

## **Chapter One**

### **Introduction**

In this chapter, the researcher presents some introduction discussions related to this research. The discussions are the background of the study, identification of the problem, delimitation of the problem, research questions, objectives of the research, significance of the research, and organization of the research at the end of this chapter.

### **Background of the Study**

Successful learning can depend on our treatment and awareness of learning. Learning is an important process in life, and successful learning can be done through several things. In learning, there must be a process, and when students proceed and succeed in achieving the goals of learning, it can be said that the learning they have done has been successful. However, among all that, many students make excuses that they are not doing well in school because of many problems in learning. Behind the success in learning, there must be obstacles that occur. These obstacles can also come from oneself, for example, procrastination behavior. Procrastination is the phenomenon to delay working on a goal one has intended to pursue (Krause & Freund, 2014). When the task or obligation has been given, it will be better if it is done immediately or as soon as possible instead of procrastinating.

Procrastination is an attitude that becomes an obstacle in learning activities. Some people are aware that they are procrastinating, while others do not really realize

that they are procrastinating. Procrastination or postponement is a habit many people have, and it is one of the human's natural tendencies (Karimi & Baloochi, 2017). In student academic activities, procrastination is a common thing. Procrastination in academic activities carried out by students is a common form of procrastination. Students become unable to do the proper work at the right time, leaving it for some other time, which may result in failure plunging them (Milgram, 1991). Procrastination is quite popular among college students. It is reinforced by You's (2015) statement that roughly 70% of college students identified themselves as procrastinators.

Student procrastination is also associated with other personal variables to the academic environment, such as motivation to learn, the view that results depend on one's efforts and talents, and others. The student who postpones learning activities wasted time for various reasons. Students admitted that easily diverting their attention to other activities while working on assignments was what often resulted in procrastination (Klingsieck, Grund, Schmid, & Fries, 2013). This cause was one of the various reasons students procrastinate. The causes of delays in students' academics found in their daily lives through what activities they do. In addition to the causes, this study also discussed the effects of procrastination based on the experiences experienced by students.

There are some common effects of procrastination on students. The effects described by the research by Klingsieck, Grund, Schmid, and Fries (2013) mentioned that procrastination reduces learning quality and quantity while also increasing the

severity of stress, anxiety, and health-related problems, as well as lowering financial well-being. Delaying a task or job is the emergence of outside interference and the motivation for other pleasures. As a result, there are a number of jobs that should eventually be left because the time that should have been spent finishing the work has been diverted to other activities. Uncompleted academic assignments are frequently the result of frequent delays.

Furthermore, there have been several studies about procrastination. The study of Klingsieck (2013) was about a systematic characterization of student procrastination, the aim of the study focused on social, personality, educational, clinical, and health psychology concentrate. Ozer (2011) explained the effects of academic procrastination, and the study goal was to see the different effects in procrastination frequency and prevalence across high school, undergraduate, and graduate students. Wilson and Nguyen (2012) discussed an overview of procrastination, the study found that many environmental and attitudinal influences, or independent variables, play a role in the root cause of procrastination. The goal of Gagnon, Dionne, and Pychyl's (2016) study was to look at the impact of committed action in predicting self-reported procrastination in college students. The factors related to the result of academic procrastination were identified using linear regression analysis. The purpose of Rabin, Fogel, and Nutter-Upham (2011) was to look at subcomponents of self-reported executive functioning that are associated with procrastination in a varied sample of college students. Khan, Arif, Noor, and Muneer (2014) were researched academic procrastination among male and female university

and college students, and the impact of various demographic factors such as gender, age, and education also investigated.

Based on the focus of the research mentioned above, the researchers examined the topic of procrastination with different focuses. Some focus was looking on causes, and others researched the effects that impact procrastinators, especially regarding the psyche of the procrastinator. The current research quite differs from others because it investigated the causes and effects of students who postpone their academic activities through clear and direct interviews with the participant based on their personal experiences. The researcher also exposed the students' experiences who are accustomed to procrastinating their academics.

Therefore, this study is intended to determine the actual perception of the causes and effects of academic procrastination. The researcher will demonstrate the students' procrastination by interviewing the students that procrastinate in their academic activities. With the answers given by students about procrastinating, the researcher can see the students' views on procrastination and their reasons for choosing procrastination. What is intended is for the students to describe their original reasons for doing procrastination, which then causes them to do it frequently enough to become a habit, and also the effects they receive from procrastinating.

### **Identification of Problem**

Procrastination belongs to everyone. Many people, for whatever reason, have engaged in procrastination. Based on a quick observation of one private university, students mostly procrastinated their duties even though some often procrastinated on

assignments given by lecturers. After the lecturer gave the assignment, the student promised to do the assignment as soon as possible. However, when the day they planned to do the assignment arrived, the student postponed it for various reasons, and even just laziness that approached may be able to change the plan quickly. Some factors such as helping with the housework, oversleeping, laziness, and many others lead to their procrastination. As a result, assignments were neglected and piled up with assignments given by other lecturers. The researcher found that many students like to procrastinate around her. Aside from coursework, students also are interested in a variety of other activities, both academic and non-academic. This factor was also one that caused students to procrastinate on assignments. Therefore, the researcher wants to know how the perception of students about academic procrastination.

### **Delimitation of the Problem**

In this study, the researcher focused on determining the student's perception of academic procrastination. Because this study is about academic procrastination, the researcher shows the perspective of students through an interview on the causes and effects of procrastination. Since procrastination toward academics is quite popular among the students, this research leads to academic procrastination in students' academic activities. The researcher used qualitative approach for the research. The method used to interact directly with procrastinators is the interview method. This research was conducted at a private university in Yogyakarta. Moreover, the participants of this research were the six students of the English Language Education

Department (ELED). The participants here are accustomed to procrastinating their obligations in academic life and have different affairs and activities.

### **Research Questions**

The research questions of the study are:

1. What is the college students' perception of the causes of academic procrastination based on their experience?
2. What is the college students' perception of the effects on academic procrastination based on their experience?

### **The Objectives of the Research**

The objectives of the research from the research questions are:

1. To find out the college students' perception of the causes of academic procrastination based on their experience.
2. To identify the college students' perception of the effect on academic procrastination based on their experience.

### **Significance of the Research**

The researcher expects that writing this research, it will be helpful for:

**Students.** After reading this research, it is hoped that they will be more aware in terms of procrastinating in their academic activity. Students can also learn how a procrastinator's perspective and behavior enable them to get a new side that they may not know about other students. When students know the effects of procrastination, they are hopefully able to be wise about the procrastination habit.

**Teacher.** After reading this research, the researcher hoped teachers could discover students' procrastination problems. Even though they already know that students are late in submitting their assignments caused to procrastination, at the end of the day, the teachers were able to know that there are various reasons for the students. When the teacher was aware of the situation, it gave a general picture of the teacher's guidance and prevented students from delaying their assignments.

**Future researcher.** After completing this research, the researcher expected new researchers to read it and use it as a reference for future work. New researchers can develop and find out other unique things about procrastination. Hopefully, all mentioned in this research can provide new knowledge for future researchers.

### **Organization of the Chapter**

**Chapter one.** The first chapter is an introduction. In this chapter, the researcher discussed the background of the study, identification of the problem, delimitation of the problem, research questions, objectives of the research, and significance of the research.

**Chapter two.** The second chapter is the literature review. The researcher focused on some discussed components, which academic procrastination, causes of students' procrastination, and effects of students' procrastination.

**Chapter three.** The third chapter is research methodology. The researcher focused on the research methods discussion, which was held in this third chapter, to determine the students' perception of procrastinating assignments.

**Chapter four.** The fourth chapter is findings and discussions. The findings section included every finding from the research that helps answer the research question. The body of the research is also explained by the researcher. The researcher provided the study findings and data analysis in this chapter.

**Chapter five.** The fifth chapter is the conclusion and suggestion. This chapter explained the conclusion and suggestions for the studies. Additionally, this chapter was the last chapter in this research.