

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research question, research problem, purpose of the study, scope and limitations, research significance, and definition of key terms.

1.1 Research Background

Communication is divided into two ways, oral and written. By speaking, of course, people understand that it is the easiest way to communicate. But apart from oral communication, writing can also be a means for everyday communication. Writing is a social technology designed to communicate among people Bazerman, (2015). Through writing, one will be able to share and absorb an information from their social environment. The information will be available in the form of short or long text which can contain formal or informal messages. Writing is one of the compulsory aspects in learning a language besides speaking, reading, and listening. According to Natsir (2018), writing is a skill that needs to be mastered significantly for work and academic purposes. It means writing is highly necessary to be learned. With good writing skills, it will be easier for someone to produce writing either for daily occasion or academical occasion.

In educational field, writing takes a big role during the teaching and learning process. Afrin (2016) states that writing is one of the most used skills to assess student performance at almost all levels of education. Commonly, writing is used by students to fulfill assignments, do homework, and complete exams. That kind of writing is known as academic writing. Academic writing is a written product that elaborates matters related to the education field which is compulsory accomplished

by college students (Oshima & Hogue, 2007). The example of academic writing is the thesis, journal, paper, and book.

Writing is not only a skill that students need for academic purposes, but it is also vital in supporting other activities. According to Naimah (2017), writing is a skill needed in many daily activities, such as writing emails to other people. Moreover, for foreigners, especially for English students, writing cannot be separated from their academic life. In the university context, many subjects in their department make writing as their final assignment.

The ability to write in English is very important in this modern era so students are required to be able to master and produce quality writing, both for formal and non-formal purposes. Students still experience some problems in writing any task.

There are some problems in writing including lack of content, lexical problems, and grammatical problems (Jeen. P & Prof. G. Singaravelu, 2021). The first problem is the lack of content. The main cause of this problem is the lack of habit of reading literature, so that the resulting writing becomes less attractive. The second is the problem of using words that are not in accordance with the context being discussed or lexical problems. The third is grammatical errors which are related to grammar, such as tenses, active or passive voice, prepositions, articles, and pronouns.

At the English Education Department of the University of Muhammadiyah Malang, four courses are designed to improve students' writing skills, namely paragraph writing, essay writing, academic writing, and thesis writing. All these writing materials are to prepare students to write the thesis as a final academic project.

Writing a thesis is the final task that must be completed by students in undergraduate programs at university as a requirement for graduation (Rismen, 2015). In writing thesis, there are writing and research rules that have been set by the university. Students are required to think logically by explaining and solving problems and being able to write down the results of their thoughts in the form of systematic reports that start from titles to conclusions and suggestions (Juniarti, 2019). Thesis written by students has a beginning from-life phenomenon that raises problems to be analyzed and studied by researchers, in this case, the student's concern. The problems in the thesis are still within the scope of the student's field of study concerned in a program study or faculty.

Thesis writing is a process of thinking deeply and scientifically which includes planning, drafting, revising, and editing. By knowing the importance of a thesis, students must prepare themselves well because in the writing process, students often face various problems that appear such as confusion in determining topics, difficulties in writing research backgrounds, or difficulty in finding appropriate references (Puspita, 2019). The difficulties faced by students in compiling this final project often become a heavy burden that causes the emergence of negative thoughts such as worry, low self-esteem, loss of motivation, and stress that ultimately causes students not to hasten in completing the thesis (Mu'tadin, 2002). This phenomenon in students is called *academic procrastination*.

Normally, each student has more than one task that must be done and completed at a predetermined time depending on what task is very important to prioritize. When they are faced with a situation like this, the tendency to delay their work becomes a common phenomenon. Steel (2007) states that procrastination is a

common thing to do. However, some people do it on purpose, where they delay their work for reasons such as being busy with other activities and being lazy.

Therefore, we encounter many students who have problems with course grades and even disrupt the completion of their studies on time due to internal factors such as a sense of responsibility. According to Damri et al., (2017), one of the crucial things that determine the success or failure of a college is how they can fulfill the responsibility like assessing lecturers properly and on time. Timely assessment is highly prioritized in the academic life of students from the elementary level to the higher level.

Nowadays, procrastination has become a common behavior among students. It has become a big problem that can lead procrastinators into a serious academic problem. Procrastination affects students from the primary level up to the higher level. Adults also struggle with this behavior (Setiamy & Deliani, 2019). Generally, students procrastinate to doing their projects, turn in homework, and review material before exams. All these problems can be caused by choosing where you prefer to do non-essential activities, such as playing on social media or hanging out, instead of doing their academic responsibility such as homework.

According to Steel (2007), practically all students procrastinate occasionally, and 75% of them believe they do so regularly. Based on the data above, most students are academic procrastinators. Indeed, even facing a similar problem, the reasons may vary. Some procrastinators assume that tasks need to be organized regularly by spending more time preparing ideas (Dharma, 2020). On the other hand, some procrastinators simply refuse to complete tasks. This rejection occurs

because they perceive the task is not ‘something they love’. That is why they do not have enough passion to complete the task as quickly as possible.

Triyono (2018) found that procrastination can be caused by internal and external factors. Conditions such as personality, fatigue, and motivation as internal factors, while control and upbringing, also the quality of tasks become external factors of procrastination. Setiamy & Deliani (2019) found that high school students in Nigeria are more likely to do things that are momentary pleasures and not related to academic values rather than exploring their academic life with enthusiasm. As a result, they are not ready to learn and tend to experience failure in the teaching and learning process. That is why students are more likely to engage in procrastination.

By reviewing some of the previous relevant research findings, it can be concluded that research on academic procrastination has been conducted at various places and levels. However, the study of student procrastination in the English Language Education Department of the University of Muhammadiyah Malang is still limited. Therefore, the researcher wants to analyze student procrastination in completing a thesis in the English Language Education Department of the University of Muhammadiyah Malang.

1.2 Statement of the Problems

To address the problems, this study is guided by the following research questions:

1. What procrastination problems do the students face in completing their thesis at the English Education University of Muhammadiyah Malang?
2. What are the causes of the students’ procrastination in completing their thesis at the English Education University of Muhammadiyah Malang?

1.3 Purposes of study

This research has two aims as follows:

1. To describe the procrastination problems the students face in completing their thesis at English Education University of Muhammadiyah Malang.
2. To describe the causes of the students' procrastination in completing their thesis at English Education University of Muhammadiyah Malang.

1.4 Significance of the Study

For the University of Muhammadiyah Malang, it is hoped that the result of this research can be used as one of the references for the upcoming research related to the problems and the causes of students' procrastination issues. In addition, it is expected to be able to support the university in finding out the solution to students' procrastination in the university environment. Thus, these research outcomes might be used as practical guidelines for issues related to students' procrastination.

For English Language and Education Department, the researcher expects this research findings can help the department in investigating the students' tendency to procrastinate. Furthermore, it is expected to obtain solutions to prevent procrastination among the English Language and Education Department students, not only for Thesis Writing but for other courses as well.

For English Language and Education Department students, this research is conducted to make the students more aware of procrastination by understanding the problems and effects. So, they will reflect on themselves and try to avoid any things related to procrastination by strengthening their self-organization.

For other researchers, it is hoped that this study will be enormously beneficial to encourage future researchers to conduct a similar topic which represents procrastination but with a different discussion focus.

1.5 Scope and Limitation

The scope of this research is students' procrastination in completing their thesis, more specifically the problems and the causes of students' procrastination. Then, this study is limited to the students of English Language and Education Department of University of Muhammadiyah Malang.

1.6 Definition of the Key Terms

The thesis is a written report on the results of research conducted by students with the guidance of thesis supervisors to be defended before thesis examiners as a condition for obtaining a bachelor's degree (Rahyono, 2010).

Procrastination is the act of postponing a particular activity that should have been completed by the performer (Asri D, 2018).