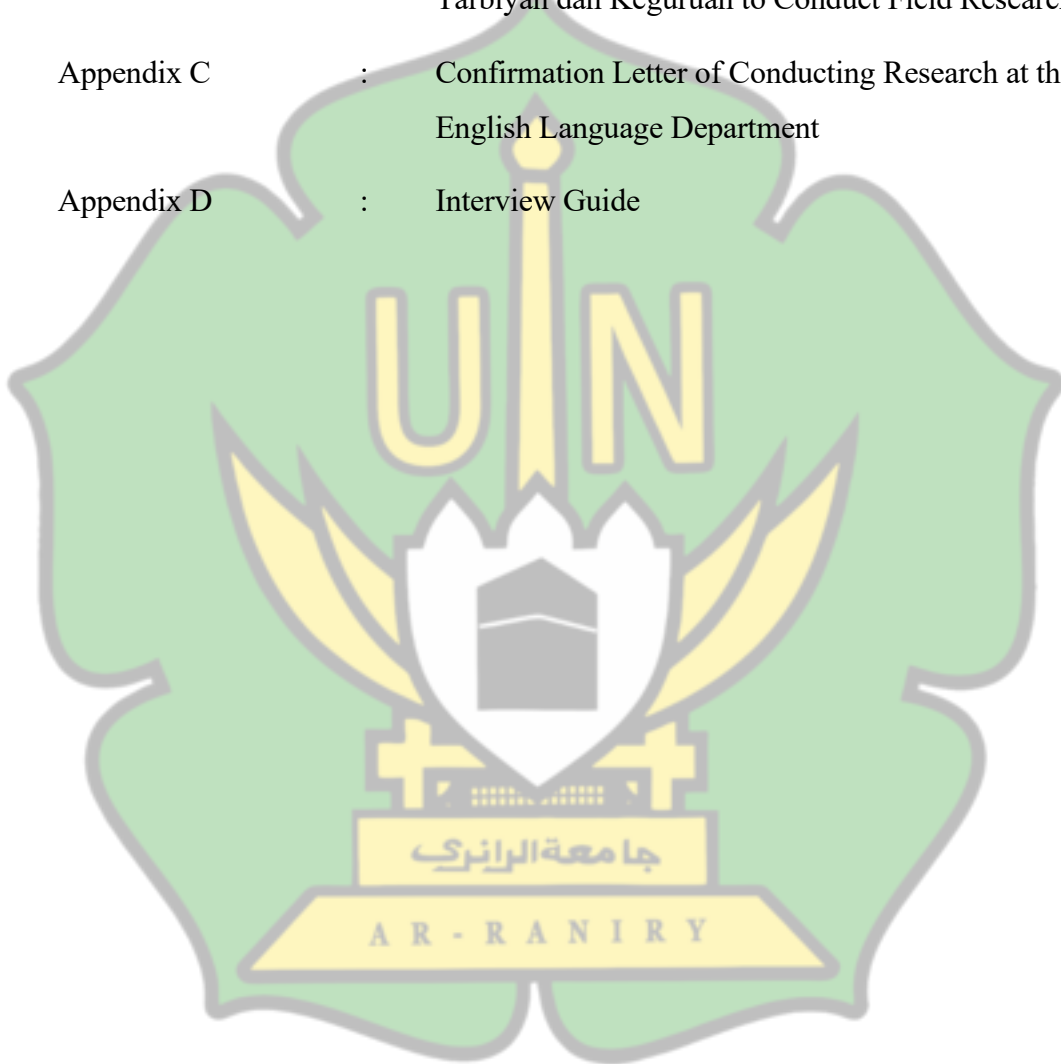
Table 1 Profile of Research Participants.....18

Table 2 AI Tools used by Participants.....34



LIST OF APPENDICES

- Appendix A : Appointment Letter of Supervisor
- Appendix B : Recommendation Letter from The Fakultas
Tarbiyah dan Keguruan to Conduct Field Research
- Appendix C : Confirmation Letter of Conducting Research at the
English Language Department
- Appendix D : Interview Guide



CHAPTER I

INTRODUCTION

A. Background of the Study

Writing a research proposal is an important phase in higher education because it requires students to identify research problems, formulate research questions, review the relevant literature, and design appropriate research methods. This process is difficult for English as a Foreign Language (EFL) student teachers because it requires combining English proficiency, research knowledge, and academic writing skills (Pravita & Kuswandono, 2022). Prawira et al. (2024) found that many EFL undergraduate student teachers face linguistic and academic difficulties, such as limited vocabulary, grammatical problems, difficulties in understanding research concepts, and constructing coherent arguments. Despite these difficulties, EFL student teachers are expected to overcome them when writing research proposals. These problems can make proposal writing challenging and may contribute to students' tendency to procrastinate the task.

Procrastination becomes problematic in academic settings, where students are required to complete complex tasks within specific deadlines. Steel (2011) defines procrastination as “voluntarily put off tasks despite believing ourselves to be worse off for doing so” (p. 6). Similarly, Solomon and Rothblum (1984) describe academic procrastination as the unnecessary postponement of academic activities. This problem can be relevant for final-year students, who must complete complex

research tasks while managing other academic responsibilities and, in some cases, part-time work (Rahmadina et al., 2026).

Several factors may contribute to procrastination, including both internal and external factors. Internal factors involve individuals' physical and psychological conditions, while external factors arise from circumstances outside the individual, such as parenting patterns and environmental conditions (Wulan & Abdullah, 2014). Solomon and Rothblum suggest that individuals may procrastinate because they fear possible failure. In addition, students who procrastinate are often associated with anxiety and depression and may have significantly lower self-esteem (Mulyana et al., 2022).

Given the various factors and emotional challenges associated with academic procrastination, students need effective ways to manage these difficulties and prevent them from further delaying their academic tasks. One way to address these challenges is through coping strategies, which help individuals manage stress, regulate emotions, and deal with problems that interfere with task completion (Jebangsih et al., 2025). The coping framework introduced by Lazarus and Folkman distinguishes between problem-focused coping, which aims to address and resolve the source of difficulty, and emotion-focused coping, which focuses on regulating emotional responses (Prasetyowati et al., 2025). In the context of academic procrastination, these strategies can help students manage both the practical difficulties and emotional challenges that contribute to delaying academic tasks. Recent developments in artificial intelligence (AI) have further provided students with tools that can support these coping efforts. AI-assisted tools can help students

organize tasks, manage deadlines, generate ideas, and receive immediate feedback, thereby supporting self-regulated learning and helping them maintain progress in academic tasks (Haderer & Ciolacu, 2022).

Although existing literature has examined academic procrastination in academic and thesis writing, limited attention has been given to EFL student teachers procrastination during research proposal writing, a stage that requires students to identify research problems, formulate research questions, and design appropriate methodologies. Moreover, procrastination, coping strategies, and AI-assisted learning have often been examined separately, leaving limited understanding of how these aspects are connected during the research proposal-writing process. Therefore, this study explores the internal and external factors contributing to EFL students' procrastination, the coping strategies they use to manage these challenges, and the role of AI tools in supporting those strategies.

B. Research Questions

The study is guided by three research questions as in the following:

1. What are internal and external factors that contribute to EFL students' procrastination in writing their research proposal in the AI era?
2. How do EFL students cope with academic procrastination during research proposal writing in the AI era?
3. What role do AI tools play in supporting EFL students' coping strategies during research proposal writing?

C. Research Aims

Based on the research questions, this study has three main aims:

1. To explore the internal and external factors that contribute to EFL students' procrastination in writing their research proposals in the AI era.
2. To explore how EFL students cope with procrastination during research proposal writing in the AI era.
3. To explore the role of AI tools in supporting EFL students' coping strategies for managing procrastination during research proposal writing.

D. Significance of Study

The study is expected to contribute to broader knowledge of student writing by providing insight into how EFL student teachers experience and respond to challenges when engaging in preparing their research proposal. By focusing on procrastination during research proposal writing, the study highlights the cognitive, emotional, and contextual difficulties that may influence students' engagement with demanding writing tasks. The findings also provide a broader understanding of the coping strategies students use to manage these difficulties and the ways AI tools can support their writing process when used responsibly.

E. Terminology

1. Procrastination

Academic procrastination is a specific form of procrastination occurring in educational contexts. It is defined as “postponing academic tasks such as assignments, exam preparation, or thesis writing despite expecting adverse consequences” (Panda & Singh, 2022, p. 15). In the study, procrastination refers to the intentional delay of research proposal writing activities by EFL student teachers, such as selecting a research topic, reviewing the literature, writing and revising proposal chapters, and consulting supervisors, despite being aware that such delays may hinder the timely completion of their research proposals.

2. Research Proposal

Research proposal is a formal academic document outlining the research a student plans to conduct, covering the background, objectives, literature review, and methodology. (Wong & Psych, 2016). In the context of the study, it refers to the process undertaken by EFL student teachers to prepare their research proposals for the proposal seminar, including writing, organizing, and revising the proposal based on academic requirements and supervisor feedback.

3. Coping Strategies

Coping refers to the efforts made by individuals to minimize, reduce, or manage various internal and external problems (Hamidah, 2020). Lazarus and

Folkman (1984, as cited in Rinarta et al., 2024) categorize coping strategies into two main types: problem-focused coping, which involves addressing and resolving the source of the problem, and emotion-focused coping, which focuses on managing the emotional responses associated with the stressful situation. In the study, coping strategies are the ways EFL student teachers deal with and lessen the challenges of academic procrastination while writing their research proposals.

4. AI Tools

AI tools refer to digital applications powered by artificial intelligence that assist users in performing various cognitive and language-related tasks (Fitra et al., 2025). In the study, AI tools are digital apps that use artificial intelligence technology to help EFL students during the research proposal-writing process.

CHAPTER II

LITERATURE REVIEW

A. Procrastination in Writing a Research Proposal

Steel (2011) defines procrastination as the intentional delay of a planned task despite knowing that the delay may result in negative consequences. The term *procrastination* originates from the Latin words *pro*, meaning “forward,” “forth,” or “in favor of,” and *crastinus*, meaning “of tomorrow” (p. 6). In education, this is called academic procrastination, which is defined as delaying academic tasks with the expectation of negative results (Panda & Singh, 2022). Academic procrastination can be influenced by various personal and contextual factors. Studies show that factors like low self-confidence, writing anxiety, perfectionism, poor time management, heavy workloads, and insufficient supervisor support can contribute to this problem (Prawira et al., 2024; Rahmadina, 2026). Further evidence comes from Marif and Konadi (2023), who found in a study at IAIN Takengon, Indonesia, that both internal and external factors, such as low self-confidence, choosing enjoyable activities over academic work, lack of parental encouragement, and peer pressure, can lead students to procrastinate. In research proposal writing, procrastination may involve but not limited to difficulty identifying research gaps, reviewing relevant literature, and developing a strong theoretical framework (Ridley, 2012).

Solomon and Rothblum's (1984) cognitive-behavioral model of academic procrastination explain procrastination through two main factors: fear of failure and task aversion. Fear of failure refers to concerns about making mistakes, receiving negative evaluations, or failing to meet expectations. Task aversion occurs when students perceive academic tasks as difficult, stressful, or unpleasant, which may lead them to delay completing them. Recent studies show that writing anxiety, perfectionism, and negative emotions often make students put off writing instead of starting it (Torrens et al., 2025). As a result, procrastination is also seen as a self-regulation issue, where students delay work to avoid negative feelings, but this usually leads to more stress, lower grades, and longer research proposal completion times.

B. Factors Contributing to Procrastination in Research Proposal Writing

Academic procrastination happens because of a mix of psychological and environmental factors. Dragić (2023) notes that several psychological and situational influences can lead students to delay starting or finishing academic work. Procrastination is not just about poor time management; it is also linked to how students handle their emotions, how they view academic tasks, and the learning environment around them. Understanding these factors is important for explaining why students delay writing their research proposals.

a. Internal Factors

Internal factors play an important role in shaping students' tendency to procrastinate during research proposal writing. In this regard, Dragić (2023)

explains that internal factors include personal, cognitive, and psychological characteristics that can contribute to students' procrastination in writing research proposals. Among these factors, perfectionism and fear of failure are especially influential. EFL student teachers may set high standards for their research and worry about making mistakes when selecting topics, reviewing literature, choosing methods, or writing in academic English. Consequently, they may delay writing to avoid failure, criticism, or feelings of inadequacy, which can hinder their progress toward completing the proposal.

To support this view, Rahmadina et al. (2026) studied academic procrastination among final-year English Language Education students at Universitas Tanjungpura. They found that the main reasons for procrastination were difficulty making decisions, feeling overwhelmed, poor time management, anxiety about being evaluated, low self-confidence, and perfectionism. In a similar context, Rahimi and Hall (2021) surveyed 1,170 undergraduate and graduate students in Canada and the US using the Procrastination Assessment Scale for Students (PASS). They found that procrastination was mostly linked to fear of failure, disliking tasks, lack of assertiveness, and risk-taking behavior. Undergraduate students reported procrastinating more than graduate students. Their findings show that procrastination is mostly a cognitive and psychological problem, rather than just poor time management. Students felt less confident, became more afraid of making mistakes, and put off writing. Similarly, in a study conducted by Fauziah et al. (2023) found that delays in writing proposals were due to low motivation,

lack of self-regulation, poor time management, insufficient confidence in academic English, and difficulty grasping research themes.

b. External Factors

Dragić (2023) explains that external factors are conditions outside the student that can cause procrastination when writing research proposals. The external factors include the academic environment, social situations, and other responsibilities. Long deadlines, unclear tasks, and distracting environments can reduce students' sense of urgency and make procrastination more likely. Torrens et al. (2025) also point out that procrastination is influenced by these outside factors working together with students' motivation and self-control.

Common external factors are related to academic workload. EFL students often balance proposal writing with coursework, presentations, exams, and other academic tasks, which leaves little time for writing (Prawira et al., 2024). High academic demands can also increase stress and slow writing progress (Kurniawati & Atmojo, 2022). de Guzman (2025) studied graduate students at Negros Oriental State University in the Philippines and found that academic preparation, motivation, finances, institutional support, and community duties all played a role in procrastination. Limited support from supervisors, confusion about research methods, and trouble finding academic sources can also make students less likely to continue with their proposals (Prawira et al., 2024).

Environmental and digital distractions also play a role in procrastination. Smartphones, social media, and easy internet access often distract students from writing and make it harder to focus (Dragić, 2023). Ramadhanti et al. (2023) found that frequent digital interruptions lowered writing productivity. Haris et al. (2023) interviewed English Literature students at Universitas Islam Negeri Alauddin Makassar in Indonesia and found that environmental factors, family issues, and social pressure all contributed to procrastination. Rahmadina & Rosnija (2026) also found that distractions and other academic duties often disrupted students' focus during proposal writing. These external factors can interrupt writing routines and delay the completion of research proposals.

C. Research Proposal Writing

Research proposal writing is an important stage in the research process, as it requires students to develop a clear and systematic plan for their proposed study. Wong & Psych (2016) explains that a research proposal is a formal academic document outlining the research a student plans to do, covering the background, objectives, literature review, and methodology. Creswell & Creswell (2017) adds that a research proposal serves as a work plan, showing the study's feasibility, significance, and methodological approach before the research begins.

Writing a research proposal can be challenging for EFL student teachers because it requires research knowledge, critical thinking, and strong academic writing skills in English (Bailey, 2014). In relation to these problems, Ridley (2012) points out that students often have difficulty identifying research gaps,

reviewing relevant literature, and developing a solid theoretical framework. Similarly, Ariyanti (2018) found that Indonesian undergraduates struggled with selecting research topics, organizing proposal chapters, and understanding research methods. Extending these findings, Sastri et al. (2023) noted that students with limited research-writing experience in previous semesters often experienced difficulties when preparing proposals. The finding suggests that practical guidance, clear examples, and opportunities to apply research principles are important for developing students' research-writing skills.

In a study conducted by Wahyuni et al. (2025), English Language Education students at Universitas Negeri Makassar, Indonesia, reported difficulties when writing their first research proposals. The students often experienced confusion in writing the research background, formulating research questions, reviewing literature, and explaining research methods. These problems were made worse by low confidence, fear of mistakes, and feeling overwhelmed. Their study showed that students wanted clearer instructions, practical examples, and helpful feedback to build their confidence and research proposal writing skills.

D. Coping Strategies for Procrastination in Research Proposal Writing

Coping strategies refer to the ways individuals think and act to manage stressful situations that exceed or challenge their available resources (Lazarus & Folkman, 1984). Through the transactional theory of stress and coping, Lazarus and Folkman explain that individuals first evaluate whether a situation is stressful through primary appraisal and then assess their available resources

through secondary appraisal before selecting an appropriate coping response. In the context of academic procrastination, coping strategies can help students manage stress, improve time management, and maintain motivation (Pradarna & Yuniarti, 2025). Lazarus and Folkman generally classify coping strategies into two main types: problem-focused coping, which aims to address and resolve the source of the problem, and emotion-focused coping, which focuses on regulating emotional responses (Rinarta et al., 2024).

Several studies have shown that EFL students use various coping strategies to manage procrastination and maintain motivation during proposal writing. For example, Ramadhanti et al. (2023) found that students commonly used time management, consulted supervisors, and sought support from peers. Building on the importance of self-management, Fauziah et al. (2024) highlighted self-regulated learning strategies, including goal setting, progress monitoring, and self-evaluation. Similarly, Prawira et al. (2025) reported that supervisor and peer feedback, study-schedule management, collaboration with classmates, and online tools helped students cope with academic challenges. Beyond the context of EFL students, Xue et al. (2025) surveyed 579 university students in China and found that positive coping strategies helped students manage academic demands, whereas negative coping strategies were associated with greater procrastination. Further supporting these findings, Torrens et al. (2025) found among 146 design students in the UK that task prioritization, breaking assignments into smaller steps, setting realistic goals, study groups, confidence building, and technology use helped reduce procrastination and

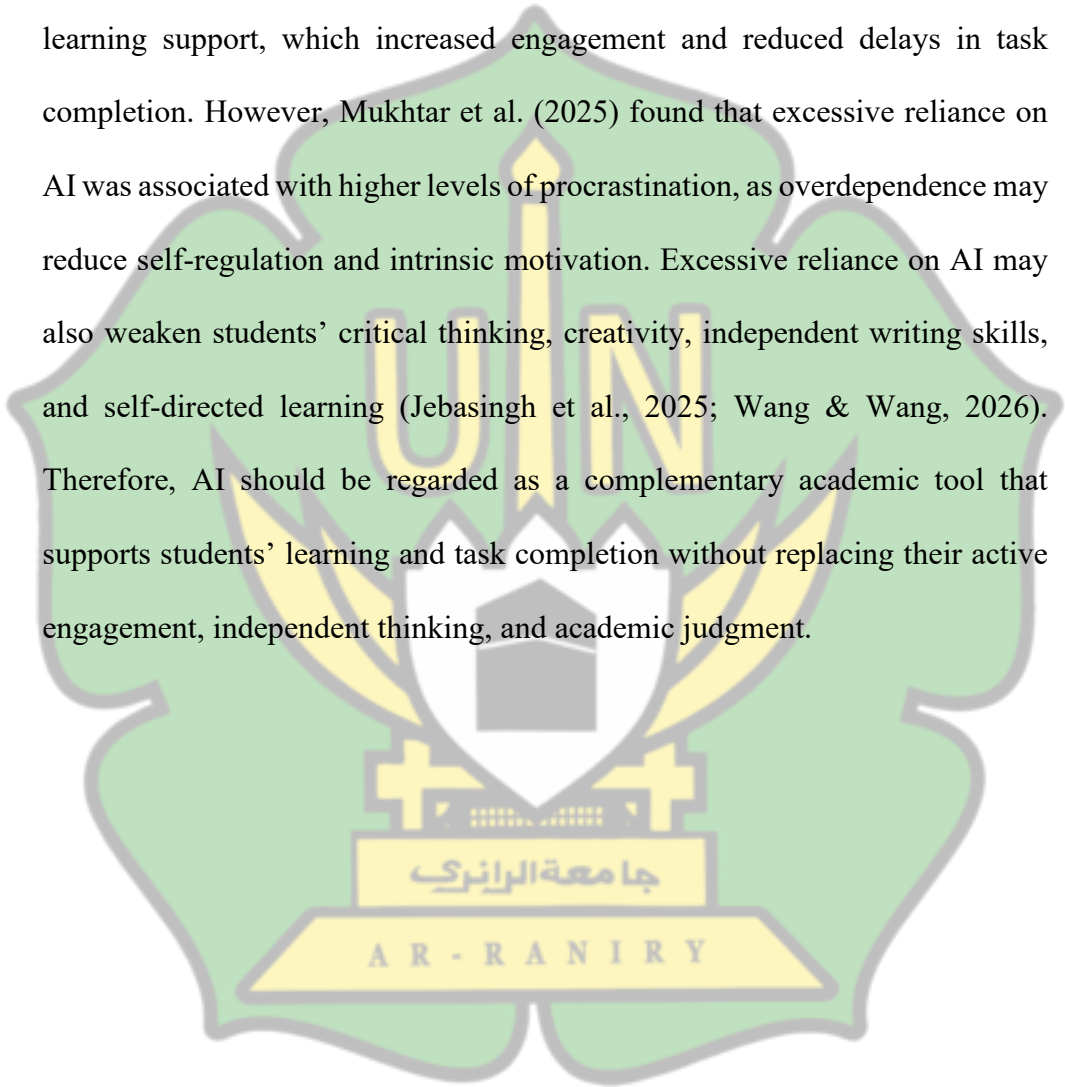
maintain academic progress.

E. The Role of AI Tools in Academic Writing and Coping Strategies

The integration of AI into higher education has provided students with various tools to support academic learning and writing. In EFL contexts, AI-based tools can assist students throughout the writing process, from generating ideas and organizing arguments to improving language use and receiving immediate feedback. Tools such as ChatGPT (<https://chatgpt.com/>), Grammarly (<https://grammarly.com/>), QuillBot (<https://quillbot.com/>), Gemini (<https://gemini.google.com/>), and AI-powered search engines can support these activities, especially when students are preparing research proposals (Mahmud & Saud, 2024).

Existing studies indicate that AI can support EFL students throughout the academic writing process, especially in research proposal writing. Fitra et al. (2025) conducted a study at Universitas Islam Kadiri Kediri, Indonesia, examining the use of AI in research proposal writing among EFL students. The study found that AI helped students generate research topics, organize proposal structures, understand research concepts, and improve academic language, making the writing process more efficient. Building on these findings, Ibrahim et al. (2024) examined students' use of AI in academic writing and found that AI supported literature searching, paraphrasing, grammar correction, and vocabulary development, while also improving students' writing productivity and confidence.

The use of AI in academic learning may influence students' procrastination in both positive and negative ways. Ma and Chen (2024) found that AI-powered learning applications could reduce procrastination among EFL learners by providing interactive content, real-time feedback, and adaptive learning support, which increased engagement and reduced delays in task completion. However, Mukhtar et al. (2025) found that excessive reliance on AI was associated with higher levels of procrastination, as overdependence may reduce self-regulation and intrinsic motivation. Excessive reliance on AI may also weaken students' critical thinking, creativity, independent writing skills, and self-directed learning (Jebasingh et al., 2025; Wang & Wang, 2026). Therefore, AI should be regarded as a complementary academic tool that supports students' learning and task completion without replacing their active engagement, independent thinking, and academic judgment.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The study used a descriptive qualitative research design to explore EFL students' experiences of procrastination during research proposal writing in the AI era. A qualitative approach was chosen because it allowed the researcher to explore and understand participants' experiences, perceptions, and behaviors in their real-life context (Creswell, 2017). The study focused on the exploring internal and external factors contributing to procrastination, the coping strategies students employed, and the role of AI tools in supporting them.

The data were analyzed using thematic analysis to identify patterns from the study participants' responses. The analysis helped the researcher identify themes about experiences of procrastination during research proposal writing in the AI era. This approach provided a comprehensive understanding of EFL students' experiences of academic procrastination and their coping strategies in the AI era.

B. Research Participants

The study recruited eight final-year undergraduate students from the English Language Education Department at UIN Ar-Raniry Banda Aceh who had completed their research proposal seminar in 2026. The participants were chosen because they had experiences in the proposal-writing process to share

information related to academic procrastination, coping strategies, and how AI tools during the process.

The participants were selected using purposive sampling. As Creswell (2017) explains, this method lets researchers pick people who have certain qualities and can give detailed and relevant information for the study. For this research, participants had to meet several inclusion criteria:

- 1) Participants had completed their research proposal seminar during the 2026 year.
- 2) Participants had experienced academic procrastination during the research proposal-writing process.
- 3) Participants used AI tools while writing their research proposals.
- 4) Participants were willing to participate in a semi-structured interview.

To identify eligible participants, the researcher first referred to the available student records to identify EFL students who had participated in the research proposal seminar in 2026. Based on this information, the researcher contacted several students who met the predetermined inclusion criteria and provided information about the study. Students who expressed their willingness to participate were then invited to take part in the semi-structured interviews. The participants were selected based on their relevance to the research objectives and their ability to provide detailed accounts of their experiences with procrastination during the research proposal writing process. The participants' profiles are summarized in Table 1 below.

Table 1*Profile of Research Participants*

Participant	Gender	Semester	Research Topic
P1	Female	8	English Tenses in Thesis Writing
P2	Female	8	Speaking Ability and Stimuler Application
P3	Female	8	Language Anxiety and Learning Difficulties
P4	Female	10	Speaking Anxiety in Classroom Presentations
P5	Female	8	DeepL AI and English Writing
P6	Female	8	Gender and Speaking Confidence
P7	Female	8	Translanguaging in EFL Teaching
P8	Female	8	Self-Regulated Learning in Online Assignments

C. Data Collection

The study used semi-structured interviews as the main way to collect data. The interviews helped gather detailed information about EFL students' experiences with academic procrastination during research proposal writing, the reasons behind their procrastination, the strategies they used to cope, and how AI tools supported them. Semi-structured interviews were chosen because they offered flexibility to explore participants' experiences while still keeping the interviews consistent with a set of prepared questions. The interview guide included eight main questions, which were created based on

the research questions and related theories. The full interview questions can be found in Appendix D. During the interviews, additional questions were used as needed to clarify answers, encourage more detail, and discuss new topics that came up.

The interviews were conducted either face-to-face or via WhatsApp (<https://whatsapp.com/>) Audio Call, depending on participants' availability and accessibility. Face-to-face interviews were conducted with participants who were available to meet the researcher in person, while WhatsApp Audio Calls were used for participants who were unable to attend face-to-face interviews. Each interview lasted about 15 to 20 minutes and was conducted in English. Participants were informed about the purpose of the study and asked for their consent to take part and to have the interviews recorded.

D. Data Analysis

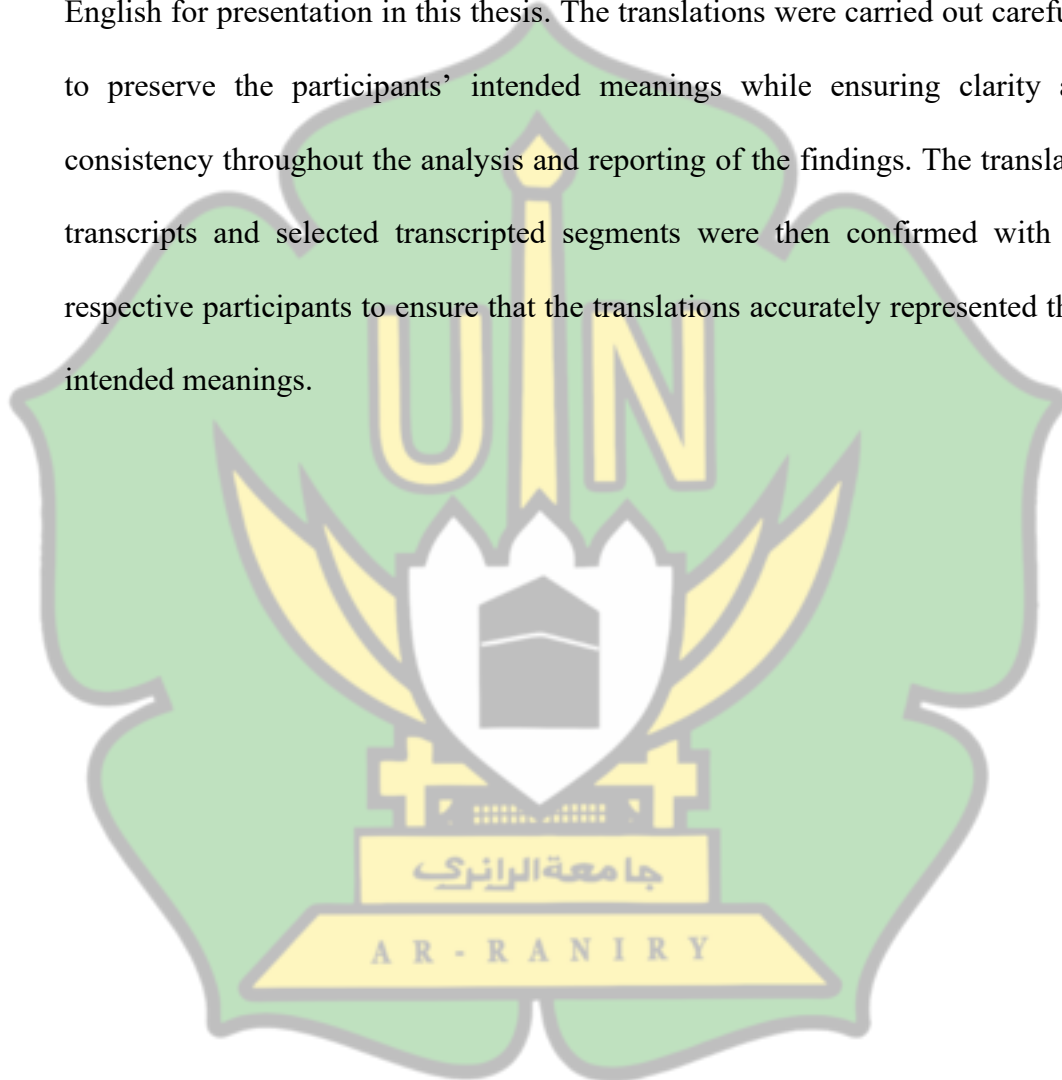
The data gathered from the semi-structured interviews were analyzed using thematic analysis, a qualitative data analysis method used to identify, analyze, and interpret patterns or themes within qualitative data (Braun & Clarke, 2006). This approach enables researchers to systematically organize participants' responses into meaningful themes while preserving the complexity of their experiences and perspectives. The analysis followed six clear steps, starting with getting to know the data and finishing with reporting the results.

1. Data Familiarization: The researcher listened to the recorded interviews

several times and repeatedly reviewed the transcripts. The researcher also made initial notes to develop a general understanding of participants' experiences of academic procrastination, coping strategies, and AI use during research proposal writing.

2. **Generating Initial Codes:** The researcher systematically coded meaningful phrases related to the research topics. Similar responses were grouped under the same codes, such as internal and external causes of procrastination, coping methods, and AI use.
3. **Identifying Themes:** The codes were grouped into broader themes based on similar meanings. This study focuses on themes such as motivations for procrastination, coping methods used by EFL students, and the role of AI in writing research proposals.
4. **Reviewing and Defining Themes:** The themes were reviewed and refined to ensure they accurately reflected the data and addressed the study questions.
5. **Selecting Representative Quotes:** To highlight each theme and help interpret the findings, the researcher selected quotes from the interview transcripts.
6. **Results Presentation:** The identified themes were interpreted and presented in relation to the research questions, theoretical framework, and relevant literature. Selected transcribed segments from the interview data were included to support each theme, thereby enhancing the credibility and transparency of the findings.

Since the interviews were conducted using a combination of English and Indonesian, all interview recordings were first transcribed in their original language. The researcher then translated the selected transcribed segments into English for presentation in this thesis. The translations were carried out carefully to preserve the participants' intended meanings while ensuring clarity and consistency throughout the analysis and reporting of the findings. The translated transcripts and selected transcribed segments were then confirmed with the respective participants to ensure that the translations accurately represented their intended meanings.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Data from the Interviews

This section presents the findings of the study based on the three research questions. The findings are organized into three main parts. The first part examines the internal and external factors that contributed to EFL student teachers' procrastination in writing research proposals. The second part discusses the coping strategies employed by the students to manage procrastination during the proposal-writing process. The third part explores the role of AI tools in supporting students' coping strategies and helping them manage challenges associated with research proposal writing. Relevant quotations from the participants are presented to support each theme and subtheme. In each quotation, the underlined words or phrases highlight the specific statements that are directly related to the theme being discussed and serve as supporting evidence for the findings.

1. Internal Factors Contributing to Procrastination in Writing Research Proposals

1) Cognitive and Emotional Barriers

The data show that cognitive and emotional barriers were the main internal factors why participants procrastinated when writing their research proposals. These factors included difficulty understanding research concepts,

low confidence, fear of making mistakes, feeling overwhelmed, and perfectionism. These factors often led participants to delay starting or continuing their proposals.

Among these factors, having trouble understanding research concepts was a major challenge. Five participants said they struggled with research methods, theoretical frameworks, proposal structure, and creating research questions. This uncertainty made it hard for participants to keep writing. Participant 4 explained, “...I had difficulty understanding some research concepts, especially research methodology” (P4). Similarly, Participant 3 shared, “...I also struggled to understand some research concepts...confused about what I should write next” (P3). Participants 2, 5, and 6 also described having trouble understanding research concepts, which delayed their proposal writing. These results show that not fully understanding research concepts led to procrastination.

Lack of confidence also played a key role in procrastination. Four respondents said they doubted their academic abilities and the quality of their work, especially when deciding on research design and academic writing. This self-doubt made them less willing to keep writing. Participant 2 said, “I often doubted my ideas” (P2). Participant 7 also shared, “...I often worried my writing wasn’t good enough” (P7). Along with Participants 2 and 3, Participants 6 and 8 described feeling low confidence during proposal writing. The participants' answers show that low confidence kept them from starting or continuing their proposal writing because they doubted their own abilities.

As participants lost confidence, many started to fear making mistakes. Five participants concerned their proposals might not meet academic standards or could have errors, which made them hesitate to begin or continue their work. Participant 3 explained, Participant 3 said, “*The biggest one was I was afraid of making mistakes*” (P3). Participant 5 also shared, “*...the biggest one was my fear of making mistakes...I already think that writing a proposal is difficult*” (P5). Participants 2, 4, and 6 expressed similar worries about making mistakes while writing their proposals. This shows that fear of making mistakes led to hesitation and procrastination and how fear of making mistakes discouraged students from writing because they were concerned about failure and academic expectations.

Another emotional challenge experienced by participants was feeling overwhelmed during the research proposal-writing process. Four participants described feeling overwhelmed when they faced confusion, multiple unfinished academic tasks, and difficulties in making progress with their proposals. Participant 6 said, “*...Sometimes I felt confused and overwhelmed...*” (P6). Participant 3 also shared, “*...Then I started feeling overwhelmed and my progress became slower*” (P3). Participants 2 and 4 reported similar experiences. These responses show that uncertainty and growing academic demands made participants feel even more overwhelmed, which led them to put off writing their proposals.

Another emotional barrier that came up was perfectionism. Four participants said they spent too much time revising and checking small details

because they wanted each part of their proposal to be correct before moving on. This slowed down their writing progress. Participant 6 said, “...*I always thought my proposal had to be perfect before I show it to my supervisor...*” (P6). Participant 7 also shared, “...*Whenever I found even a small mistake, I would read repeatedly everything from the start and check every detail again*” (P7). Participants 2 and 4 described similar experiences, which suggests that perfectionism led to procrastination during proposal writing. This pattern shows that perfectionism slowed writing progress because students spent too much time revising instead of finishing their proposals.

2) Poor Time Management

The data showed that poor time management was an internal factor that led to academic procrastination during the proposal-writing process. Participants said that trouble with writing schedules, prioritizing tasks, and balancing responsibilities often slowed their progress and made it hard to keep up regular writing habits.

Two participants said they struggled to manage their time while balancing proposal writing, other academic work, and personal activities. Participant 1 said, “...*My problem was more about how to set my priority. I found it difficult to make enough time for my proposal because I had many other things to do...*” (P1). Participant 2 added, “...*My time management was also not really good. I had to divide my time between proposal, assignments, and my personal activities*” (P2). These comments show that poor time management made it hard for participants to focus on proposal writing, which led to delays in finishing

their research proposals.

Two participants also said that not sticking to a writing schedule and putting off important tasks have caused delays in finishing their proposal. Participant 7 said, “...I also had poor time management because I didn't really organize my writing schedule well...” (P7). This shows that not keeping a writing schedule led to delays. Participant 8 said, “...my time management was not great...I let other things become more important than my proposal...” (P8). This shows that poor time management led participants to put other responsibilities before proposal writing, which caused frequent delays.

2. External Factors Contributing to Procrastination in Writing Research Proposals

1) Competing Academic Responsibilities

The data showed that competing academic demands were important external factors that led participants to procrastinate during the proposal-writing process. Participants said that coursework and university programs often took up a lot of their time and energy, so proposal writing became less of a priority.

Two participants said that coursework and other assignments left them with less time and energy for writing their research proposals. Participant 2 said, “...after classes and finishing other assignments, I felt very exhausted and I don't have motivation to keep working on my proposal” (P2). Participant 5 added, “...I had lots of assignments, reports, and other tasks, So, I usually had to do those things first before continue working on my proposal...” (P5). Their responses show that academic responsibilities often made participants prioritize

other coursework over proposal writing, which delayed their progress.

Besides coursework, two participants also said that university programs, especially *Praktik Pengalaman Lapangan* (PPL) and *Kuliah Pengabdian Masyarakat* (KPM), got in the way of their proposal-writing progress. Participant 1 said, “...*I was busy with PPL, another academic program, so I had to manage many things at the same time*” (P1). Participant 5 also said, “...*The main external factors were my participated in KPM and PPL, I had lots of assignments, reports, and other tasks*” (P5). Their responses show that participants often put other academic program responsibilities before proposal writing, which delayed the completion of their research proposals.

2) Social and Environmental Influences

The data showed that social and environmental factors also played a role in participants’ procrastination while writing their proposals. Participants said that peer influence and environmental disruptions made it harder to stay motivated and work steadily on their research proposals.

Peer influence was one of the social factors that led participants to procrastination. Four participants said that when they saw their friends delay proposal writing, they felt less urgency and were more likely to delay their own work. Participant 7 said, “...*when I saw many friends also hadn't started their proposals, I felt relaxed and thought I still had lots of time*” (P7). Participant 8 also shared, “...*when I saw my friends hadn't started their proposals yet, I felt more relaxed...*” (P8). Participants 1 and 6 had similar experiences, showing that peer influence made them feel less urgency and contributed to

delays in writing their proposals.

Environmental disruptions also made participants more likely to procrastinate while writing their proposals. Four participants said that flooding, power outages, and unstable internet connections interrupted their work and made it hard to access the resources they needed. Participant 1 said, “...*The flood also affected my work because there was no electricity and internet for some time...*” (P1). Participant 8 added, “...*At that time, there was no electricity and also no internet...*” (P8). Participants 5 and 7 also said that these disruptions made it difficult to keep working on their proposals.

3. Coping Strategies for Managing Procrastination in Writing Research Proposals

1) Planning and Managing Proposal Writing

The data showed that participants used planning and managing the proposal-writing process as a main way to deal with academic procrastination. They set goals, made schedules, set aside time for writing, and broke tasks into smaller parts. These steps helped them keep making progress even when they felt like putting things off.

Two participants said that planning was key to staying consistent while writing their proposals. They set personal goals, made deadlines, and scheduled time just for writing, which helped them stay focused and avoid delays. Participant 1 said, “...*I tried to set my priorities and make my personal deadlines to stay focused and disciplined*” (P1). Participant 8 added, “...*I*

tried to manage my time and I set some days especially for focus working on my proposal” (P8). These examples show that planning helped participants keep making steady progress on their research proposals.

Two participants also dealt with procrastination by breaking the proposal into smaller, more manageable tasks. For example, Participant 4 said, “...*I tried to make the work easier by breaking my proposal into smaller task*” (P4). Participant 6 shared, “...*I started by writing little by little... and organized my work into smaller tasks*” (P6). These examples show that dividing the work helped participants feel less overwhelmed and make steady progress. Participants 2, 3, and 5 also used similar self-regulation strategies. The findings show that participants managed procrastination by setting goals, prioritizing tasks, making personal deadlines, and scheduling writing time.

2) Seeking Peer Support

The data showed that getting support from peers was another key way participants managed academic procrastination while writing their proposals. The participants encouraged each other, shared experiences, and worked together to stay motivated and keep making progress. These interactions provided both emotional and practical support to help them handle the challenges of proposal writing.

Five participants dealt with procrastination by talking with friends who faced the same challenges. By sharing their struggles and encouraging each other, they felt supported and stayed motivated. For example, Participant 6 said, “...*I talked with a friend who was having a similar experience, and having*

someone who understand really motivated me to keep going” (P6). Participant 7 also said, “*...I also asked my friends for support*” (P7). These examples show that peer support helped participants keep working on their research proposals. Participants also pointed out the benefits of working with peers. Participant 8 said, “*...I invited my friends to work on our proposals together because studying with friends helped me stay motivated*” (P8). This shows that working together helped participants stay motivated and make steady progress on their research proposals. Participants 2 and 3 also talked about getting similar support from their peers. These results show that peer support helped participants stay motivated and keep writing their proposals.

3) Seeking Supervisors Support

The data showed that getting support from supervisors was a key way to cope with academic procrastination during research proposal writing. The participants said their supervisors’ guidance, feedback, and encouragement helped them feel less uncertain, solve writing problems, and stay motivated to keep working on their proposals.

Three participants highlighted the importance of constructive feedback and academic guidance. Participant 2 said, “*...my supervisor gave me helpful feedback, corrected my mistakes, and explained things that I didn’t understand*” (P2). Participant 3 added, “*... My supervisor’s feedback was also helpful because it helped me know which part I should fix and what I should do next*” (P3). These examples show that feedback from supervisors helped participants understand better and make steady progress in writing their

proposals. Supervisors also helped participants stay motivated. Participant 7 said, “...My supervisor also helped me because they always give me suggest to continue and finish my proposal as soon as possible” (P7). This shows that encouragement from supervisors helped participants keep working toward finishing their research proposals.

4. The Role of AI Tools in Supporting Coping Strategies

The data showed that AI tools helped participants manage academic procrastination while writing research proposals. They used AI to understand research concepts, organize their ideas, improve their writing, and reduce stress, which helped them keep making progress even when writing was difficult.

Two participants used AI to help them understand research methodologies as a way to deal with academic procrastination. Many said they asked AI to explain complex ideas in simpler terms, which made it easier for them to understand the material and keep writing. Participant 2 said, “...AI explained complicated research concepts in simpler language and with practical examples” (P2). Participant 7 also shared, “...I asked AI to explain it in simpler language. It made the theory easier for me to understand” (P7). These comments show that AI helped participants better understand research concepts, reducing confusion and helping them continue working on their proposals.

Two participants said they used AI as a brainstorming tool during the proposal-writing process. They found that AI helped them generate ideas,

organize their writing, and develop their proposals in a more systematic way. This support made them feel more confident as they continued writing. Participant 2 said, “...AI helped me brainstorm research topics...” (P2). Participant 5 also shared, “...I always used AI tools to generate ideas, improve my language, and organize my writing” (P5). These comments show that AI helped participants generate and organize ideas, which allowed them to make steady progress on their research proposals.

Two participants also said they used AI to improve their academic writing. They shared that AI helped them check grammar, paraphrase sentences, choose better words, and make their writing more suitable for academic purposes before submitting proposals or meeting with supervisors. Participant 4 said, “...I also used Grammarly to improve my grammar, spelling, and sentence structure, it helped my writing clearer and more academic” (P4). Participant 6 added, “...AI also helped me revise my sentences to make my writing sound more academic” (P6). These comments show that AI helped participants improve the language in their proposals, making their writing clearer and more suitable for academic work.

In addition to academic support, two participants said that AI lowered their stress and boosted their confidence while writing proposals. Getting quick explanations, suggestions, and solutions helped them keep writing instead of putting off their work. Participant 5 shared, “...AI was important in helping me deal with procrastination because it helped reduce my stress when I got stuck” (P5). Participant 6 also said, “...using AI made me feel more confident,

less confused, and more productive during the proposal-writing process” (P6). These comments show that AI helped participants with writing challenges, lowered negative feelings, and encouraged them to keep working on their proposals.

Participants also recognized that the use of AI during proposal writing involved certain limitations. Although AI provided useful assistance, two participants emphasized that the need to verify AI-generated information and maintain their own judgment to avoid excessive dependence on the technology. Participant 1 said, “...*AI is good as a support, but we shouldn't depend on it too much, because relying on it too much could reduce independent thinking*” (P1). Participant 2 added, “...*I also think if we depend too much on AI, it can affect our critical thinking*” (P2). These comments show that participants saw AI as a helpful tool, but believed it should be used with care and not followed blindly.

Five participants also noticed that AI-generated answers were not always accurate or reliable. They said this information often needed to be checked before using it in their research proposals. Participant 7 said, “...*AI made me stressed because its answers were not always correct*” (P7). Participant 8 added, “...*AI was not always correct. Sometimes its answers were confusing, so I still had to check the information myself*” (P8). Participants 3, 4, and 5 shared similar opinions. They said they did not depend only on AI-generated answers, but checked the information with academic sources and their own knowledge before using it in their proposals. These comments show that

participants understood AI's limits and stressed the need to verify its information before using it in their writing. The AI tools used by the participants are presented in Table 2 below.

Table 2
AI Tools Used by Participants

AI Tools	P1	P2	P3	P4	P5	P6	P7	P8
ChatGPT	✓	✓	✓	✓	✓	✓	✓	✓
Gemini					✓	✓	✓	✓
DeepL					✓			
Claude AI		✓						
Grammarly	✓		✓	✓				
Quillbot						✓	✓	✓
Consensus			✓					
Perplexity	✓							

B. Discussion

1. Internal and External Factors Contributing to Procrastination in Writing Research Proposals

The findings of this study indicate that EFL student teachers procrastinate working on research proposals for a mix of internal and external factors, rather than just one cause. Internal reasons included emotional and cognitive barriers and difficulty managing time. External reasons involved

other academic tasks and social or environmental pressures. The results suggest that procrastination happens when personal challenges and outside pressures come together during the proposal writing process. Cognitive and emotional barriers were the main internal reasons for procrastination. Participants often reported being afraid of making mistakes, lacking confidence, struggling to understand research concepts, feeling overwhelmed, or wanting their work to be perfect. These findings are consistent with Rahmadina et al. (2026) found that fear of failure, perfectionism, and feeling overwhelmed were key reasons for delays in proposal writing. Further supporting these findings, Haris et al. (2023) reported that emotional instability and perfectionism were important psychological factors contributing to procrastination. Beyond the EFL context, Rahimi and Hall (2021) found that fear of failure and task aversion strongly predicted academic procrastination among university students. Taken together, these findings suggest that psychological and emotional barriers can contribute to procrastination across different educational contexts.

The findings further indicate that psychological barriers can interact with one another rather than functioning independently. Difficulties in understanding research concepts, for instance, may undermine students' confidence and increase their fear of making mistakes, which can eventually result in delayed writing. This pattern is consistent with Solomon and Rothblum's (1984) model of academic procrastination, which identifies fear of failure and task aversion as key reasons for delaying academic tasks. In the present study, these factors were reflected in participants' reluctance to

continue writing when they felt uncertain, lacked confidence, or perceived proposal writing as difficult and demanding.

Another important internal factor was poor time management. Participants reported difficulties finding time to write, following their schedules, and prioritizing proposal writing over other tasks. These difficulties are consistent with the findings of Rahmadina et al. (2026) and Prawira et al. (2024), who also identified poor time management as a factor contributing to procrastination. However, unlike previous studies that mainly emphasized scheduling difficulties, this study found that participants often chose to complete other academic tasks instead of working on their proposals. The findings suggest that procrastination in this context involves not only time management but also difficulties in prioritizing tasks and regulating behavior.

Academic workload was an important external factor contributing to participants' procrastination. Participants had to divide their attention between proposal writing and other responsibilities, including coursework, presentations, examinations, PPL, and KPM. Managing these responsibilities simultaneously often left limited time and energy for proposal writing, which disrupted their progress. Prawira et al. (2024) similarly found that competing academic tasks could limit students' time for academic writing, while Kurniawati and Atmojo (2022) reported that high academic demands increased stress and hindered writing progress. In addition to academic workload, peer and environmental factors also influenced participants' procrastination. Some participants reported that seeing their friends procrastinate their proposal work

encouraged them to delay their own writing, suggesting that procrastinating behavior could be influenced by observing similar behavior among peers. Environmental conditions and distractions also interrupted their concentration and writing routines. These findings support Haris et al. (2023), who found that environmental influences, family-related problems, and social pressure contributed to students' academic procrastination. The findings further indicate that peer influence may involve behavioral imitation, as participants were more likely to delay their work after seeing friends procrastinate. Environmental distractions also made it difficult to maintain concentration and consistent writing habits.

2. Coping Strategies for Managing Procrastination in Writing Research Proposals

The findings of this study showed that planning and organizing writing tasks were the main coping strategies used by participants. Rather than waiting for motivation, they set personal deadlines, made writing schedules, and broke large tasks into smaller parts. These methods helped them feel less overwhelmed and keep making progress on their proposals. This matches the findings from Kurniawati and Atmojo (2022) and Fauziah et al. (2023), who found that planning, goal setting, and self-regulated learning help reduce academic procrastination by improving students' ability to manage their work. These findings also support Torrens et al. (2025) showed that prioritizing tasks, breaking assignments into smaller parts, setting realistic goals, and improving self-regulation help reduce procrastination and keep students moving forward.

Together, these studies suggest that structured planning and self-regulated learning help students manage academic pressure and reduce procrastination during proposal writing.

The findings also highlight planning as an important form of self-regulation during proposal writing. Participants broke the writing process into smaller goals, making the task more manageable and reducing the mental and emotional burden associated with academic writing. Such practices reflect Bandura's view that self-regulation enables individuals to guide and control their behavior toward desired goals (Fauziah et al., 2023). The findings also align with Lazarus and Folkman's (1984) transactional theory of stress and coping, which explains that individuals assess stressful situations and select coping responses accordingly. The theory emphasizes that coping depends on how individuals perceive and evaluate a situation, including whether they view it as challenging, threatening, or manageable. When a situation is perceived as stressful but can be addressed through individual action, individuals may adopt problem-focused coping strategies to manage or reduce the source of stress. In this study, participants perceived proposal writing as challenging and used problem-focused strategies, such as organizing tasks and managing their writing process, to cope with these difficulties. Thus, planning functioned not only as a time-management strategy but also as a self-regulatory and problem-focused coping strategy for managing academic and emotional challenges.

Besides self-regulation, participants relied on social support to handle academic procrastination. They sought encouragement, discussed research

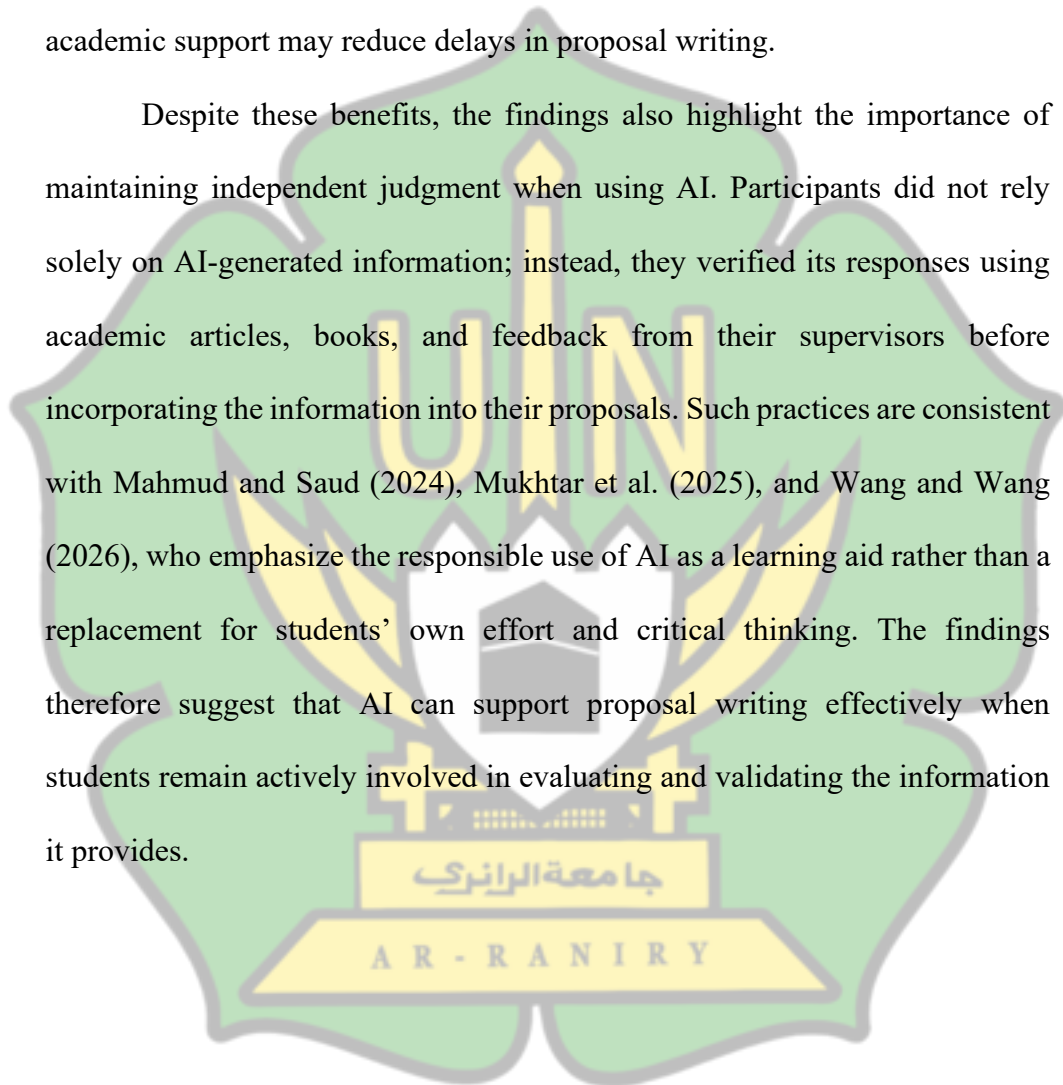
challenges with peers, worked together on proposals, and received advice and feedback from supervisors. These results are similar to Fauziah et al. (2023), who found that peer contact and supervisor support boost students' motivation, confidence, and writing performance. The study found that social support had a more lasting impact than earlier research suggested. While past studies focused on academic benefits, participants here also stressed the emotional importance of these relationships. Friends helped reduce loneliness by sharing experiences, and supervisors eased uncertainty by offering confidence, encouragement, and guidance. These results show that social support was both an academic and emotional resource, helping students continue despite procrastination

3. The Role of AI Tools in Supporting Coping Strategies

AI also emerged as an important source of academic support during the proposal-writing process. Participants used various AI tools to understand research concepts, generate ideas, organize proposals, improve grammar, paraphrase academic texts, and revise their writing. These findings are consistent with Mahmud and Saud (2024) and Fitra et al. (2025), who reported that AI can improve writing efficiency, support idea development, and increase students' confidence. Similarly, Ibrahim et al. (2024) found that AI provides personalized support through explanations and immediate feedback, helping students address academic difficulties more effectively. The role of AI in relation to procrastination is also supported by Ma and Chen (2024), who found

that AI-powered applications could reduce procrastination among EFL learners by providing interactive content, real-time feedback, and adaptive learning support. In the present study, AI helped participants continue writing when they experienced confusion or difficulty organizing ideas, suggesting that timely academic support may reduce delays in proposal writing.

Despite these benefits, the findings also highlight the importance of maintaining independent judgment when using AI. Participants did not rely solely on AI-generated information; instead, they verified its responses using academic articles, books, and feedback from their supervisors before incorporating the information into their proposals. Such practices are consistent with Mahmud and Saud (2024), Mukhtar et al. (2025), and Wang and Wang (2026), who emphasize the responsible use of AI as a learning aid rather than a replacement for students' own effort and critical thinking. The findings therefore suggest that AI can support proposal writing effectively when students remain actively involved in evaluating and validating the information it provides.



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

This chapter presents the main conclusions of the study based on the three research questions. The findings indicate that EFL students' academic procrastination in research proposal writing resulted from a combination of internal and external factors. Internal factors included difficulties understanding research concepts, low confidence, fear of mistakes, feeling overwhelmed, perfectionism, and poor time management, while external factors involved competing academic tasks, peer influence, and environmental distractions. Responsibilities such as coursework, PPL, and KPM further limited the time available for proposal writing. Overall, procrastination was influenced by the interaction of personal and situational factors rather than by a single cause.

To manage these challenges, participants employed various problem-focused strategies, including setting realistic goals, planning writing activities, breaking tasks into smaller steps, monitoring progress, and seeking support from peers and supervisors. AI tools also supported these strategies by helping participants understand research concepts, generate ideas, organize proposals, improve language, and revise their writing. Participants nevertheless maintained their academic judgment by verifying AI-generated information through reliable academic sources and supervisor feedback. Overall, AI functioned as a supplementary learning resource that supported students'

writing and helped them manage difficulties without replacing their independent thinking and learning.

B. Recommendations

Based on the findings and limitations of the study, several recommendations are proposed for future improvement. First, future researchers are recommended to involve a larger number of participants and, if possible, participants from different EFL contexts or institutions. Since the present study involved only eight participants and employed a qualitative approach, the findings provide in-depth insights into participants' experiences but may not represent the experiences of EFL students more broadly. Future studies could therefore include more participants to obtain a wider range of perspectives on academic procrastination, coping strategies, and AI use during research proposal writing.

Second, future researchers are recommended to examine academic procrastination through different research designs. Quantitative or mixed-methods studies could complement the qualitative findings by measuring the prevalence of procrastination and examining relationships among factors such as self-confidence, perfectionism, time management, coping strategies, and AI use. Longitudinal studies could also provide a deeper understanding of how students' procrastination and coping strategies change throughout the proposal-writing process.

Third, EFL students are recommended to develop stronger self-regulation and time-management skills when writing research proposals. Students can set realistic goals, divide proposal writing into manageable tasks, establish writing schedules, monitor their progress, and prioritize proposal writing alongside other academic responsibilities. These strategies may help students manage cognitive, emotional, and workload-related difficulties that contribute to procrastination.

Fourth, students are recommended to use AI tools responsibly as supplementary academic resources. AI can be used to clarify research concepts, generate ideas, organize writing, improve language, and provide initial feedback. However, students should critically evaluate and verify AI-generated information using reliable academic sources and supervisor feedback. Maintaining independent thinking and academic judgment is important to prevent excessive dependence on AI.

Finally, lecturers and supervisors are recommended to provide structured academic guidance during the research proposal-writing process. Regular feedback, clarification of difficult research concepts, and opportunities for discussion may help students address uncertainty and maintain their writing progress. Such support can complement students' self-regulation efforts and encourage more effective and responsible use of AI in proposal writing

REFERENCES

- Ariyanti, A. (2018). The effectiveness of indirect written correction on English writing skills. *Journal of English for Academic and Specific Purposes (JEASP)*, 1(2), 33-44. <https://doi.org/10.18860/jeasp.v1i2.5945>
- Bailey, S. (2014). *Academic writing: A handbook for international students*
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE. https://www.ucg.ac.me/skladiste/blog_609332/objava_105202/fajlovi/Creswell.pdf
- de Guzman, L. C. (2025). Thesis and dissertation writing procrastination among graduate teacher education students. *Science International*, 37(1), 219-234.
- Dragić, M. (2023). The Problem of Procrastination in Academic Writing. Research Is Back. <https://alumni.fil.bg.ac.rs/wp-content/uploads/2023/10/Research-is-Back-Handbook-on-Academic-Writing-for-Students-of-Humanities.pdf>
- Fauziah, T. (2024). Exploring the process of self-regulation in writing undergraduate thesis. *Jurnal Penelitian, Pendidikan, dan Pembelajaran*, 19(23). <https://jim.unisma.ac.id/index.php/jp3/article/view/25512>
- Fitra, M. D. R., Putri, K. Y., Muchyidin, M. S., & Naf'ihima, F. A. R. (2025). The Use of AI as an Assistant of University Students for their Research Proposal. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 13(1), 418-432. <http://doi.org/10.24256/ideas.v13i1.6159>
- Haderer, B., & Ciolacu, M. (2022). Education 4.0: Artificial intelligence assisted task-and time planning system. *Procedia computer science*, 200, 1328-1337. <https://doi.org/10.1016/j.procs.2022.01.334>
- Hamidah, S. (2020). Hubungan antara emotion focused coping (EFC) dengan prokrastinasi akademik pada mahasiswa. *Undergraduate thesis. Universitas Islam Negeri Sunan Ampel*.
- Haris, A. N. A., Muliati, A., & Nur, S. (2023). Academic procrastination among the students in thesis writing. *Interference: Journal of Language, Literature, and Linguistics*, 4(2). <https://doi.org/10.26858/interference.v4i2.51133>

<http://doi.org/10.31332/i-cores.v1i1.11217>

- Ibrahim, M. B., Mujahid, T., & Anshori, M. I. (2024). Optimization of artificial intelligence-based research in minimizing student academic procrastination. In *International Conference on Research Issues and Community Service* (pp. 240-253).
- Jebasingh, D. R., Ahmad, N., Shimray, S. R., & Subaveerapandiyan, A. (2025). Perceived impact of procrastination on academic performance among students and the role of AI tools. *Libri*, 75(4), 355-373. <http://doi.org/10.1515/libri-2025-0093>
- Kurniawati, A., & Atmojo, A. E. P. (2022). EFL thesis writing anxiety: Causes, effects, and coping strategies. *EnJourMe (English Journal of Merdeka): Culture, Language, and Teaching of English*, 7(2), 137-151. <https://doi.org/10.26905/enjourme.v7i2.8004>
- Lazarus, R. S. (1984). *Stress, appraisal, and coping* (Vol. 445). Springer.
- Ma, Y., & Chen, M. (2024). AI-empowered applications effects on EFL learners' engagement in the classroom and academic procrastination. *BMC psychology*, 12(1), 739. <http://doi.org/10.1186/s40359-024-02248-w>
- Ma, Y., & Chen, M. (2024). AI-empowered applications' effects on EFL learners' engagement in the classroom and academic procrastination. *BMC Psychology*, 12, Article 739. <https://doi.org/10.1186/s40359-024-02248-w>
- Mahmud, N. I., & Saud, I. W. (2024). Students' perception on the use of AI paraphrasing tools in writing research proposal. *Journal of English Language Teaching, Linguistics, and Literature Studies*, 4(2), 138-152. <http://doi.org/10.30984/jeltis.v4i2.3260>
- Marif, A., & Konadi, H. (2023). Academic procrastination in completing students' thesis. *Jumper: Journal of Educational Multidisciplinary Research*, 2(2), 82-93. <https://doi.org/10.56921/jumper.v2i2.139>
- Mukhtar, M., Firdos, S. S., Zaka, I., & Naeem, S. (2025). Impact of AI dependence on procrastination among university students. *Research Journal of Psychology*, 3(1), 246-257. <https://doi.org/10.59075/rjs.v3i1.62>
- Mulyana, A., Nurdin, F. S., & Nurfatwa, D. (2022). Prokrastinasi akademik, emotion focused coping, dan kecemasan pada mahasiswa. *Jurnal Penelitian Psikologi*, 13(2), 68-78. <https://doi.org/10.29080/jpp.v13i2.815>
- Panda, S., & Singh, P. (2022). The effect of locus of control on academic procrastination among undergraduate students. *International Journal of Education and Psychological Research (IJEPR)*, 11(3), 15-19. <https://ijepr.org/panel/assets/papers/632651ij4.pdf>

- Pradana, S. A., & Yuniarti, Y. (2025). Investigation of academic procrastination: A case study in Islam-affiliated university. *SIGEH ELT: Journal of Literature and Linguistics*, 5(1), 418-437.
<https://doi.org/10.36269/sigeh.v5i1.2787>
- Prasetyowati, T., Hariastuti, R. T., & Habsy, B. A. (2025). The influence of coping mechanisms, academic adjustment, and social support on academic procrastination of first-year college students. *Buana Pendidikan: Jurnal Fakultas Keguruan dan Ilmu Pendidikan Unipa Surabaya*, 21(2), 95-104.
<https://doi.org/10.36456/bp.vol21.no2.a10254>
- Pravita, A. R., & Kuswandono, P. (2022). Writing anxiety and academic procrastination on undergraduate thesis writing: The role of self-regulation. *JEELS (Journal of English Education and Linguistics Studies)*, 9(1), 1-25.
<https://doi.org/10.30762/jeels.v9i1.4010>
- Prawira, A. S., Suhartoyo, E., & Ismiatun, F. (2025). Navigating the academic journey: Exploring challenges and strategies of EFL students in accomplishing their undergraduate thesis. *Jurnal Penelitian, Pendidikan, dan Pembelajaran*, 20(21). <http://doi.org/10.21070/jees.v10i1.1916>
- Rahimi, S., & Hall, N. C. (2021). Why are you waiting? Procrastination on academic tasks among undergraduate and graduate students. *Innovative higher education*, 46(6), 759-776. <http://doi.org/10.1007/s10755-021-09563-9>
- Rahmadina, A. S., & Rosnija, E. (2026). Factors influencing academic procrastination during research proposal seminar among final-year english language education students. *P2M STKIP Siliwangi*, 13(1), 13-24.
<https://doi.org/10.22460/p2m.v13i1.6560>
- Ramadhanti, R., Oktaviana, F., Tarihoran, N., & Fitriani, D. (2023). Challenges, strategies, and digital media use in writing research articles: A study of EFL postgraduate students. *SCOPE: Journal of English Language Teaching*, 8(1), 167-175 <http://dx.doi.org/10.30998/scope.v8i1.17385>
- Rastri, A., Rezeki, Y. S., Salam, U., Riyanti, D., & Surmiyati, S. (2023). An analysis of students' problems in writing a research proposal. *Acitya: Journal of Teaching and Education*, 5(1), 57-71
<https://doi.org/10.30650/ajte.v5i1.3479>
- Ridley, D. (2012). The literature review: A step-by-step guide for students.
- Rinarta, A. P., & Nurmaguphita, D. (2024). Hubungan tingkat stres dengan mekanisme coping pada mahasiswa baru S1 keperawatan dalam menghadapi perkuliahan tahun pertama di Universitas 'Aisyiyah Yogyakarta. *Jurnal Mutiara Kesehatan Masyarakat*, 9(2), 126–

135. <https://doi.org/10.51544/jmkm.v9i2.5647>
- Sastri, P. D. (2022). Academic procrastination in students and how to overcome it. *Journal of Business and Management INABA (JBMI)*, 1(02), 89-96. <https://doi.org/10.56956/jbmi.v1i02.118>
- Sirois, F. M. (2023). Procrastination and stress: A conceptual review of why context matters. *International Journal of Environmental Research and Public Health*, 20(6), 5031. <https://doi.org/10.3390/ijerph20065031>
- Solomon, L. J., & Rothblum, E. D. (1984). Academic procrastination: frequency and cognitive-behavioral correlates. *Journal of counseling psychology*, 31(4), 503. <http://doi.org/10.1037/0022-0167.31.4.503>
- Steel, P. (2011). *The procrastination equation: How to stop putting things off and start getting things done*. Random House Canada. <https://ia800107.us.archive.org/30/items/iqraapdf-the-procrastination-equation-arabic/IQRAAPDF-The-Procrastination-Equation.pdf>
- Torrens, G. E., Swalwell, J. M. R., Welsh, R., Downs, S., Asghar, S., & Wang, Y. (2025). Academic procrastination by design: an exploration of challenges and coping strategies for educators and design students: George Edward Torrens. *International Journal of Technology and Design Education*, 1-26. <https://link.springer.com/article/10.1007/s10798->
- Wahyuni, I. Y., Sakkir, G., & Sakkir, R. I. (2025). English education students' perceptions of writing their first research proposal. *KLASIKAL: Journal of Education, Language Teaching and Science*, 7(3), 1273-1283. <https://doi.org/10.52208/klasikal.v7i3.1561>
- Wang, D., & Wang, Z. (2026). How academic stress leads to artificial intelligence-generated design dependency: the roles of academic procrastination and help-seeking behavior. *Frontiers in Psychology*, 17, 1794730. <https://doi.org/10.3389/fpsyg.2026.1794730>
- Wong, P. T., & Psych, C. (2016). How to write a research proposal. *Langley: Trinity Western University Langley. Retrieved*, 26.
- Wulan, D. A. N., & Abdullah, S. M. (2014). Prokrastinasi akademik dalam penyelesaian skripsi. *Jurnal sosiohumaniora*, 5(1). <https://ejurnal.mercubuana-yogya.ac.id/index.php/soshum/article/view/136>
- Xue, C., Helian, Z., & Li, Y. (2025). Academic pressure and academic procrastination: The mediating role of negative coping strategies. *Plos one*, 20(12), e0338956. <https://doi.org/10.1371/journal.pone.0338956>

APPENDICES

Appendix A: Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : 640 TAHUN 2025

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang	- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi; - bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa; - bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
Mengingat	- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional; - Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen; - Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi; - Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum; - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi; - Peraturan Presiden Nomor 84 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh; - Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh; - Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh; - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI; - Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum; - Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
MEMUTUSKAN	
Menetapkan	Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa
KESATU KEDUA	Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: 037 TAHUN 2026 Menunjuk Saudara: Prof. Jarjani Usman, S.Ag., S.S., M.Sc., Ph.D.
Untuk membimbing Skripsi Nama : Arkinah Faranis NIM : 220203053 Program Studi : Pendidikan Bahasa Inggris Judul Skripsi : Exploring EFL Students' Procrastination in Writing Research Proposals and Their Coping Strategies in the AI Era	
KETIGA	Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
KEEMPAT	Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 02 Desember 2024 Tahun Anggaran 2025;
KELIMA	Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;
KEENAM	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh

Pada tanggal : 08 Juli 2026

Dekan,


Samuel Muluk

Tembusan

- Sekjen Kementerian Agama RI di Jakarta;
- Direktur Pendidikan Islam Kementerian Agama RI di Jakarta;
- Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
- Kantor Pelayanan Pembendaharaan Negara (KPPN), di Banda Aceh;
- Rektor UIN Ar-Raniry di Banda Aceh
- Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
- Yang bersangkutan;
- Arsip.





pustaka

Appendix B: Recommendation Letter from Fakultas Tarbiyah dan Keguruan to conduct the research



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY Banda Aceh
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-4624/Un.08/FTK.1/TL.00/6/2026

Lamp :-

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 220203053

Nama : ARKINAL FARANIS

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Jln.Siyueng yueng Malahayati Lampulo

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 ***EXPLORING EFL STUDENTS' PROCRASTINATION IN WRITING RESEARCH PROPOSALS AND THEIR COPING STRATEGIES IN THE AI ERA***

Banda Aceh, 19 Juni 2026

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 24 Juli 2026

جامعة الرانيري
AR - RANIRY

Appendixes C: Confirmation Letter of Conducting Research at the English Language Department

**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS**
Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email : pbi.fik@ar-raniry.ac.id, Website : <https://ar-raniry.ac.id>

SURAT KETERANGAN
Nomor: B-426/Un.08/PBI/Kp.01.2/7/2026

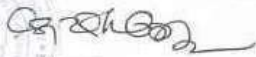
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : Arkinal Faranis
NIM : 220203053
Prodi : Pendidikan Bahasa Inggris
Alamat : Jl. Siyueng-yueng No.3 Lampulo

Benar telah melakukan pengumpulan data untuk penelitian pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

"EXPLORING EFL STUDENTS' PROCRASTINATION IN WRITING RESEARCH PROPOSALS AND THEIR COPING STRATEGIES IN THE AI ERA"

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 12 Juli 2026
Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana



Appendix D: Interview Guide

Experiences in Research Proposal Writing

1. Could you tell me about your experience of writing your research proposal, from the beginning until your proposal seminar?

Experiences of Academic Procrastination

2. Could you tell me about your experience of procrastination during the research proposal-writing process?
3. What personal experiences or conditions do you think contributed to your procrastination during the proposal-writing process?
4. What external conditions or situations do you think contributed to your procrastination during the proposal-writing process?

Coping Strategies

5. How did you deal with the challenges or procrastination you experienced during the proposal-writing process?

The Role of AI in the Coping Process

6. Could you describe your experience of using AI tools during the proposal-writing process?
7. What role did AI play in helping you cope with procrastination during proposal writing process?

Reflection

8. Based on your experience, what advice would you give to other students who are writing their research proposals?