

ACADEMIC PROCRASTINATION BEHAVIOUR ON LANGUAGE STUDENTS IN ENGLISH EDUCATION STUDY PROGRAM OF IAIM SINJAI

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Abstract

This research aims to discover the causes of the language learners of English Education study program in Islamic Institute of Muhammadiyah Sinjai procrastination behaviour. This research is categorized as a phenomenological research by using qualitative approach. The subject of this research is the students of English Education Study Program of IAI Muhammadiyah Sinjai. The techniques of data collection used are observation, interview, and documentation and the technique of data analysis is using Miles and Huberman theory. The result shows that the students are intended to do the academic procrastination behaviour which caused by: (1) delay in starting and completing task at hand, (2) delay in doing assignments, (3) time gap between planned and actual performance, and (4) doing other activities that are more fun than doing the task that must be done.

Keywords: academic procrastination, language student, procrastination behavior.

Abstrak

Penelitian ini bertujuan untuk mengetahui penyebab perilaku prokrastinasi pada mahasiswa Program Studi Tadris Bahasa Inggris di Institut Islam Muhammadiyah Sinjai. Penelitian ini termasuk penelitian fenomenologi dengan menggunakan pendekatan kualitatif. Subjek penelitian ini adalah mahasiswa Program Studi Tadris Bahasa Inggris IAI Muhammadiyah Sinjai. Teknik pengumpulan data yang digunakan adalah observasi, wawancara, dan dokumentasi serta teknik analisis data menggunakan teori Miles dan Huberman. Hasil penelitian menunjukkan bahwa siswa yang melakukan perilaku prokrastinasi akademik disebabkan oleh: (1) keterlambatan dalam memulai atau menyelesaikan tugas yang ada, (2) keterlambatan dalam mengerjakan tugas, (3) kesenjangan waktu antara kinerja yang direncanakan dan yang teraktual, dan (4) melakukan aktivitas lain yang lebih menyenangkan daripada menyelesaikan tugas yang ada.

Kata kunci: Prokrastinasi Akademik, Mahasiswa Jurusan Bahasa, Perilaku Prokrastinasi

1. Introduction

Procrastination is a habit that people almost experienced. People might contemplate that procrastination is a very modern tendency and has just come as a new comer in the age of html, but procrastination is not something new under the sun. This habit can be traced back which people have struggled in ancient civilizations. As an ancient issue, procrastination, in some ways, have likely unfolded on the emergence of work division but enacting procrastination habit, such as village gossip, or board game, that known earliest about 3500 BC (Stodola, 2015).

The thing is, procrastination was not considered an “illegal” behaviour before French Revolution. At the age of Louis XVIII Old Regime, physical labor was a mark of low status. He did not value hard work or efficiency as the elite culture, yet he put the value on courtly manners and

fancy spends. It all changed after the Revolution at 1789 under Louis XIV monarchy (Knaus, 2011). This state of being efficient working and productive was adapted into Industrial Revolution period. The productivity has raised as the output of fast-paced society and technology after this age. On this present day, there is a bunch of to-do list that has been tracking our daily routine - the value of the society that draws an imaginary line to tell: where to start and where to finish. But between those hard-work and persistence behaviour, procrastination behaviour would always haunted in every aspect of our life, especially in academic aspect.

Conceptually, Piers Steel stated that the word “procrastination” consists of two names: “*pro*” which means ahead, forward, and also “*crastinus*” which defined as tomorrow and up to tomorrow (Steel, 2007). Pedro Rosario and associates claimed that this term rooted from Latin, “*procrastinare*” that means “break from moving”, “pausing”, “being delay”, “being swallow”, or “postpone” (Rosário et. al, 2019). Victor Day added that this behaviour refers to a multiple behavior of psychology amidst of people that are willing to voluntarily postpone things by an intentional act regardless of contemplating results by the delay act (Day, et.al., 2000). This act is also explained by Li Cao as the absence of self-adjusting or postponement of a duty (Cao, 2012).

Devi & Dhull (2017) identified that there was two types of procrastination, namely behavioral procrastination and decisional procrastination. While Senécal et al., (2003) distinguishes between chronic and situational procrastination. Chronic procrastination is described as a propensity to procrastinate in many areas of one's life, whereas situational procrastination is defined as a desire to procrastinate in a single area of one's life. Academic procrastination is a type of situational procrastination that is characterized as a delay in starting or finishing academic projects in certain subjects (Moonaghi, et al., 2021).

Academic procrastination, a kind of general procrastination, is an issue, according to Steel, in areas such as studying for tests, doing assignments, dealing with student advisors, and finishing assignments. It's a lag in actions or activities that are connected to or studying on learning (Steel & Klingsieck, 2017). Steel also updated his definition of academic procrastination, which now includes "the deliberate postponing of a scheduled study-related activity notwithstanding the risk of being worse off as a consequence of the postponement". Academic procrastination is the practice of delaying or postponing learning projects and attitudes and academic procrastination happens if students delay tasks, assignments, and reports that aren't necessary (Schraw et al., 2007).

Syarifan Nurjan (2020) said that there are three indicators of academic procrastination, they are postponements in starting or finishing projects, pauses in submitting tasks, time gaps between planned and actual performance, and engaging in many other things which are more fun than the chores that must be completed so that it results in experiencing psychological discomfort, causing physical complaints and result in low quality of work. Ferrari et al., (2013) defined four indicators of academic procrastination, which are delay in starting or completing work on the task at hand, delay in doing assignments, time gap between planned and actual performance, and doing other activities that are more fun than doing the tasks that must be done.

In Generation Z, especially the generation that has born in html age, the pressure of doing works on time and being productive simultaneously are undeniable, making some students felt burnout. In line with that, procrastination is very common as a part of academic issue. That was reported by a research of procrastinators in college student level, saying that it needed longer for them to begin an important assignment (Wirajaya, et al., 2020). Another report claimed that students also procrastinated on finishing articles, exams preparation, or doing their tasks (Nurjan, 2020). These postponing behaviours in academic environment are academic procrastination examples.

Although numerous research has been inspected the relation of academic performance and postponing, such as Moonaghi et al. (2021) who stated that academic procrastination on students has three factors, namely individual factors, environmental factors, and organizational factors; Nilufer (2017) who revealed that procrastination was shown to be less common among

those who reported more motivation; Wirajaya et al. (2020) who concluded that EFL students at had a significant amount of procrastination; and also Hayat et al. (2020) who declared that male had a greater degree of internet addiction and procrastination than female. Unfortunately, the research resource of this kind of academic behaviour in language students is a rare item. That is why procrastination behaviour in language learners is vital to discuss. There was no specific paper that stated much about what makes language learners tend to be a procrastinator. In Islamic Institute of Muhammadiyah Sinjai itself, the researcher had found that there are no alumni that had a look about this behaviour to analyze, since most of the paper only focused on non-psycholinguistics subjects. It makes the researcher got triggered to dig more about this behaviour.

Beside the scarcity of literature resource, the researcher has conducted an early observation about this behaviour. Exploring language, especially English, demands high efforts and commitment, mostly if the learners take major in university which English is the basic needs in exchanging information. Just like the English major students in our country, mainly in such environment like English Education students of Islamic Institute of Muhammadiyah Sinjai, the learners, especially the class of 2020, could not get the best way for managing their assignments and study list, so their intention to procrastinate became out of control. They are required to complete various assignments of the four basic skills (listening, reading, writing, and speaking) to increase their language ability. As several assignments above needs to be fulfilled in a specific timeline and affecting their mental for procrastinating, a research of the cause of this specific behaviour might illuminate the college students' habits. This study thus aimed to answer the following questions:

- 1) What causes the language learners of English Education study program in Islamic Institute of Muhammadiyah Sinjai intend the procrastination behavior?

2. Research Method

This research utilized qualitative research design which describes events, condition, or situation of the present (Harmilawati, 2020). The information gathered during the research would be subsequently interpreted (Anwar, 2021). The purpose of utilizing this design is to discover the reason of the language learners of English Education study program in Islamic Institute of Muhammadiyah Sinjai procrastination behaviour.

2.1 Participants

This research involved a phenomenology approach with a small number of participants to collect a deep comprehension and explanation of the reason from language learners of English Education study program in Islamic Institute of Muhammadiyah Sinjai procrastination behaviour. The sampling technique that used to choose the participants was purposive sampling. The researcher chose specific person that probably give the information that required. Then, according to that previous sample, the researcher could determine another samples that would probably provide more complete information. So, the participants of this research were students, lecturer, student's friend, of English Education study program, class of 2020, who are listed as active students in Islamic Institute of Muhammadiyah Sinjai.

2.2 Research Instruments

The data were collected through semi-structured interview, passive-participant observation, and documentation. The researcher used a semi-structured interview, which is an in-depth interview in which the interviewer is given a set of fundamental questions that can be expanded upon as the conversation progresses (Sugiyono, 2016). In this research, the researcher used the type of passive-participant observation, where the researcher takes part in the life of the person being observed but not

involved in the activity. A list of documentation was used as data collector of lecturer and student conditions English Education Study Program of the Islamic Institute of Muhammadiyah Sinjai.

2.3 Data Collection

The permission letter for this research was approved by the Head of English Department Program before collecting the data. This research was done in five months, January to May 2022. The participants received information on the study's objectives, the methods used to collect the data, and the timing of each procedure. The individuals were observed first from their daily academic habits that were indicated as procrastinating by using observation checklist (Council, 2015), asked for their informed consent, and then interviewed with tape recorder. The interviews typically lasted 20 minutes. The researcher added two validators to match the data from the targeted respondents. The documentation session tracked their habit in classroom by the capture of their English-related class' attendance list.

2.4 Data Analysis

This research took triangulation for data collection, and they are triangulation of data sources, method of collecting data, and time. Credibility test is used for data validity while Miles and Huberman theory utilized as data analysis method. Huberman stated that qualitative data analysis is done interactively and happens on and on until it ends, so the data will become saturated (Sugiyono, 2016) The analytical technique of Miles and Huberman Theory are (1) data collection, which in this research, the datum had been separated into several parts according to their collecting method; (2) data reduction, where the collected datum in this research was highlighted out one by one into their own categories based on their indicators and lastly would be shown as specified extracts on findings; (3) data display, which the datum in this reserach listed and shown as translated of Bahasa Indonesia extracts and narrative texts that would be described more in discussion; and (4) withdrawal of conclusions (verification) that after displayed in findings, the data from each method were elaborated and concluded to get the summary. All the respondents and validators' name were in initials.

3. Result and Discussions

This part presents the research findings and the discussion of the current research. The finding deals with the causes of English Education students' academic procrastination behaviour. The discussion provides further interpretations and arguments of the findings.

3.1 Findings

This part discusses the results of the observation and interview. Based on the observation, the participants were enrolled in English Education study program of Islamic Institute of Muhammadiyah Sinjai. They also listed as active students in class of 2020 and have been learning some English and non English-related subjects in the class. In each subject, they usually get assignments given from the lecturer.

Beside assignments from the lecturers, the students also have some duties that are related with managing some academic administrations, such as attendance list, GPA administration, academic credit system, or counseling session with their academic supervisors in the faculty. Furthermore, in the observation, the students showed strong intention of academic procrastination behavior.

The findings are revealed in accordance with the order of the research questions put backward in introduction. In interviewing the students, the researcher used semi-structured interview and it was

done individually. The researcher chose two students and they were interviewed one by one and two additional validators.

3.1.1 The causes of students' academic procrastination behavior

In this research, the causes of academic procrastination behavior were observed based on Ferrari (2013) theory about causes or indicators of academic procrastination behavior. The data from the observation during the students' class break showed only four causes of academic procrastination behavior. Those are (1) delay in starting and completing task at hand, (2) delay in doing assignments, (3) time gap between planned and actual performance, and (4) doing other activities that are more fun than doing the task that must be done. In this case, the researcher would like to provide the samples analyzed as follows:

Table 1 Observation checklist of Respondent Z and Respondent AII

No.	Indicators	Criterion	Respondents' Qualification			
			Z		AII	
			Yes	No	Yes	No
1	Student's data	a. The student is enrolled in English Education study program of IAI Muhammadiyah Sinjai.	✓		✓	
		b. The student is listed as class of 2020 in English Education study program of IAI Muhammadiyah Sinjai.	✓		✓	
		c. The student learns some English-related subjects in class.	✓		✓	
		d. The student usually gets assignments from the lecturer of English-related subjects.	✓		✓	
		e. The student has some academic administration management, such as attendance list, GPA administration, academic credit system, or conseling session with their academic supervisors in the faculty.	✓		✓	
2	Delay in starting or completing	a. The student feels that assignment is important to start.		✓		✓
		b. The student has destined time on starting the task.		✓	✓	

	task at hand	c. The student tends to stop the task in the middle of doing it.	✓		✓	
		d. The student only delays for specific assignments.	✓		✓	
3	Delay in doing assignments	a. The student manages their time when it comes to academic obligation.		✓		✓
		b. The student has deadline for each assignment.	✓		✓	
		c. The student can adapt to the schedule.		✓		✓
		d. The student realize he/she has a limited time to finish the task.	✓		✓	
		e. The student prefer to do the task when it is approaching the deadline.		✓		✓
		f. The student delays and does not continue to finish the task.	✓		✓	
4	Time gap between planned and actual performance	a. The student estimates the time to work on the assignments.		✓		✓
		b. The student takes several time again when the destined time has come.	✓		✓	
		c. The student finish the task whenever he/she wants to.	✓		✓	
		d. The student plans or acts on the assignment.		✓	✓	
5	Doing other activities that are more fun than doing the tasks that must be done	a. The student tends to do irrelevant things before doing the assignment.	✓		✓	
		b. The student feels the task is not more joyful than his/her non-academic jobs.	✓		✓	
		c. The student spends a lot of time in doing the irrelevant things rather than academic things.	✓		✓	
		d. The student's assignment and academic obligation is his/her priority.		✓		✓

(Source: Researcher's Data, 2022)

3.1.1.1 Delay in starting and completing the task at hand

To delay the tasks even for starting or completing them is one of the causes why the respondents do the academic procrastination. For instance, in the respondents' daily life. It occurred when the lecturer has given them a task that should be done for a week and the respondents took a several time to delay in starting in the earlier time before the deadline. This indicator appeared as illustrated from following extracts:

Extract 1

- Researcher : "Mmm, okay. So, according to you, when can you start a obligation from the campus?"
Z : "Er, after I did my mentioned jobs. The jobs that I have listed beside my academic duties."

Extract 2

- Researcher : "Okay. You said that eventhough you postpone it, can you start, er, when can you start a job or an obligation from the campus? Is there any specific time?"
All : "Er, I usually don't go with the lecturer's deadline, because, er, in general, the lecturers who give us assignments, which is difficult to do, the deadline is too tight. Hence, I use my own measurement, when I will finish those jobs and duties"

Extract 3

- Researcher : "Well, based on your opinion, do both of these students usually look like waiting some time to start their jobs and duites from college?"
ADP : "Yes, they do, because they are not synchronized with the time. It even seems to be stalling for time, I see."

Extract 4

- Researcher : "Er, according to you, do they, er, when can they start a job or a obligation from college?"
Y : "For them, it is all under their control. I mean, as their wishes, whenever they get free time."

Extract 1, 2, 3, and 4 shows that students delay in starting and completing the task at hand after they are given with assignments by the lecturer. While from the observation checklist, ADP and Y felt that those assignments are not important to start on working them.

3.1.1.2 Delay on doing assignments

This indicator is the one that clarify why students procrastinate. It happens if the students spend their time to prepare himself excessively, or to do things that are not needed in completing an assignment, regardless of the limited time they have. Sometimes these actions result in a person not being able to adequately complete the assignment and being indolence. This indicator can be illustrated in research's finding in Extract 5, 6, 7 and 8.

Extract 5

- Researcher : "How would you feel if you found out that you only had a limited amount of time to carry out your duties and lecturing obligations?"
Z : "Er, I feel normal because I don't prioritize that much."
Researcher : "Well. Do you prefer to be pressed for time, when working on tasks and obligations that are approaching a deadline?"
Z : "Er, I tend to dislike it for forcing me to rush into doing it."
Researcher : "Are you still working on it in your haste?"
Z : "Eh, usually when I feel I can't do it anymore, yes, I stop."

Researcher : "Stop doing and not continuing?"
Z : "Yes, I stopped, did not do and did not continue."

Extract 6

Researcher : "Well. Eh, when you are given, such, short-term tasks and obligations, do you choose to postpone it?"
AII : "Choose to postpone it."
Researcher : "While postponing this, did you finish it or not?"
AII : "Er, postponed but resolved."
Researcher : "More often postponed and completed or more often postponed and not completed?"
AII : "More often postponed and not completed."

Extract 7

Researcher : "Well, if you give assignments and lecture obligations in a short period of time, are these two delaying or not delaying?"
ADP : "They delay that, most of the time."
Researcher : "Oh well. If it happened, what kind of attitude did they take, for example, did they delay it again or did they not delay?"
ADP : "Before I gave confirmation to the group, or the head of the direct level to immediately contact his friend who didn't collect assignments at all, after that, the head of the level who passed it on to them. If for example there is no follow-up from them, I keep waiting, and sometimes when I give them a chance, they delay it again, and there is no initiative at all."

Extract 8

Researcher : "Do they, don't, uh, do they prefer to procrastinate or not procrastinate when they are working on it?"
Y : "They chose to delay."

Extract 5 and 6 shows that students delay on doing assignments and they are emphasized by extract 7 and 8.

3.1.1.3 Time gap between planned and actual performance

In doing task, a student may have planned to start working on a task at a time he has set for himself, but when the time comes he does not do it according to what has been planned, causing delays or failure to complete the task adequately. This indicator can be illustrated in research's finding in Extract 9, 10, 11, and 12.

Extract 9

Researcher : "Then, in your opinion, how much time do you need to start something related to academics when the appointed time comes?"
Z : "For example, what does that mean?"
Researcher : "Eh, for example, today you have to go in the morning to do a group presentation, or do individual (subject) assignments, do you do it directly or do you go postpone

again (come to class)?"

Z : "Eh, usually if the class hours are long, I tend to not come on time."

Extract 10

Researcher : "Because it was not foreseen. Well, uh, in your opinion, is there time or how much time do you need when the time comes to doing these tasks and obligations? Do you feel you should postpone it again, for example tomorrow?"

AII : "Yes, but if I do, postpone it first."

Researcher : "Oh, that means, even the time has come, you still postpone."

AII : "Yes."

Extract 11

Researcher : "Well. So, how long do you think it will take for the two of them to start something, if for example the appointed time for work has come?"

ADP : "For these two respondents, I noticed the lack of initiative, so that even though I gave such deadlines, extensions and so on, sometimes they also lacked initiative to stick to the schedule. So, most likely, they have to be right, they need some kind of motivation or something that can make them aware of their obligations."

Extract 12

Researcher : "Well, how long do you think it usually takes them to start working on it, if for example the appointed time has come?"

Y : "It should be, as soon as possible, according to the time. But they don't."

Based on the four previous extracts, each extract indicates that the students cannot fit with the settled time when it comes to do the assignments.

3.1.1.4 Doing other activities that are more fun than doing the task that must be done

This indicator shows when the student does not perform his task right away, preferring to spend his time doing other things that are more enjoyable and entertaining, so that it takes up the time he has to do the tasks he must complete. This indicator can be illustrated in research's finding in Extract 13, 14, 15 and 16.

Extract 13

Researcher : "Well. So, do you really have irrelevant activities to do before carrying out your duties and lecturing obligations?"

Z : "Oh, yes. Yes, I have to. To do my college assignments, I usually do activities that raise the mood first."

Researcher : "Like what?"

Z : "Er, I for example, uh, watch funny videos, or play games, or I buy snacks first."

Extract 14

Researcher : "Do you think having fun is more joyable than doing your duties?"

AII : "It is. It is more enjoyable."

Researcher : "Well. According to you, how much is the percentage of doing fun and doing duties?"

AII : "It might be 80% to 20%"

Extract 15

Researcher : "Like what, anyway, other activities do you think they do?"

- ADP : "Er, campus extracurricular activities, such as student association institutions, which I actually support very much. However, it would be better for students to be able to divide their time, in the learning process as well as outside activities."
- Researcher : "Well, fine. Do you think the job is considered more fun for them to do first than the duties and obligations?"
- ADP : "It seems like that, because they tend to be more busy in their outside jobs than their obligations on campus."

Extract 16

- Researcher : "Well. So, do you think they prioritize fun activities before completing their duties and obligations?"
- Y : "Prioritize the fun."

Extract 13, 14, 15, and 16 represents the statement that students preferring to spend his time doing other things that are more enjoyable and entertaining rather than doing the task that must be done.

3.2 Discussion

The aims of this research is to discover the causes of the language learners' procrastination behaviour from English Education study program in Islamic Institute of Muhammadiyah Sinjai.

3.2.1 The causes of the language learners' procrastination behaviour

The causes of this behaviour may vary according to the context, situation, and condition of the subject. The data of observation and interview had conveyed that there are four causes of language learners' procrastination behaviour discovered by the researcher.

3.2.1.1 Delay in starting and completing the task at hand

In the interview session from Extract 1, the student, Z, has a bunch of activities that listed as priority things to do eventhough he knew he also has a couple of assignments he will face ahead. He stated that he would start the assignments after all his non-academic-related jobs done. This shows that he delayed to start the assignments at hand because he put the assignments as non-priority thing. Also, based on the observation, Z confirmed that the assignments were not important to start. Similar condition to Z, but with different excuse, student AII spilled based on Extract 2 that he would start his assignment as he wishes, whenever he think he is ready to start it. Plus, in observation, AII frequently delayed some assignments after AII did it half. This is confirmed by AII's friend, the Y in Extract 4. This condition is also strengthened by ADP in Extract 3 where ADP revealed that Z and AII made an impression of spinning out the time to start their assignment at hand. All these phenomena are identical with the theory of Ferrari et al. (2013) which declared that a person who procrastinates knows that the task at hand must be started immediately and is useful to him, but he/she delays starting/finishing to work on it.

3.2.1.2 Delay on doing assignments

The second cause of this behaviour is delay on doing assignments. Z mentioned in Extract 5 that with limited time, Z felt normal and not feeling threatened or forced to finish the assignment because being rushed to do the assignments is not Z's routine. That means, those deadlines did not

effect him to even continue the assignments, which lead Z to stop them eventually. While AII in Extract 6 chose to be indolence when AII face them, but still able to finish them sometimes, eventhough it seems like he mostly postponed and not completed them. In the observation, both Z and AII cannot adapt to the academic timetable that leads them to delay. These cases are unique because they did not just procrastinate when they are not adequately able to complete the assignment, but they tend to stop doing the assignments, which in Ferrari et al., (2013) they are categorized as academic procrastinator based on these common symptoms. ADP declared in Extract 7 that Z and AII are consistent to delay finishing their assignments for most of the time, despite ADP gave them second chances. This delay of submitting tasks also in line with Nurjan (2020) as one of academic procrastination indicators that might result low qualification in student's assignment.

3.2.1.3 Time gap between planned and actual performance

In Extract 9, Z expressed that Z did not appear on time if the destined time to study has come, specifically if it is related to fixed class schedule. Also in observation, Z showed a matching symptom where Z took several time when the destined time has come because he felt that doing it was too complicated. While in Extract 10, AII outlined that AII never plan or estimate when is the destined time for an obligation to be worked on. Instead of working on or making a plan on it, he portrayed himself as someone who keeps procrastinate the obligation. The observation amplified AII's behaviour where AII never intend to estimate the time to work on the assignments. All these phenomena were captured in Steel (2017) as the deliberate postponing of a scheduled study-related activity. Extract 11 extended these acts by saying there was a lack of initiative from both Z and AII to stick to the schedule but unfortunately they did not, which highlighted on Extract 12. According to Ferrari et al., (2013), these time-gap acts between planned and actual performance cause failure of the task completion sufficiently.

3.2.1.4 Doing other activities that are more fun than doing the task that must be done

Last in order, the cause of academic procrastination is doing other activities that are more fun than doing the task that must be done. In Extract 13, Z claimed that those irrelevant activities with academic remain to raise Z's mood before working on the assignments. Observation on Z also reinforced that those activities were more joyful to do. Whilst in Extract 14, AII answered that AII prefer to spend more time for fun activities rather than academic obligation. This also relevant with the observation result where AII did not put the assignments and academic obligation as priority. In conformity with that, Extract 15 and 16 revealed that both Z and AII intended to put more attention to outside jobs beside their assignments. This is not surprising because as quoted in Ferrari et al., (2013) and Nurjan (2020) that fun activities that are more entertaining takes up the time they have to work on the assignments they must finished. Furthermore, this indicator became the one that Z and AII mostly do rather than then other previous indicators. This indicator also played the dominant role for them to act before the previous indicators.

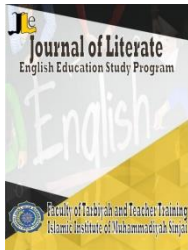
4. Conclusion

Based on the result of the data analysis, the conclusion of this research is there were four causes of academic procrastination of language learner in English Education study program of Islamic Institute of Muhammadiyah Sinjai, namely: (1) delay in starting and completing task at hand, (2) delay in doing assignments, (3) time gap between planned and actual performance, and (4) doing other activities that are more fun than doing the task that must be done. All these four causes connect each other and cannot be separated. Doing fun and joyful activities has a big portion that set a domino

effect through the other causes. Moreover, the researcher has collected some symptoms that might cause procrastination behaviour that are not summarized yet by the theory used in this research.

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