

CHAPTER I

INTRODUCTION

1.1 Research Background

In order to be productive, either working or non working individual are required to complete various assignments and deadlines during a day. However, the completion of these assignments are often delayed due to many factors, whether internal or external factors. This process of delaying or postponing the assignments is known as procrastination (Lay, 1986). Currently, there is no complete agreement or consensus among researchers on the definition of procrastination, as various researchers point out different aspects of behaviour. However, the concept of procrastination has developed as more research has been conducted, and therefore, deeper understanding on procrastination has been reached. The most commonly used definition of procrastination was given by Steel (2007) that is to voluntarily delay an intended course of action despite expecting to be worse off for the delay. This definition includes all three aspects of procrastination which are; delay, counter-productivity, and needlessness.

Procrastination occurs in every aspect of behavior and action but the most common type of procrastination is the one that occurs in the academic setting which is known as academic procrastination. Bashir (2019) stated that academic procrastination is a superior usage of procrastination that happens in the educational settings. It involves perceiving that one needs to undertake an academic activity or carry out an academic task, like as undertaking the weekly reading assignments, finishing a school-related project, preparing for exams, or writing a term paper, as

a matter of fact failing to encourage oneself to do so within the probable time frame (Ackerman & Gross, 2005).

Research has revealed that academic procrastination is a very common event among students especially university-level students. Steel (2007) discovered that almost all occasionally procrastinate in one or another domain of their studies, and approximately every second student regularly procrastinates. Similarly, Ellis and Knaus (1977) measured that around 95% of students procrastinate on their educational tasks. In addition, Schouwenburg (1993) discovered that more than 70% of college students were procrastinating regularly and about 20% of them reported chronic procrastination.

Several previous researches also reported that academic procrastination plays a big role to missing or late assignments, decrease task preparation time, and poor performance on tests (Van Eerde, 2003; Lay & Schouwenburg, 1993; Tice & Baumeister, 1997). In addition, academic procrastination is related to higher levels of anxiety and depression and in the long term causes negative health symptoms that affecting the overall quality of students' lives (Ferrari et al., 1995; Lay & Schouwenburg, 1993; Tice & Baumeister, 1997).

Since procrastination may have a strong negative impact on students' academic success, it is necessary for educators to prevent students to procrastinate in order to help them to gain success in their academic achievement. In fact, the majority of procrastinate students also shown an intention to reduce their procrastination (Solomon & Rothblum, 1984). In order to achieve the goal of preventing students' to procrastinate, it is essential to understand the level of students' academic procrastination and what may cause it. Therefore, this present

study is intended to examine the academic procrastination level of university students particularly those students who are learning a foreign language, or in this case English language learners.

This current study is conducted based on procrastination phenomena that often experienced by students while engaging in a foreign language learning. Learning a foreign language requires a lot of dedication and hard work, especially when students do not live in a country in which the target language is the medium of communication that is regularly used. As with English language students in Indonesia, students do not find the opportunity to communicate and practise their language skills very often. In order to improve their skills, students are required to complete many tasks such as reading texts on various levels, performing speaking activities in and outside of the classroom, listening to audio materials or writing essays in English. Since language learning requires the fulfillment of such a large number of assignments, an examination of the procrastinatory behaviors of language learners become important.

One of the most common predictors of academic procrastination is self-efficacy. Bandura (1995) explains that self-efficacy refers to someone's beliefs in his/her capabilities to organize and execute the courses of action required to manage upcoming situations. People with high self-efficacy will normally see difficult tasks and assignments as something to be mastered instead of something to be avoided. They will show determination and always manage to recover quickly from setbacks. On the contrary, people with low self-efficacy usually will avoid challenging tasks, they believe that they are incapable to perform such tasks and will focus on negative outcomes. Since procrastinators often have problems setting goals for themselves,

it is believed that people with low levels of self-efficacy are more procrastinate rather than those who are highly efficacious.

Several previous studies have found that self-efficacy plays a big role in academic procrastination. Steel (2007) discovered that self-efficacy is a strong and regular predictor of procrastination after investigating 216 different studies. It was believed that fear of failure had a strong association with low self-efficacy and procrastination. In line with this study, Van Eerde (2003) conducted a meta-analysis study on 104 previous published articles using student populations. The aim of this study is to find the relationship of several different variables with procrastination. Self-efficacy was one of the variables being observed. Negative self-efficacy was found to be an important variable in relation to procrastination across the studies. In addition, Haycock, McCarthy, and Skay (1998) conducted a study that asked students to imagine writing a paper, for example, and to rate their efficacy for the task. They found that students who were low in self-efficacy procrastinated more. It indicates that the lower someone's self-efficacy, the higher their levels of procrastination.

Despite many studies conducted previously on procrastination, there has been no research conducted on the topic involving the education university in Bali like Ganesha University of Education (*Universitas Pendidikan Ganesha*). Moreover, based on an informal interview conducted with some students enrolled at English Language Education of *Universitas Pendidikan Ganesha*, it was revealed that students tend to procrastinate tasks that they believe they can complete regardless of the difficulty of the task, they decided to delay to complete the task until the very last minute of deadline and according to them, their work qualities

does not suffer from postponing. This implies that students with high level of self-efficacy are more procrastinating. With regard to this, Saddler and Buley (1999) revealed that self-efficacy for learning and performance was not a significant predictor of academic procrastination.

Due to this occurrence and also the scarcity of the research on the topic conducted at *Universitas Pendidikan Ganesha*, more studies are needed. Therefore, the aim of the present study is to investigate the self-efficacy correlates with academic procrastination.

1.2 Identification of the Problems

This current study is conducted based on procrastination phenomena that often experienced by students while engaging in a foreign language learning. Considering the fact that students do not live in a country in which the target language is the medium of communication that often used, English language learners in Indonesia do not find opportunities to actively practising their skills. In order to develop their skills, students are required to complete many tasks such as reading texts on various levels, performing speaking activities in and outside of the classroom, listening to audio materials or writing essays in English. Since English language learning requires the fulfillment of such a large number of assignments, an examination of the procrastinatory behaviors of language learners might be important.

A major concept that always involved when examining academic procrastination is self-efficacy. Bandura (1982) defined self-efficacy as a sense of confidence regarding the performance of a specific task. Students with high level of self-efficacy will show determination during their learning process. On the other

hand, students with low self-efficacy usually will avoid challenging tasks, they believe that they are incapable to overcome such situations and decided to procrastinate the tasks. However, research has shown a contradictory results in relation to the correlation of self-efficacy and procrastination which indicates that more studies are needed, therefore, one of the aims of the present study is to investigate the academic procrastination of English Language Education students of *Universitas Pendidikan Ganesha* and analyze its correlation with self-efficacy.

1.3 Research Scope

The present study aims to investigate the academic procrastination behavior of English language learners in Indonesian context. This study is restricted to the investigation of the academic procrastination level of EFL students enrolled in English language education program of *Universitas Pendidikan Ganesha*. It is also intended to explore students' reasons in engaging on academic procrastination as well as investigating whether students' academic procrastination significantly correlates with self-efficacy.

1.4 Statements of the Problem

The present study aims to investigate the academic procrastination behaviour of EFL students in *Universitas Pendidikan Ganesha*. The problem can be formulated as follows:

1. What level of procrastination do the EFL students in *Universitas Pendidikan Ganesha* have?
2. What are the reasons of EFL students' in engaging on academic procrastination?

3. Is there any significant correlation between students' academic procrastination with self efficacy?

1.5 Research Objectives

1.5.1 General Objective

In relation to the problems stated above, the main purpose of the present study is to examine the academic procrastination level of EFL students and also their reason to engage in such behaviour.

1.5.2 Specific Objectives

The specific objectives of this study are formulated as follows.

1. To investigate the level of academic procrastination of EFL students in *Universitas Pendidikan Ganेशha*.
2. To investigate EFL students' reasons in engaging on academic procrastination.
3. To find out whether self-efficacy significantly correlates with academic procrastination of EFL students in *Universitas Pendidikan Ganेशha*.

1.6 Research Significances

1.6.1 Theoretical Significances

Theoretically, the findings of this study are expected to provide significant knowledge and information in the field of practical and psychological education because this study is related to the practical and psychological students in learning. Moreover, this study is expected in enriching theory that related to procrastinatory behaviour and also expected to give perspective about the correlation of self-efficacy factor on students' academic procrastination.

1.6.2 Practical Significances

Practically, the findings of this study are expected to be beneficial for the following.

a) Students

The result of this study is expected to give reflection to students on how to deal with academic tasks in relation to self-efficacy. This research also enables students to recognize some factors that explaining why they are engage in such behaviour. Thus, by recognizing the factors, it is expected that the students can be more responsible for their own learning so they can avoid academic procrastination.

b) Lecturer

The result of this study provides lecturer with empirical data that explained about the areas in which students procrastinate the most and also the reasons why students engage in academic procrastination. Since procrastination will disturb the students in the process of finishing their tasks which eventually leads them to fail in the process of learning, this study is expected to help lecturer to recognize those factors, so they can give solution based on the problems that faced by students in the process of finishing their tasks.

c) Other researchers

This study is expected to stimulate other researchers to conduct further relevant research on this issue. Furthermore, this study can be used as thinking framework of finding out another solution to solve students' procrastinating problems when they are going to conduct an investigation.