

CHAPTER I

INTRODUCTION

This chapter describes the general issues which are related to the study. This includes the background of the problem, problem statements of the research, objectives of the research, significance of the research, and scope of the research.

A. Background

The Final Academic Writing Project is the culminating point in a student's educational journey, marking a significant achievement in the development of knowledge, analytical skills, and communication proficiency (Kumar, 2007). The rationale for the project lies in its profound purpose of evaluating students' understanding of the material studied their ability to apply theoretical concepts in a practical context, and their skills in academic writing. In addition, the final project is also an opportunity for students to explore topics that interest them personally, encourage creativity, and provide space for discovery and innovation.

The importance of the final project lies not only in measuring academic knowledge, but also in developing critical skills in analyzing information, constructing solid arguments, and organizing data systematically. The process of writing the final project also introduces students to research methodologies that involve collecting, analyzing, and interpreting data, broadening their understanding of how knowledge is acquired and structured within a particular academic field. More than just a final project, it provides a platform for students to showcase their skills to their teachers, relate theory to practical applications, and prove their competence at an academic level. It is also an opportunity for students to this opportunity also prepares them for the challenges of the professional world or to pursue further studies by enriching their portfolios with work that is original, proven, and relevant in their field of study. Thus, the final academic writing project is not just about completing an assignment, but also a learning process that provides a strong foundation for students' personal, professional, and academic development.

Research requires an initial stage of finding a 'problem'. Research will not happen if there is no problem. Just like Aristotle and his friends who used to think a lot to solve and find answers to their curiosity, then we call it a critical attitude. The critical attitude of thinkers does not depart from distant things, but from the closest things and begins with questions. It's that simple, just a question. We are often asked questions and then enthusiastically give answers. But when given the opportunity to ask questions, we often stutter. Developing research questions, for example. We have to admit that we are not used to making questions rather than statements. We have to admit that we have trouble asking questions.

We must create classrooms that are open and inclusive to everyone. A classroom that is safe to ask questions, express opinions, and open views. So that the discussion space thrives and produces many points of view. That's why creativity in formulating questions must continue to be trained to spark discussion. In addition to curiosity, sensitivity to the surrounding environment is also needed. We can use this discussion space to foster a critical attitude with curiosity and sensitivity. The key is one, dare to ask. Cooperation between lecturers and students is needed to create an inclusive classroom atmosphere to spark curiosity, critical attitudes, and sensitivity of everyone involved in the classroom (Susilo, 2022). Getting used to asking questions will make it easier for us to do research and write about it. This is not the only reason why students struggle to write a thesis.

Procrastination in writing a thesis is a common phenomenon among students who are completing their academic projects. It often occurs for a variety of reasons, including time pressure, fear of failure, lack of motivation, uncertainty about how to begin, or anxiety related to expected standards. The process of writing a thesis is often a challenging stage that requires high levels of concentration, perseverance, and commitment. However, procrastination in this context can be detrimental as it can impede progress, cause stress, and even delay the completion of the thesis itself.

Having trouble finding the right title is often a major obstacle for students. Some of them have difficulty deciding on a theme that suits their interests or skills.

Not infrequently, stress and fear of the quality of the work also become quite a burden, hindering their progress in completing the thesis. Other factors such as lack of motivation, a less supportive environment for the process, and time constraints also complicate the situation. Not to forget, inadequate writing skills are also a serious hindrance for some students. There are also cases where the supervisor is not in line with the direction or concept that the student wants to take, causing a deadlock in the writing process. All these factors create their own complexity in completing a thesis, demanding more attention from educational institutions and related parties to provide support and assistance to students in order to complete their final project more effectively.

Investigating procrastination in thesis writing is important as it has a significant impact on students' academic progress and completion process. Some of the reasons why it is important to investigate procrastination in thesis writing include effect on the completion process procrastination can slow down or even hinder progress in completing the thesis. It can disrupt the rhythm of work, extend the time needed to complete the final project, and ultimately disrupt the schedule for completing the study. Stress and psychological pressure procrastination often causes excessive stress and psychological pressure on students (Saplavska & Jerkunkova, 2018). The closer the deadline for thesis completion, the higher the level of anxiety that students may experience. Quality of the final product procrastination can have a negative impact on the quality of the thesis because it may reduce the time available to conduct research, collect data, analyze information, and draft and revise the thesis properly (Mauliddia, 2022).

This independence and time management helps students to better understand their own behavior patterns, improve time management, and develop independence in completing assigned tasks (Gafni & Geri, 2010). Avoidance of future problems understanding the reasons behind procrastination in writing a thesis helps students to overcome these behavior patterns so that they do not continue in the future, both in the academic and professional spheres. Appropriate support and assistance by knowing the root causes of procrastination, educational institutions and advisors can provide students with more appropriate support and

assistance, such as counseling, guidance, or additional resources as needed. So, investigating the reasons behind thesis writing procrastination is important as it makes it possible to effectively address the issue, improve the quality of the final output, and help students better manage their time and stress during the thesis writing process.

Investigating procrastination in thesis writing has several significant benefits, understanding the causes through investigation here students can understand what factors cause delays in writing their thesis (Susilo, 2022). This helps them identify root causes and recognize patterns of behavior that hinder progress. Improved time management by knowing the reasons behind procrastination, students can develop better time management strategies (Gafni & Geri, 2010).

The investigation involves creating a more structured and efficient schedule for completing assigned tasks. Improved concentration the investigation will help in highlighting the distractions or distractions that cause procrastination. Students can identify and address these factors to improve focus and concentration during the thesis writing process. Reducing stress understanding the sources of procrastination and taking steps to overcome students can reduce the level of stress associated with thesis writing deadlines (To et al., 2021). This can improve mental and emotional well-being. Increased productivity there is an erroneous pattern of writing the benefits of research that has been passed down from generation to generation.

Either because students who write research results rarely read research method references, or the formulation of thesis papers that follow the original template format, but fake, which is wrong from previous senior researchers. There is an impression of a lack of critical attitude in examining internal reference readings, tending to accept the written text of senior theses, as the truth and then followed together, even though with different case studies. Even at the level of writing format it is concerning as an indication of the weak research literacy of prospective scholars. Judgment of literacy is certainly not excessive considering

the repetition of similar cases that can be said of almost all initial proposal submitters before the supervisor's correction.

Based on the phenomenon that shows students procrastination thesis work, it has become a major focus for researcher. Interested in the perspectives that underlie this behavior, researcher has sought to uncover the various reasons behind the procrastination. While it is true that students' perspectives on delaying their thesis can vary, several common factors have been identified as the main causes of difficulties in completing their final project.

There is a phenomenon where students are doing procrastination in their thesis writing such as data taken from faculty staff at one of Government University in Parepare, South Sulawesi province, Indonesia. The prior data document was taken from the faculty document about students' academic procrastination include name, academic years, course, students register number of the class of 2017 English department. This can be seen from several WhatsApp group chats where the head of the English department program looks for several names who are still doing procrastination in their thesis work, then the researcher makes observations by taking data from the Tarbiyah staff in IAIN Parepare and from this data the researchers found 19 names of students from the class of 2017 who were still struggling to complete their thesis to complete the mandatory requirements for a bachelor's degree.

Based on the problem statement mentioned above, the objectives of the research are to find out the dominant factors and how the students face the challenge in procrastinating the writing of their thesis according to students' perception and to find out how the students face the challenge procrastination in writing their undergraduate thesis.

The research will provide a lens through which to understand human behavior, self-regulation, and motivational dynamics, offering valuable insights that can inform the development of strategies to mitigate procrastination and enhance overall academic success. In addition, this research will certainly benefit the students, namely as a reference so that a finish the final academic writing

project without procrastination. In addition, the benefit for students who receive learning is that students can acquire the ability to read appropriately.

B. Problem Statement

Based on the research background above which discusses student procrastination in working on their thesis, the researcher formulated this research problem as follows:

1. What are the dominant factors that affect students in procrastinating the writing of their thesis?
2. What challenges are the student's face of procrastination in writing thesis?
3. How to solve the challenge of procrastination in writing thesis?

C. The Objective of The Research

Based on the problem statement above, the objective of the research are:

1. To find out the dominant factors that affect students in procrastinating the writing of their thesis according to students' perception.
2. To find out how the students face the challenge procrastination in writing thesis.
3. Solution in challenge of procrastination.

D. Significances of The Research

1. Theoretical Significance

The delving into the theoretical significance of investigating final academic writing project procrastination in mini-thesis writing goes beyond the immediate academic context. It provides a lens through which to understand human behavior, self-regulation, and motivational dynamics, offering valuable insights that can inform the development of strategies to mitigate procrastination and enhance overall academic success.

2. Practical significance

This research will certainly benefit the students, namely as a reference so that a finish the final academic writing project without procrastination. In addition, the benefit for students who receive learning is that students can acquire the ability to read appropriately.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides a review of related literature. This chapter details some theories to help you understand certain concepts there were a number of relevant theories as a basis for the study.

A. Some Previous Related Research Findings

There are some studies that have been reported that have correlation indirectly to expose identification of student's final academic writing project procrastination. One of them is Yilmaz (2017) who did research about The relation between assignment and exam performances of the university students and their academic procrastination behaviours in distance and face-to-face learning environments was investigated in this study. To understand the interaction between academic procrastination and the learning environment; assignment and exam performances of eighty-eight university students in face-to-face (FtF) and distance learning (DL) environments were investigated. According to the findings of the study, students' academic procrastination and assignment scores were negatively correlated in both environments but especially in DL setting. Contrary to this, academic procrastination and exam scores were correlated to each other only in FtF environment. On the other hand, there was no correlation between total assignment and exam scores for DL group, while a medium positive correlation was found in FtF group. The findings of binary logical regression analysis demonstrated that predictive value of the DL environment for assignment score is much stronger than academic procrastination behavior of students.

Other Research are Türel & Dokumaci, (2022) on their research stated to create interactive about Use of media and technology, academic procrastination, and academic achievement in adolescence. Today's learning society, use of media and technology affects students in all educational levels. There are a number of studies conducted among university students in this context. However, adolescents, who are sensitively exposed to the negative effects of the excessive use of media and technology, have been neglected. The aim of this study is to

investigate the association among adolescents' use of media and technology, their academic procrastination behaviour, and academic achievement. This study also examines the possible mediating effect of academic procrastination behaviour on the relationship between adolescents' media and technology use and academic achievement. This quantitative study included data from 1278 middle and high school students. We collected data via a questionnaire comprising of the demographic information form, media and technology usage and attitude scale, and academic procrastination behaviour scale as well as students' grade point averages to measure students' academic achievement. The results revealed that as media and technology usage increased, students' academic achievement decreased. In addition, academic procrastination behaviour had a mediating effect on this relationship. In other words, adolescents' media and technology use cause academic procrastination behaviour to adversely affect their academic achievement. The implications for future research and the limitations of the study were also discussed.

Another researchers are (Afzal & Jami, 2018) who did research about the study was designed to investigate the prevalence and reasons for academic procrastination in public university students. The sample consisted of 200 university students including 155 women and 45 men students from social and natural sciences departments. Academic procrastination and reasons for it were measured by Procrastination Assessment Scale for Students (Solomon & Rothblum, 1984a). Backward linear regression analysis has shown that risk taking, task evasiveness, and decision-making were significant predictors (reasons) for academic procrastination while task evasiveness being strongest predictor with medium level coefficient of regression. It was also revealed that academic procrastination prevails at all three levels of education (MSc, MPhil and PhD). Task evasiveness, time management, laziness, rebellion against control, decision making, and lack of assertion were more common reasons in students of social sciences than natural sciences as shown by significant differences. Overall

task evasiveness, fear of failure, dependency, decision making and risk taking were common reasons for indulging into academic procrastination.

Another research are (Al Mulhim & Zaky, 2023) who did research about academic procrastination among secondary school students in the Kingdom of Saudi Arabia and utilize sustainable digital learning materials, specifically e-books, compared to those who rely on printed books in a traditional face-to-face learning environment. A sample of 336 first-year secondary school students was randomly recruited and divided into two experimental groups based on their preference for either electronic or printed textbooks. An online survey was employed to assess academic procrastination. The findings indicate no statistically significant differences in the impact of textbook formats (electronic versus printed) on academic procrastination among secondary school students. This study emphasizes the importance of employing e-books instead of printed books as sustainable digital learning resources, thereby contributing to sustainable education and the preservation of natural resources. Furthermore, this research could serve as part of a broader series of studies investigating the effects of integrating sustainable digital resources into education on students' psychological development, study habits, and educational outcomes.

Furthermore (Morales, 2010) who did research this study evaluated the factor structure and internal consistency of a new academic procrastination measure employing both the adaptive and maladaptive aspects of procrastination. Two hundred fifty college students responded to a 150-item initial instrument. Factor analysis using oblique rotation revealed three subscales: Structured Procrastination, Unstructured Procrastination, and Non-Procrastination. Confirmatory Factor Analysis resulted to a new 65-item academic procrastination scale that could distinguish structured procrastination with desirable outcomes from unstructured procrastination with undesirable outcomes. The three subscales showed good internal consistency reliabilities with structured procrastination getting a reliability coefficient of $\alpha = 0.928$, unstructured procrastination $\alpha = 0.914$, and non-procrastination $\alpha = 0.792$. A significant relationship was also found

between structured procrastination and unstructured procrastination ($r = .346$, $p < .001$), which illustrated the convergent and discriminate validity of the constructs. The new academic procrastination measure had the potential to be adopted in any academic settings and could be used to investigate behavioral factors related to academic achievement's antecedents and consequences.

(Raj & Renumol, 2023) who did research Ubiquitous learning is a new educational paradigm partly created by the affordance of digital media. This trend has continued to expand over time. The emergence of ubiquitous computing has created unique conditions for people working as education professionals and learning as students. Procrastination is one of the characteristics that has been seen in students that forces them to set back and sit back without achieving their goals. It has been estimated that almost 70% of college students or even school students engage in frequent academic procrastination and purposive delays in the beginning or completing tasks. Throughout this study, we concentrated on different predictive measures that can be used to identify procrastination behavior among students. These measures include the usage of ensemble classification models such as Logistic Regression, Stochastic Gradient Descent, K-Nearest Neighbors, Decision Tree and Random Forest. Of these, the random forest model achieved the best predictive outcome with an accuracy of almost 85%. Moreover, earlier prediction of such procrastination behaviors would assist tutors in classifying students before completing any task or homework which is a useful path for developing sustainability in the learning process. Strength of this study is that the parameters discussed can be well defined in both virtual and traditional learning environments. However, the parameters defining students' cognitive or emotional states were not explored in this study.

Another research are (Svardal et al., 2020) who did research Procrastination is common among students, with prevalence estimates double or even triple those of the working population. This inflated prevalence indicates that the academic environment may appear as "procrastination friendly" to students. In the present paper, we identify social, cultural, organizational, and contextual

factors that may foster or facilitate procrastination (such as large degree of freedom in the study situation, long deadlines, and temptations and distractions), document their research basis, and provide recommendations for changes in these factors to reduce and prevent procrastination. We argue that increased attention to such procrastination-friendly factors in academic environments is important and that relatively minor measures to reduce their detrimental effects may have substantial benefits for students, institutions, and society.

And another researcher are (Svartdal et al., 2022) who did research Inefficient study skills increase the probability that study work is perceived as difficult and aversive, with procrastination as a likely result. As a remedy, more effective study skills and habits may be encouraged. However, research indicates that good study skills and habits may not by themselves be sufficient to remedy problems, as this relationship may be mediated by efficacy beliefs related to academic functioning. We investigated this hypothesis across three student samples (total N = 752). As predicted, structural equation modeling (SEM) indicated that study self-efficacy mediated the study habits—procrastination relation. The mediation effects were medium to large. We conclude that training of, and advice on, study skills and habits should be accompanied by measures that build study self-efficacy.

According to (Solomon & Rothblum, 1988) wo did research developed the Procrastination Assessment Scale - Students (PASS) to measure the frequency of cognitive-behavioral antecedents of academic procrastination. The PASS contains two parts. The first part assesses the prevalence of procrastination in six academic areas: (a) writing a term paper, (b) studying for an exam, (c) keeping up wh weekly reading assignments, (d) performing administrative tasks, (e) attending meetings, and (f) performing academic tasks in general. Subjects indicate on a 5-point Liker scale the extent to which they procrastinate on each task (1 = never procrastinate; 5 = always procrastinate) and the extent to which procrastination on each task is a problem for them (1 = not at all a problem; 5 = always a problem). Because definitions of procrastinate.

Another research is (Cerezo et al., 2017) who did research Introduction: Research about student performance has traditionally considered academic procrastination as a behavior that has negative effects on academic achievement. Although there is much evidence for this in class-based environments, there is a lack of research on Computer-Based Learning Environments (CBLEs). Therefore, the purpose of this study is to evaluate student behavior in a blended learning program and specifically procrastination behavior in relation to performance through Data Mining techniques. Materials and Methods: A sample of 140 undergraduate students participated in a blended learning experience implemented in a Model (Modular Object-Oriented Developmental Learning Environment) Management System. Relevant interaction variables were selected for the study, taking into account student achievement and analyzing data by means of association rules, a mining technique. The association rules were arrived at and filtered through two selection criteria: 1, rules must have accuracy over 0.8 and 2, they must be present in both sub-samples. Results: The findings of our study highlight the influence of time management in online learning environments, particularly on academic achievement, as there is an association between procrastination variables and student performance. Conclusion: Negative impact of procrastination in learning outcomes has been observed again but in virtual learning environments where practical implications, prevention of, and intervention in, are different from class-based learning. These aspects are discussed to help resolve student difficulties at various ages.

Another researcher is (Senécal et al., 1995) who did research the role of autonomous self-regulation as a predictor of academic procrastination was assessed. French-Canadian students from a junior college (N = 498) completed the Academic Motivation Scale as well as an academic procrastination scale and other measures (anxiety, self-esteem, and depression) that have been found to be related to fear of failure. Correlation results indicated that students with intrinsic reasons for pursuing academic tasks procrastinated less than those with less autonomous reasons (external regulation and a motivation). Regression results indicated that

the measures of depression, self-esteem, and anxiety accounted for 14% of the variance in academic procrastination, whereas the self-regulation variables accounted for 25%. These results support the notion that procrastination is a motivational problem that involves more than poor time management skills or trait laziness.

Furthermore are (Gafni & Geri, 2010) who did research Procrastination is the tendency to postpone an activity under one's control to the last possible minute, or even not to perform it at all. This study examines procrastination regarding completion of various parts of a task, each of which has a different deadline. Whereas from an attention economy perspective it may be better to complete all the parts at the earliest deadline, the human tendency to procrastinate results in a delay of the parts that have a later deadline. Data was collected at an online discussion board about the behavior of 120 MBA students. Their assignment included an individual part with a specific deadline for each student and a collaborative part that the students had to complete by the end of the semester. The findings suggest that usually students tended to perform their individual task on time, even when the assignment was voluntary. However, the collaborative part of the assignment was delayed to the last three weeks of the semester when the assignment was compulsory and was not completed at all when it was voluntary. The paper discusses the implications of the findings regarding effective time management of collaborative tasks in online environments.

Some research about procrastination according to (Saplavska & Jerkunkova, 2018) who did research Procrastination is a complex, psychologically heterogeneous phenomenon that includes behavioral, emotional and cognitive components. The main areas of manifestation of procrastination are professional and educational activities. Academic procrastination implies a delay in the fulfillment of educational assignments and is associated with undeveloped learning skills, lack of organization, forgetfulness, and behavioral rigidity. The consequence of this behavior in most cases is the decrease in academic

achievement, negative emotional experiences related to own failure, anxiety, and dissatisfaction with the results. Procrastination negatively affects the psychological well-being of students; therefore, this phenomenon is of special interest in the context of future specialists training. Available data demonstrate that 46 % to 95 % of secondary school pupils and higher educational institution students consider themselves to be procrastinators requiring professional psychological help. The study aimed to reveal the links between academic procrastination and anxiety among students. The participants in this study were 60 second year students of the Latvia University of Life Sciences and Technologies, Faculty of Engineering, aged 20-27. The Procrastination Scale was used to measure academic procrastination; State-Trait Anxiety Inventory (Form Y) was implemented to investigate anxiety. The study revealed that 48 % of the participants demonstrated a high level of academic procrastination, 27 % - medium and 25 % - low. The link between academic procrastination and situational and personal anxiety was revealed. The obtained data showed that with the situational and personal anxiety increase, the level of academic procrastination also increases. The development of recommendations, balanced workload distribution and an encouraging learning environment will reduce the level of academic procrastination among students.

The last researcher is (Melgaard et al., 2021) who did research investigates online learning during the COVID-19 pandemic and explores the possibility that procrastinators have been impacted differently as compared to others. The research is explorative in nature and employs interviews from participants at a higher education institution in Norway as a primary method of investigation. The preliminary findings presented in the paper highlight differences between procrastinators and non-procrastinators regarding the desire to study and satisfaction with learning outcomes. The procrastinators are encountering a higher degree of challenges related to motivation as opposed to non-procrastinators. The preliminary findings also highlight challenges associated with student engagement and the use of the camera during online classes for all the students.

All the research described above, this research has same research because it discusses procrastination carried out by several subjects in previous research, but the difference from this research is that it focuses on procrastination in completing undergraduate students' theses which discusses the dominant factors, challenges that arise and then found solutions to the challenges faced by undergraduate students in working on their thesis and the differences that exist are definitely the results of this research.

B. Some Pertinent Ideas

1. Concept and theories related to writing.

a. Definition of Writing

Writing is more than just transcription; it consists of three integral stages: contemplation, implementation, and revision. The initial phase involves careful consideration and mental planning, where ideas are conceptualized and organized. This is followed by the active act of putting those thoughts into writing, translating them into coherent sentences and paragraphs Bahnar, (2021) and Pulatova, (2023). However, emphasize that writing does not reach its peak here; it requires constant refinement through revision and editing. Each revision cycle produces improvements, improvements in clarity, coherence, and effectiveness of the written work. This is strongly emphasized and underscores the cyclical nature of writing, encouraging repeated refinement through successive drafts. Patience and persistence are essential, as this iterative process demands dedication and resilience to achieve the perfect final product. Ultimately, this emphasizes the importance of not just writing, but the thoughtful consideration and constant revision that are integral to producing quality writing.

Writing is a type of communication it has a big part in the mission of the university which is to develop the students' skill Shields (2010). The primary goal of writing across academic settings, particularly within universities, is to effectively convey one's thoughts and ideas to the intended audience. To achieve optimal communication, adhering to shared standards and expectations becomes

crucial in the university context. Academic writing within universities, particularly in the UK, operates within a framework defined by specific codes and conventions governing behaviour and scholarly discourse. These codes encompass a spectrum of values such as respect for individuals within the academic community, appreciation for the learning process, acknowledgment and protection of intellectual property, promotion of fairness, advocacy for equal rights and non-discrimination, and encouragement of independent learning. These values serve as the cornerstone, delineating the parameters of acceptable conduct and expectations in academic writing. For instance, demonstrating respect for diverse perspectives, properly attributing sources, upholding academic integrity, and presenting arguments coherently and objectively are intrinsic to meeting these expectations. Consequently, these shared values and norms guide the formulation and presentation of ideas, shaping the tone, structure, and content of academic writing within the university context in the UK. Ultimately, conforming to these established standards ensures not only effective communication but also fosters a culture of intellectual rigor, ethical conduct, and inclusivity within the academic community.

The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements (Pratiwi, 2016). The actual writing conventions which it is necessary for the students to master relate chiefly (at the elementary stages) to punctuation and spelling. The purpose of writing will also help to establish a particular register, for instance, is the student writing to entertain, inform, or explain the use of appropriate register in writing implies awareness not only of a writing goal but also of a particular audience.

Students learn to write by writing. They need regular opportunities at school to write in all subjects. A consistent approach to the writing process in all subject areas and explicit instruction on the writing process by the subject teacher help students become better writers. Models of good writing in the subject area, and

feedback that is constructive and formative, are critical to students' growth as writers.

Students are sometimes confused by differences in writing requirements from subject to subject within the same school. Although different subjects require different types of writing assignments, all writing can follow the same process. By adopting a consistent writing process across all subject areas, teachers ease some of the stress associated with writing, and help students build confidence and skill as writers.

Writing is recognized as a complex socio-cognitive task which requires conscious effort and practice through training or schooling"Dujsik (2008). Writing in second language (SL) is viewed as equally complex, if not more, as it poses further challenges to learners, especially children and inexperienced writers, due to competing attention demands such as using the SL writing system, deciding on content knowledge relevant to a writing topic, selecting proper vocabulary and grammar to form sentences, organizing sentences into a paragraph and paragraphs into an essay with appropriate organizational patterns, considering the writing purpose and intended readers, etc. (Pratiwi, 2016).

Based on the above statement, the researcher concludes that writing is a skill that is not easy to learn. We must always practice it so that we can convey our ideas in writing well so that readers can understand the content. Especially with writing in English because in English one word that does not fit will change the meaning of the sentence written.

b. Components of writing

- 1) Content
- 2) Organization
- 3) Vocabulary
- 4) Language Use
- 5) Mechanics

Content of writing should be clear for the readers so that the readers can understand the message conveyed and get information from it. In order to have a good content of writing, the content should be well unified and completed. This term is usually known as unity and completeness which become the characteristics of the good writing. In his book, Heaton (1988) says treatment of content is the ability to think creatively and develop thoughts, excluding irrelevant information.

Correct language and grammar are required to use language in writing expository and other forms of writing. Grammar means the rules which structure our language (Kane, 2000:13). A good grammar should be one that can generate grammars. All we should be able to do is express the individual elements of language functions, and grammar also helps students improve their formal language use. According to Heaton (1988), language use is the ability to write correctly and appropriate sentences.

Describe an organization in writing as the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, and adding the ability to select, organise and order relevant information n. In organization, the writing concerns with the ways the writer to arrange and organize the ideas or the messages in the writing (Syahril, 2007). Documenting and organizing materials requires consistency, order of importance, and chronological order from beginning to end, general to specific, and specific to general.

Heaton (1988) said that mechanical skill is the ability to use correctly those conventions peculiar to the written language, such as punctuation, spelling, etc. There are at least two parts to the writing system: punctuation and capitalization. Punctuation is important because the meaning of capital letters in English must be clarified using participles. First, it is used to distinguish the special from the real thing. Second, it is used as the first word in quotation marks, as a formal statement, and as an actual adjective.

In writing, vocabulary has important part to develop the ideas. By having many vocabularies, a writer is able to manipulate sentences and paragraphs, and use language effectively (Heaton, 1988). The effective use of words will always result good writing both specific and technical writing, the dictionary is very

considerable vocabulary is one in writing. To express ideas, we always deal with vocabulary. The lack of vocabulary makes it difficult to express ideas.

There are five significant components of writing according to Heaton (1988: 135). They are content, organization, vocabulary, language use, and mechanic.

According to Kane (2000:15) in composition mechanics refers to the appearance of words, to how they are spelled or arranged paper. Writing rules require that sentences begin with a capital letter and end with a period (period, question mark, or exclamation mark).

c. The Function of Writing

The better way to write need to practice as much as possible. Learn and share learning with others and perform rituals to express our activities. For some students, writing is very difficult because students don't know how to write or why they need to write. Teachers must explain to students how and why they should write, and students must understand why writing is being taught.

There are several write functions:

1) Reinforcement: some students acquire language in a purely oral/aural way, but most of us benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both our understanding of how it all fits together and as an aid to committing the new language to memory. Students often find it useful to write sentences using new language shortly after they have studied it.

2) Language Development: we cannot be sure, but it seems that the actual process of writing (rather like the process of speaking) helps us to learn as we go along. The mental activity we have to go through in order to construct proper written texts is all part of the ongoing learning experience.

3) Learning Style: some students are fantastically quick at picking up language just by looking and listening. For the rest of us, it may take a little longer. For many learners, the time to think things through, to produce language in a slower way, is invaluable. Writing is appropriate for such learners. It can also be a quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication.

4) Writing as a skill: by far the most important reason for teaching writing, ofcourse, is that it is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements – and increasingly, how to write using electronic media. They need to know some of writing's special conventions punctuation, paragraph construction etc. just as they need to know how to pronounce spoken English appropriately Part of our job is to give them that skill (Civilization et al., 2021).

d. The Component of Writing

The good writing skill can be analyzed to group and varied skills. Heaton divides components writing into five main areas. They are including grammar, mechanics, vocabulary, content and organization (Pratiwi, 2016)

1) Grammar. Grammar concerns about the ability to write correct and appropriate sentences. The writer has to give attention for preposition, tenses such as using of verbs, nouns, adjectives, also conjunction and articles. Grammar is a system of rule governing the conventional and relationship of words in sentences.

2) Mechanics. It is related with the ability to use correctly words to the written language such as using of capitalization, punctuation, spelling. It is very important to lead the readers to understand or recognize what the written means to express. The use of favourable mechanics in writing will make the readers easy to the group to conveying ideas or message of writing. The explanation as follows:

3) Capitalization, the use of capitalization can clarify the ideas. If the sentences are not capitalized correctly, ambiguous and misunderstanding will appear. It also helps to differentiate from sentences to others. The words which are capitalized a beginning of: the name of people, organization, first and last word of title.

4) Punctuation can help the readers to identify should be taken as a unit of meaning and suggest how the units of it relate to each other.

5) Spelling, using of spelling has three rules; they are suffix addition, plural formation and the change of certain words.

6) Content. The content of writing is about the ability to think creatively and develop thoughts, excluding all irrelevant information. It should be clear to the readers. So, they can understand what the messages convey and gain information from it. Also, the content of writing should be well unity and complete because the characteristic of good writing has unity and completeness.

7) Vocabulary. Vocabulary is an essential part of compose writing. The writes need vocabulary mastery well to express or write their ideas. The effective using words or vocabulary in writing must be relevant with the topic to let the readers perceive and feel it. Someone who lack of vocabulary will be difficult to compose what they are going to express but appropriate words will help writers to compose writing.

8) Organization. Organization is ability to develop ideas and topic which relevant in a united form. On the other hand, it concerns in ways of writer to arrange and organize the ideas or messages in writing. There are many ways in process of organization writing involves coherence, order of importance, general to specific, specific to general, chronological order and spatial pattern (Civilization et al., 2021).

e. Difficulties of Writing

To find out the causal factors why writing is a difficult activity for most people whether it is in their mother tongue or a foreign language. The people shall

look at the problems which are caused by writing under three headings psychological, linguistic and cognitive. Although these inevitably overlap to some extent.

1) Psychological Problem. Speech is the natural and normal medium of communication for us in most circumstances and accustoms us both to having someone physically present when we use language and to getting feedback of some kind. Writing on the other hand, is essentially a solitary activity and the fact that we are required to feedback, in it makes the act of writing difficult.

2) Linguistic Problem. Oral communication is sustained through a process of interaction, except in special circumstances such as a lecture; the participants help to keep it going. Because speech is normally spontaneous, the people have little time to pay attention either to organizing our sentence's structure or to connecting our sentences: to some extent the latter is maintained through the process of interaction. The people repeat, backtrack, and expand and so on, depending on how people react to what other say.

3) Cognitive Problem. The people grow up learning to speak and in normal circumstances spend much of time doing it. The people also appear to speak without much conscious effort or thought and generally the people talk because they want to, about matters which are interest or relevant to the people's socially or professionally. On the other hand, in learning through a process of instruction; the students have to master the writing form of the language and the students have to learn certain structure which is less used in speech or perhaps it is not used at all, but in which are important for effective communication in writing (Masturoh & Anggita, 2018).

f. Challenge in Writing.

Writing a thesis is a significant academic undertaking that presents various challenges, requiring a structured approach and perseverance. The challenges in writing a thesis are multifaceted and can be daunting for many students. These challenges encompass aspects such as research, organization, time management,

and critical thinking. One of the primary hurdles is conducting extensive research. This involves gathering relevant literature, scholarly articles, and credible sources to support your thesis statement.

Navigating through a vast amount of information while ensuring its relevance and reliability can be overwhelming. Identifying gaps in existing research and formulating a unique contribution to the field adds complexity to this stage. Organizing and structuring the thesis coherently pose a significant challenge. Crafting a well-defined thesis statement and creating a logical flow of ideas throughout the document is crucial. Ensuring each section, from the introduction to the conclusion, aligns with the main argument requires meticulous planning and attention to detail. Time management is another critical obstacle student's face when writing a thesis. Balancing various responsibilities, coursework, and personal life while dedicating substantial time to research and writing is challenging.

Procrastination and difficulty in maintaining a consistent work schedule can hinder progress and lead to unnecessary stress. Additionally, maintaining motivation and focus throughout the lengthy writing process can be tough. Dealing with writer's block, self-doubt, and the pressure to produce original and high-quality work can be emotionally taxing. To overcome these challenges, students should adopt effective strategies such as meticulous planning, setting achievable goals, seeking guidance from advisors or mentors, breaking down tasks into smaller milestones, managing time efficiently, staying organized, and maintaining a healthy work-life balance. Moreover, reaching out to peers or joining support groups can provide valuable feedback, encouragement, and a sense of community during this demanding academic journey.

2. Academic Procrastination

a. Academic Procrastination

A study was conducted by academic procrastination in college students and they found that executive functions including organizational ability, self-

regulation, planning, and monitoring significantly predict academic procrastination. Low level of self-efficacy and motivation along self-regulation significantly predicts academic procrastination. Self-regulation including disorganization and lack of metacognitive skills has been found to be related to procrastination. Overall, this body of research illuminates the multifaceted nature of academic procrastination, highlighting the intertwined influence of executive functions, self-regulation, goal orientation, and motivational factors. Understanding these interrelationships can aid educators, counsellors and students in implementing targeted interventions and strategies aimed at cultivating effective self-regulation, enhancing motivation, and fostering goal-oriented behaviours to combat academic procrastination among college students.

Procrastination is a coping mechanism anxiety related to how starting or finishing work and in terms of make decisions according to Fiore. The term procrastination comes from the Latin procrastination with the prefix "pro" which means to push forward or move forward and suffix "crustiness" which means tomorrow's decision. If combined into "suspend" or "postpone until the next day. Academic Procrastination. Analysis of actual procrastination first written by Milgram who explained that technically society requires high commitment and deadlines to reduce delays (Steel, 2007). Before the 18th century, procrastination is seen as neutral and can be interpreted as policy in making decisions. However, since then the emergence of the industrial revolution to date, procrastination is seen as a word with connotations negative. Academic Procrastination what researchers mean in this study is behavior that tends to procrastinate work or completing academic assignments in the form of a thesis.

Procrastination is a common phenomenon among college and university students that brings into negative outcomes on their academic achievement (Janssen, 2015; Klassen, Krawchuk, & Rajani, 2007). Steel (2007) in his metanalytical study found that 70-95% of the students procrastinate that is problematic in nature. It may be domain specific, as a study revealed that students who procrastinate consistently perform poorly on term assignments than students who do not procrastinate (Tice & Baureminder, 1997). With technological

advancement where online learning as a tool for distant learning is important, procrastination is found to affect performance in web-courses (Tuckman, 2005) and also in online learning specifically when participants fail to be part of online discussions because of procrastination and drop out courses (Michinov, Brunot, Le Bohec, Juhel, & Delaval, 2011).

A study was conducted by Rabin, Fogel, and Nutter-Upham (2011) on academic procrastination in college students and they found that executive functions including organizational ability, self-regulation, planning, and monitoring significantly predict academic procrastination. Low level of self-efficacy and motivation along self-regulation significantly predicts academic procrastination (Klassen et al., 2007; Steel, 2007; Tuckman, 2005; Milgram, Sroloff, & Rosenbaum, 1988). Self-regulation including disorganization and lack of metacognitive skills has been found to be related to procrastination. At the same time, those students who have mastery approach and are goal-oriented show less procrastination than those having avoidance-goal orientation (Howell & Watson, 2007).

Overall, this body of research illuminates the multifaceted nature of academic procrastination, highlighting the intertwined influence of executive functions, self-regulation, goal orientation, and motivational factors. Understanding these interrelationships can aid educators, counsellors and students in implementing targeted interventions and strategies aimed at cultivating effective self-regulation, enhancing motivation, and fostering goal-oriented behaviours to combat academic procrastination among college students.

b. Factor in procrastination.

1. Factors influencing procrastination in academic assignments.

Research describes primary factors related to procrastination in academic assignments. First, factors tied to the nature of the assignment. Students avoid working on assignments which make them feel uncomfortable. Second, psychological factors such as anxiety, low self-esteem, or a tendency toward defeatism or exaggerated aspirations are all psychological factors which lead to procrastination. Procrastination in thesis writing can be influenced by both

internal and external factors. Internal factors typically involve psychological or personal aspects, while external factors involve environmental or situational influences.

Writing an academic paper involves a constant fear of failure. A student's need for perfection goes hand-in-hand with fear of an advisor's critique, although it is integral to the writing process. Academic procrastination is tied traditionally to failed and ineffective behavior, avoidance and an external locus of control tendency. Students with an externalized locus of control tend to attribute the cause of the procrastination to another. Some blame their procrastination on the lecturer's requirements, which demand they prepare in advance for extensive reading at an especially high-level. Such thoughts reinforce a fear of failure and stimulate more procrastination and avoidance, regardless of whether the lecturer explicitly or indirectly made such demands. Third, personal and motivational factors such as impulsivity are defined as a need for immediate gratification, which encourages hasty and unplanned responses, not considering consequences and their possible negative impact. Under this definition impulsiveness theoretically opposes procrastination. However, some studies consider them to be inter-related variables. Such studies perceive a generic connection between procrastination and impulsiveness (Loehlin & Martin, 2014), and some studies found procrastination to be an evolutionary byproduct of impulsivity (Rebetez, Rochat & Van der Linden, 2015; Steel, 2010). Procrastinators' tendency to devalue future events and prefer immediate gratification (Wu et al., 2016) is attributed to a lower degree of self-control and impulsiveness. Procrastinators tend to complete specific assignments impulsively, instead of working steadily on assignments from the beginning (Ainslie, 2010; Ferrari, 1993; Rabin, Fogel & Nutter-Upham, 2011; Wilson & Nguyen, 2012).

Procrastinators' impulsive completion of assignments suggests a pattern of behaviour characterized by a lack of sustained effort and foresight. Instead of initiating tasks promptly and steadily progressing towards their completion, individuals prone to procrastination often find themselves under time pressure, resorting to hasty and less comprehensive efforts. This impulsive behavior tends

to compromise the quality and depth of their work, potentially affecting their overall performance and outcomes.

The underlying causes of this impulsive procrastination lie in a combination of factors, including difficulties with self-regulation, time management, and a preference for immediate rewards. Procrastinators may struggle with self-control, finding it challenging to resist immediate gratification and prioritize long-term goals. This inclination toward impulsiveness and a tendency to procrastinate may stem from a desire to alleviate stress or discomfort associated with starting tasks or from an overestimation of one's ability to complete tasks swiftly under pressure.

Understanding the link between impulsivity and procrastination is crucial in addressing these behaviours effectively. Developing strategies that enhance self-regulation, time management skills, and fostering a greater appreciation for the long-term benefits of task completion could assist in mitigating impulsive procrastination tendencies. By encouraging proactive task initiation, consistent effort, and a focus on the significance of long-term goals, individuals can gradually diminish impulsive behaviours associated with procrastination, leading to more effective and fulfilling work habits.

2. Factor external and Internal procrastination in writing thesis

Procrastination in thesis writing can be influenced by both internal and external factors. Internal factors typically involve psychological or personal aspects, while external factors involve environmental or situational influences (Ursia et al., 2013). Internally, individuals grapple with psychological barriers like fear of failure, perfectionism, lack of self-discipline, and struggles with time management. These internal hurdles, deeply rooted in personal attitudes and cognitive processes, can significantly impede progress on a thesis. The fear of producing subpar work or not meeting high self-imposed standards often leads to avoidance behaviors and delays in initiating or completing the writing process.

Moreover, difficulties in managing time efficiently, coupled with a lack of intrinsic motivation or interest in the thesis topic, contribute to internal struggles

that hinder productivity. Internally, individuals may experience various psychological barriers contributing to procrastination. One primary internal factor is fear of failure or perfectionism. Students might delay working on their thesis due to anxiety about not meeting their own or others' high expectations. This fear of producing subpar work can lead to avoidance of starting or continuing the writing process.

Next, another internal factor is a lack of self-discipline or poor time management skills (Ali & Zayid, 2022). Some individuals struggle with organizing their time effectively, leading to postponement of tasks and eventual procrastination. Additionally, distractions caused by internal factors such as boredom, lack of interest, or difficulty concentrating on the thesis topic can also hinder progress. Externally, environmental factors play a significant role in thesis procrastination. Distractions in the environment, like social media, noise, or household responsibilities, can divert attention from thesis writing. Moreover, external deadlines, conflicting commitments (such as work or family responsibilities), or a lack of proper resources (access to literature, guidance, etc.) can create additional pressures and hinder progress on the thesis.

External environmental factors wield considerable influence over thesis procrastination. Distractions, ranging from the allure of social media to ambient noise or pressing household duties, wield a powerful sway over an individual's focus, diverting attention from the critical task of thesis writing. These interruptions create obstacles, fracturing concentration and impeding progress on the thesis.

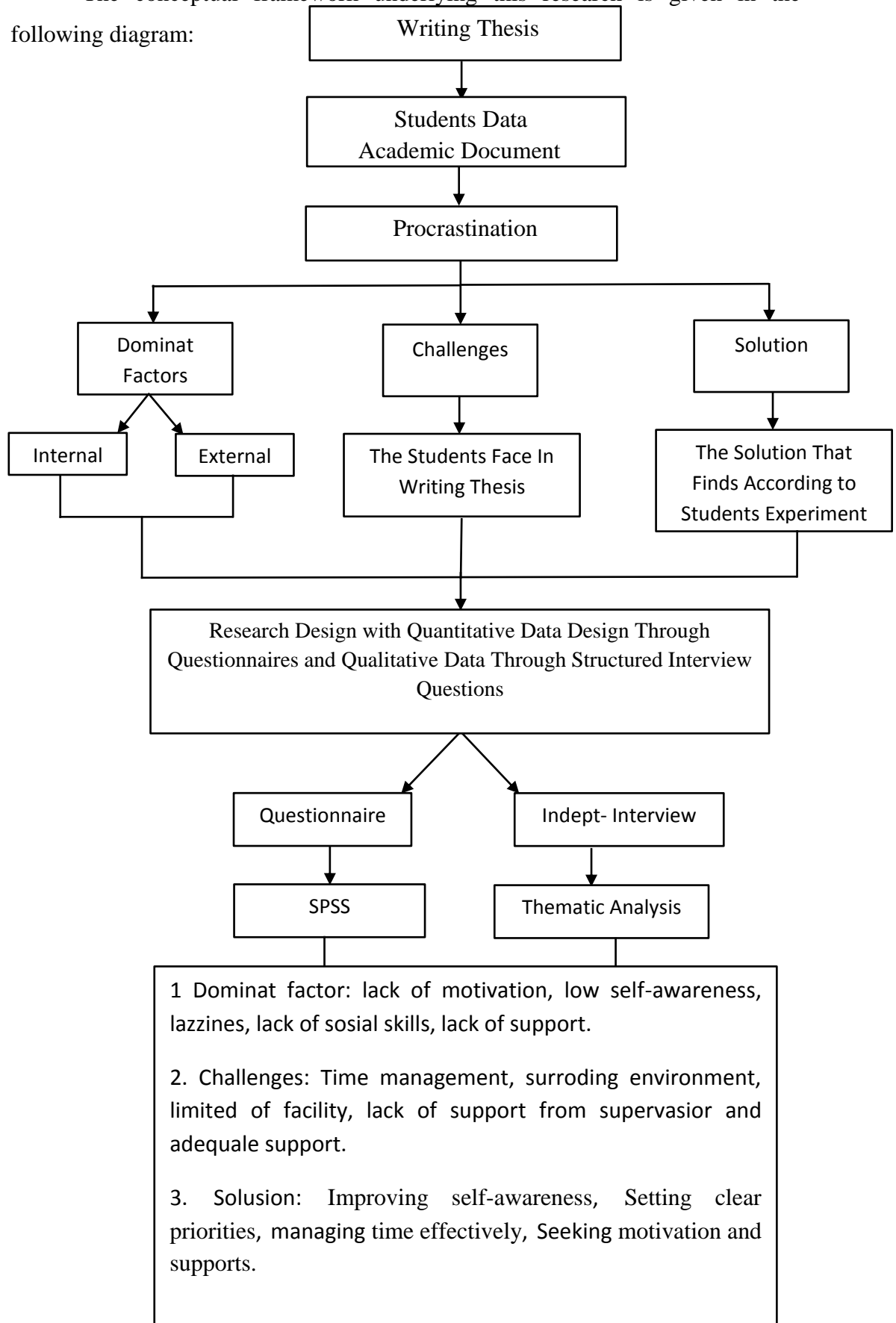
Furthermore, external deadlines, whether imposed by academic institutions or overlapping commitments like work or family responsibilities, exert substantial pressure, often causing individuals to deprioritize thesis work in favor of more immediate obligations. The scarcity or inaccessibility of vital resources such as relevant literature, guidance, or research materials compounds the issue, hindering the comprehensive development and execution of the thesis. These external factors, whether in the form of distractions, conflicting responsibilities, or resource limitations, collectively contribute to heightened stress levels and a

challenging environment that impedes consistent and focused work on the thesis. Addressing these external influences is crucial in creating conducive conditions for sustained focus, allowing individuals to navigate through distractions, manage conflicting commitments, and access necessary resources, thus facilitating more effective progress in thesis writing. Furthermore, the absence of a supportive or conducive workspace can be an external factor leading to procrastination. A cluttered or uncomfortable workspace might demotivate individuals from engaging in productive writing sessions.

Combating thesis procrastination involves addressing both internal and external factors. Internally, individuals can work on improving their mindset, setting realistic goals, and managing their time effectively. Techniques like breaking tasks into smaller, manageable parts or using strategies such as the Commodore Technique can help overcome internal barriers. Externally, creating an organized, distraction-free workspace, seeking support from mentors or peers, and setting achievable deadlines or milestones can aid in minimizing external influences that contribute to procrastination. Recognizing and understanding both internal and external factors influencing procrastination in thesis writing is crucial for developing effective strategies to overcome it and successfully complete the task.

3. Conceptual Framework

The conceptual framework underlying this research is given in the following diagram:



The conceptual framework depicted in the diagram provides a comprehensive overview of the research process that has been carried out by the researcher on thesis writing procrastination among undergraduate students. It begins with the main theme of "Writing a Thesis" and is supported by "Student Data Academic Documents," which serve as the basis for understanding the problem.

The framework then identifies "Procrastination" as the main problem, which is influenced by two main factor categories: "Dominant Factors" and "Challenges." Dominant factors are further divided into "Internal" and "External" influences, which represent personal and environmental aspects that contribute to the delay in completing the thesis. Challenges are specific obstacles that students face during the thesis writing process. On the solution side, the framework includes "Solutions Found According to Student Experiments," which shows that potential solutions come from students' experiences and efforts to overcome procrastination.

The research design is outlined with a dual approach: quantitative data collected through questionnaires and qualitative data obtained through structured interviews. The methodology is supported by tools such as "SPSS" for quantitative analysis and "Thematic Analysis" for qualitative interpretation.

Finally, the results obtained provide insight into the effectiveness of the identified solutions and a better understanding of the factors contributing to the delay in writing thesis. This conceptual framework guides the research process by linking the problem, influencing factors, and potential solutions, ensuring a structured approach to investigating the problem.

CHAPTER III

RESEARCH METHOD

A. Research Design

In the research, the study design to investigate procrastination in final academic writing projects would use a mixed method approach involving a thoughtful and comprehensive methodology that combines quantitative and qualitative data. In this kind of research, the quantitative data uses questionnaires distributed to undergraduate students in one of Government University in Parepare, South Sulawesi to measure the prevalence and patterns of procrastination in their final academic writing projects. The questionnaire can capture data regarding the frequency of procrastination, the reasons behind the mini thesis delay and the impact of internal and external factors on procrastination behaviour.

While the qualitative aspect of this research would dig deeper to understand the nuances and underlying reasons of the writing procrastination. Therefore, researcher also uses in-depth interviews or focused discussions with students who are postponing writing their mini thesis (Skripsi in Bahasa Indonesia). The aim is to capture detailed narratives, perceptions and related personal experiences that occur in the context of the final academic writing project. Insights gained from qualitative data can provide a richer understanding of psychological, emotional factors. By using a mixed method approach, researcher can complement quantitative data with qualitative insights, providing a comprehensive view of the behaviours that occur in final academic writing projects.

Quantitative data can provide statistical evidence and broader trends, while qualitative findings can provide depth, context, and a deeper understanding of the complex reasons behind them. This approach allows for triangulation of data, validating findings from multiple perspectives and increasing the overall credibility and completeness of the study. Integrating quantitative critical to the understanding of persisting, offering valuable insights that can inform strategies

and interventions to reduce procrastination tendencies among students in their final academic writing projects.

B. Setting and Subject of the Research

This research has been conducted at Institute agama Islam Negeri Parepare (IAIN), one of institutes in Parepare located 155 km from Makassar. The participants of this research are students who experienced procrastination in completing their studies in 2017 academic year at IAIN Parepare. Next, the target participants were taken through purposive sampling.

Purposive sampling is the use of subset of the population to represent the whole population or to inform about processes that are individuals or sites studied. Kumar (2005) defined purposive sampling as a non-probability sampling. He mentioned it in his book that purposive sampling is a sampling which primary consideration is the judgement of the researcher as the sample can provide best information to achieve the objectives of the study. Then the number of participants in this study was 19 participants taken based on academic document from the institute staff. The academic document from the staff was selected and analyzed to get the data on students who have not completed their study on time. The research sample will choose students 2017 academic year of IAIN Parepare.

C. Data Collection

Data collection is the process of gathering and measuring information on variable of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes. In this study, the research instrument uses to collect the data need, namely academic document, questionnaire, and interview.

1. Academic Document

A document can be defined as a recorded or written piece of information that holds significance, whether for legal, informational, historical, or evidential purposes. Documents can take various forms, including written texts, images, audio recordings, videos, charts, graphs, electronic files, and more. They serve as a means of communication, representation, or preservation of

information, often used for reference, evidence, or proof of an event, idea, transaction, or fact (Buckland, 1997).

The document use to find out initial data related students who are still doing procrastination work on their mini thesis (Skripsi in Indonesia Language), here the data referred to is data taken by researcher from Tarbiyah faculty staffacademic. The data containingstudents' registration number, name, identity number, gender, religion, and lecture class. Then, the second data was obtained from a WhatsApp group related to students who doing procrastination. Then the second piece of data was obtained from the WhatsApp group regarding students who engage in procrastination. The data taken is in the form of screenshots of conversations between lecturers and students discussing the obstacles experienced by students who procrastination completing their thesis.

2. Questionnaire

In this part the researcher use questionnaire to collect information about what factors make students to procrastinate in writing their thesis. As shown According to Suroyo Anwar (2009), a questionnaire is a series of questions ora composed articulation of verifiable information or identified sentiment with the participant whois seen as reality or certainty known and must be answered by the participant. Participants consist of several related questions what factors cause procrastination in completing a student's thesis. The questionnaire consists of statements on items and factors that affect students doing procrastination. This questionnaire contains 3 discussions, the first is demographics to find out the student`s identity, which includes the year the student entered, the current semester, then in what semester the student started working on their thesis. The second contains 10 questions regarding the factors that cause procrastination in completing their thesis, and the third section contains 10 questions regarding the challenges faced by students who doing procrastination completing their thesis.(Pertiwi, 2014)(Karim & Yogyakarta, 1991)

3. In-depth interview

The research would use an in-dept interview as qualitative research technique that allows person to person discussion. It can lead to increase

insight into people thoughts, feeling, behavior on important issue. interviews are significant in unfolding opinions, experiences, values and various other aspects of the population under study. Interviews are always goal oriented (Showkat & Parveen, 2017).

Interviews are conducted using a list of questions that has been prepared according to the researcher's needs, but can develop as the interview is conducted, A semi-structured interview is a type of interview where the interviewer has a predetermined set of questions or topics to cover, but there is also flexibility to explore additional areas of interest or to probe more deeply into certain responses. In a semi-structured interview, the interviewer follows general guidelines but has the freedom to ask follow-up questions, seek clarification, or adjust the interview based on the interviewee's responses.

This approach allows for more dynamic and responsive conversations, making it suitable for exploring a variety of topics while still ensuring that key areas are covered. Semi-structured interviews are often used in qualitative research, social sciences, and other fields that require in-depth understanding and exploration of a subject. They provide a balance between the structure required for research consistency and the flexibility required to capture rich and varied information.

D. Techniques of collecting the data

1. Distributing questionnaire

The researcher collected data by distributing questioner via Google Form by copying the existing link then sending it to the list of student names that had been given by Tarbiyah staff, IAIN Parepare, then the researcher also sent it to the class of 2017 WhatsApp group, Iain Parepare.

2. Doing in depth interview

Interviews were used to obtain data about students' factors and obstacles in completing their thesis. The first step is to be carried out based on the results of the questionnaire given and then dig deeper into the factors, obstacles and solutions needed by students who have difficulty completing their thesis. The informants were teaching students faculty of education. The theme of the interview guide is

about 1) Information about factors that influence procrastination 2) information regarding the problems faced by students who procrastinate 3) information about what students need as a form of support in completing their thesis.

The following is a detailed procedure regarding the steps that will be taken in conducting interviews related to the factors that cause procrastination, challenges or obstacles faced by students, and solutions needed to overcome procrastination. Providing Information Via WhatsApp Group, Provide information regarding the purpose of the interview and the time required, and invite students to participate. Convey interview rules and etiquette to ensure the process runs smoothly and efficiently.

Request Student Availability: Ask students to confirm their availability for an interview. Convey that the interview have been conducted face-to-face to create a more personal and open environment. Additional information that may be needed, such as topics they would like to cover or specific questions they would like addressed. **Face-to-Face Interview and Voice Recording,** Conduct direct interviews between researchers and students. Hold interviews in a comfortable, quiet place to facilitate authentic conversation. Record the entire interview session using a voice recorder to ensure no information is missed and allow for in-depth analysis afterwards. After that transcription of Interview Results, after completing the interview, copy the interview results in detail. Use transcription software or perform manual transcription to ensure the accuracy of the information recorded. Save transcriptions systematically and provide clear labels to facilitate data processing. Interview questions related to procrastination, Focus questions on factors that cause procrastination, challenges, and obstacles faced by students. questions can cover psychological, environmental, and personal aspects to gain a holistic understanding.

Asking for solutions or strategies that students consider effective in overcoming procrastination. Create a supportive interview atmosphere to motivate students to share their experiences openly. By following this procedure, it is hoped that the interviews will produce rich and relevant data related to

procrastination, providing in-depth insights for the development of effective solutions.

E. Techniques for Analyzing the data

1. Questionnaire

Questionnaire is one of the popular research instruments in collecting the data in educational research. It is extensively used to collect the data about phenomena that cannot be observed directly, e.g. interest, opinion, values, experience, and the like (Gall & Borg, 2003). The questionnaire was given at the start of the research, First questionnaires were distributed to obtain data on students who procrastinate, Here data is obtained from respondents by means using a questionnaire analyzed statistically. In this research, the data is reanalyzed using SPSS version 21.0. The data is then displayed in graphical form. In the analyzing the data using a Likert scale with points 1 – 4 from strongly disagree to strongly agree.

Table 3.1. Likert Scale Category

No Point Category

1	Strongly disagree
2	Disagree
3	Agree
4	Strongly agree

The result of the questionnaire was calculated by using the formula below

$$R = X_h - X_l$$

4

Where: R : Range

X_h : The highest Score

X_l : The lowest Score

2. In-dept interview

In-depth Interview is the process of obtaining information for research purposes by means of question and answer while meeting face to face between the interviewer and the respondent or person being interviewed, with or without using an interview guide where the interviewer and informant are involved in a relatively long social life (Sutopo 2006: 72). This data analyzed through qualitative descriptive. Descriptive qualitative research is a type of qualitative research that explores the characteristics of a phenomenon, rather than explaining the underlying causes or mechanisms. It involves the collection and data analysis in the form of words, images, or other non-numerical forms of information (Buckland, 1997). Researchers had been collect data that focuses on individual experiences and perceptions regarding procrastination in writing a minithesis. Methods such as in-depth interviews and document analysis can be used to obtain in-depth information. After that, the data will be transcribed and coded to identify patterns, themes, and categories related to procrastination. A descriptive analysis will be carried out to describe in depth the phenomenon of procrastination in the context of minithesis writing. The findings will be presented clearly and concretely, providing an in-depth understanding of the factors that influence procrastination in academic final project writing.

In analyzing the data from interview, thematic analysis is chosen as the analysis technique. Thematic analysis is the proses of identifying patterns or themes within qualitative data Boyatzis, (1998). The goal of a thematic analysis is identifying themes, i.e. patterns in the data that are most important or very interesting and use these themes to address the research or say something about an issue. This is much more than simply summarizing the data; a good thematic analysis interprets and make sense of it Maguire & Delahunt, (2017).

The six-phase guide of Braun & Clarke (2006) thematic analysis framework is selected to be implemented in interpreting the interview data of the study. The steps of data analysis can be seen at below table.

Table 3.2 Braun & Clarke's six-phase framework for doing a thematic analysis

Step 1: Become familiar with the data	Step 4: Review themes
Step 2: Generate initial codes	Step 5: Define themes
Step 3: Search for themes	6: Write-up.

Here, the data taken from interview was recorded, then transcribed. After transcribing the data, it was categorized using initial codes to ease it for next step. Searching the themes that suit on the data was the next step, and then reviews the themes. After that, the data was categorized and defining the theme. If this step is set up, the interpretation of the data can be starting to write up.

F. Conclusion

In this chapter, the context and research methods are shown to sharpen the main methodological problem of this research. Development research is the foundation the design in this research, which looks for dominant factors, finds out the challenges faced by students and then finds solutions to delays in working on a model undergraduate thesis. Therefore, to support this data, research was carried out the methodology must be planned carefully. In this study, the research data is collected from staff documents, questionnaires, in-depth interviews and then analyzed qualitatively and quantitatively in order to obtain satisfactory results in this research.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consist of what the researcher have found in the field of research. Data that obtained through observation and interview to answer the first research question is analyze through qualitative. After that, all the results are discuss in discussion.

A. Research Finding

In this chapter, the research presented the findings of the research. The data were taken from observation, questioner and interview. In the observation section, there are 19 students in one of university in parepare city who were doing procrastination in writing thesis.

1. Questionnare data about factor in doing prograstination

Data about factor in doing porocrastination was colleted from quesionnnare distributed to the research participant. The questionnaire items covers ten stment t and its was divided into two main factor internal and external faktor.

Table 1.factor in doing prograstination in thesis.

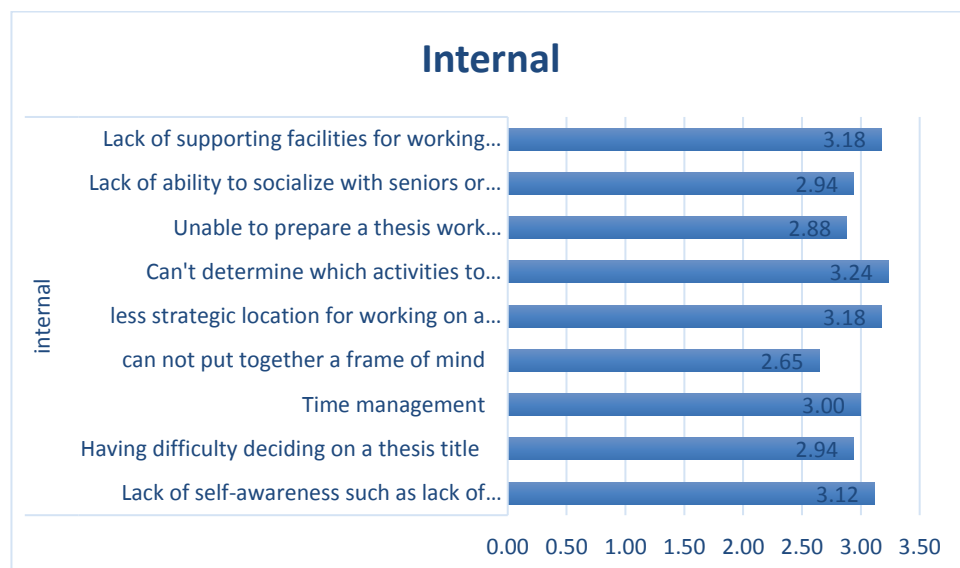
INTERNAL FACTORS	EXTERNAL FACTORS
1. Motivation in writing thesis.	Financial
2. Idea jammed	Environtment
3. Lazy in starting writing thesis	Relationship with lecture
4. Difficult to determine out tittle of thesis	Relationship with friends
5. Lack of time management	Lack of Facility

6. Can't determine priorities	Work while studying
7. Can't put together a frame of mind	Lack of references
8. Lack of communication skills	Join organisation

Base in the questionnaire there are two main factor effecting stundts in internal factor and external factor. Internal factor consis of students in lack of motivation than it make them doing procrastination , laziness also effect students in doing procrastination they still westing time and think can finish it as soon as possible but they are still cant because lazy it also calld self awareness in internal factor also happened because of lack of communication skills that effet students doing procrastination and from the external factors themselves , they are divided into financial Environmental factors related to the place or physical conditions around the writer, such as noise, comfort, or learning facilities. An unsupportive environment can affect students' concentration and productivity in order to avoid progration, then the relationship with the lecturer the quality of the relationship between students and supervisors. Poor or less communicative relationships can hinder guidance and support in the thesis writing process, the next external factor is the influence of friends who may affect the focus or time spent on writing the thesis, either positively or negatively. Then the availability and quality of facilities that support thesis writing, such as libraries, technological devices, or study rooms. Inadequate facilities can complicate the research process, then the next external factor is the challenges faced by students who have to work while completing

their studies. Work obligations can interfere with the time and energy available to write a thesis. And the factor of lack of references Difficulties in obtaining or accessing relevant literature and references for the thesis. The last external factor is joining an organization Involvement in an organization or extracurricular activities may affect the time and focus on writing a thesis. These activities can provide benefits or add to the load, depending on how much time and energy is needed.

Grafik 1 Internal Factor in doing procrastination



This diagram shows several internal factors that play a role in delaying the thesis writing process among students. Each factor is assessed on a certain scale, with results varying between 2.65 and 3.24. This reflects the level of difficulty experienced by students in dealing with each of these factors.

The most dominant internal factor is the inability of students to determine activity priorities, which received the highest average score, namely 3.24. This

shows that many students have difficulty in managing their time and activities, thus affecting the smoothness of the thesis writing process.

Two other factors that also have a large influence are lack of supporting facilities for work and Location is not strategic for work, both of which have an average score of 3.18. Inadequate work facilities and locations can hinder student productivity, which in turn slows down progress in writing their thesis.

Conversely, the factor with the lowest score is unable to organize a framework of thought, which received an average score of 2.65. Although this factor has a lower influence than the other factors, it is still a significant obstacle for some students.

Other factors that also received attention were time management, social skills, and self-awareness. Although these factors did not rank at the top of the list, they still played a significant role in determining how quickly and effectively students were able to complete their theses. For example, time management had an average score of 3.00, indicating that many students still need to improve their time management skills.

Overall, this diagram illustrates the various areas where students may need additional assistance to overcome the challenges of writing a thesis. Understanding these factors can help educational institutions design more effective support strategies so that students can complete their theses more smoothly and on time.

Grafik 2 External fator in doing procrastination



The diagram illustrates various external factors that influence the delay in writing a thesis among students. The average value varies between 2.47 to 3.47, depicting the level of influence of each factor on the thesis writing process.

The most dominant external factor is idea deadlock, which obtained the highest average value of 3.47. This indicates that many students have difficulty in developing or finding new ideas during the process of writing their thesis. This idea deadlock can be a major obstacle, hindering writing progress and causing significant delays. This factor is followed by studying while working, which has an average value of 3.24. Students who work while completing their studies seem to face additional challenges in managing their time and energy, which in turn slows down the progress of writing their thesis.

In addition, joining an organization and environment are also factors that have a significant influence, each with an average value of 3.18. Involvement in

organizations may distract students from their academic tasks, while environmental conditions both physical and social can affect the work atmosphere and efficiency. These two factors indicate that social involvement and external conditions around students play an important role in determining how quickly they can complete their thesis.

On the other hand, the factor with the least influence is family, which has the lowest mean value, which is 2.47. This indicates that, in this context, the role of family may not be as dominant compared to other external factors in influencing the delay in writing a thesis. However, even though its influence is relatively smaller, the role of family is still important and should not be completely ignored.

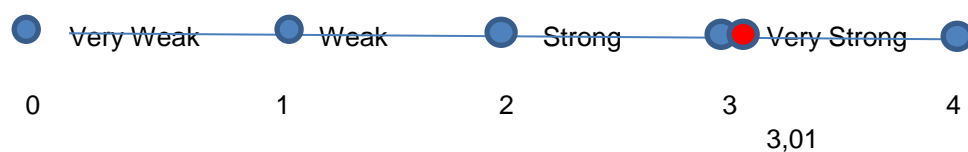
Factors such as relationships with friend and relationships with lecturers also play a role in influencing the thesis writing process, with each having a mean value of 2.94. Although not as strong as other factors, these interpersonal relationships still play an important role in supporting or hindering students' academic progress.

Overall, this diagram provides in-depth insight into the various external factors that can be obstacles in the thesis writing process. By understanding these factors, students and educational institutions can work together to design more effective strategies to overcome these challenges, so that the thesis writing process can run more smoothly, efficiently, and on time. Insights from this diagram can also be used as a basis for developing support programs or interventions that are

more tailored to students' needs, helping them to better complete their academic tasks.

The assessment scale used for internal factors in the context of delays in writing students' theses has a range of values from 0 to 4, with each value representing the level of influence of the factor. On this scale, a value of 0 indicates that the factor is considered very weak or has almost no influence at all. A value of 1 indicates that the factor is weak, meaning that its influence is there but relatively small. A value of 2 illustrates that the factor has a strong influence, indicating a significant impact on delays in writing thesis. While a value of 3 indicates that the factor is very strong, meaning that its influence is very large and may be a major obstacle for students in completing their thesis. Below is the internal factor scale.

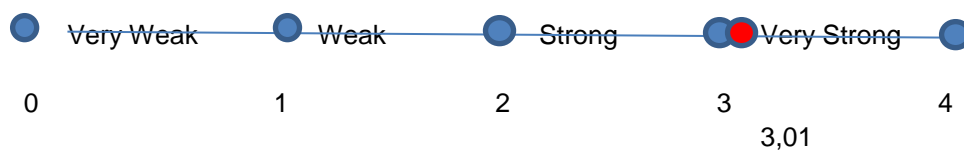
1. Rating Scale Internal Factor



The average value recorded on this scale was 3.01, indicating that the internal factors evaluated had an influence that was between the strong and very strong categories. This means that, overall, these internal factors have a significant

impact on the delay in writing a thesis. Students who face these factors tend to experience quite serious obstacles, which affect their ability to complete their thesis on time. In other words, these internal factors cannot be underestimated, because they play an important role in determining how quickly and effectively a student can complete their academic tasks.

2. Rating Scale External Factor



The average value recorded on this scale is 3.01, which indicates that the external factors evaluated have an influence that is between the strong and very strong categories. This means that overall, these external factors have a significant influence on the delay in writing a thesis. Students who face these factors tend to experience quite serious obstacles, which affect their ability to complete their thesis on time.

The conclusion of both internal and external factors plays a very significant role in causing delays in writing students' theses. Based on the assessment scale used, the average value recorded was 3.01 for both factors, indicating that their influence is between the strong and very strong categories. This means that these

factors have a significant impact and are the main obstacles for students in completing their academic tasks on time. Thus, serious attention needs to be given to overcoming these obstacles, both from within the students themselves and from the external environment, so that they can complete their theses more effectively and efficiently.

b. Data from Interview

Data for interview was made based on the data from questionnaire, than it was developed as interview guidelines. The interview question topics cover dominant factors, challenge and solution. There were eight students whom interviewed by the researcher and they were chosen purposely.

There are 3 question for each reasarch topic; Dominat factors, challenge and solusion. The question given to students aims to know their perception about prograstination in writing thesis. The interview was conducted in different time and location depend on interviewees' availability.

In this section, the researcher has determined several questions related to the research. Additionally, the process of the interview showed varying answer from the students. The researcher collacted the data by recording the interview process by using Voice Memos on headphone. The summary of interview result is escribed in table 2.

Table 2 Interview in doing procrastination in writing thesis

Data of interview in doing procrastination writing thesis	
Interview topics	Interviewee's responses
Dominat Faktors in doing procrastination in writing thesis	<ul style="list-style-type: none"> a. Lack of motivation b. Low Self-awareness c. Laziness in doing the writing thesis d. lack of social skills. e. Lack of support the completion of the thesis.
Challenge that students face in procrastination.	<ul style="list-style-type: none"> a. Time management b. Surrounding environment c. Limited of facilities d. Lack of support from supervisors e. Adequale support
Solusion	<ul style="list-style-type: none"> a. Improving self-awareness b. Setting clear priorities c. Managing time effectively d. Seeking motivation and supports e. Avoid procrastination or set clear target in riting thesis.

1. Dominant faktor in doing procrastination in writing thesis

Dominant factors that influence procrastination in completing a thesis are based on the perceptions of students who have been interviewe. In the results of the interview, the researcher put forwad several students statment that internal factors were still the around their problems. As stated by the following interviewees, where S1 refers to Students 1, S2 refers to Student 2, S3 refers to student 3, and S4 refers to student 4 until S8.

The internal factors in doing procrastination as stated by the interweee is self-awareness. Several students found out that they are lack of self-awareness in writing their final paper, including having idea jammed in the middle of writing as stated by student S1. Apart from that, laziness in doing the writing because lack of motivation and at the same time the students are having other bussineess to do. As stated by student 8. Same reason also said to the students 4 because of lack of refrence and unfocus about writing plan in finish writing the thesis.

The following researchers discuss the dominant factors that cause students to experience procrastination in completing their theses. This is supported by statements from several students. Based on S1 statement which states that:

S1 : “menurut saya faktor yang paling dominant adalah dari mood saya sendiri.”

S1: "In my opinion the most dominant factor is my own mood." (S13th Agustus 2024)

Student 4 faces challenges due to internal factors such as a lack of references and information. Additionally, difficulties in scheduling meetings with their lecturer, who is often busy or hard to reach, further hinder their progress. This combination of inadequate resources and limited access to guidance significantly impacts their ability to complete their thesis efficiently. According to s2 states:

S4 : “Ehhh faktor internal karena diri sendiri memang kurangnya refrensi kurangnya informasi apalagi juga dosennya susa sekali di temui kek misalnya atur jadwal meki kemudian pas jadwalnya itu pasti kek lama sekali di tunggu atau ada kelasnya atau ada kesibukannya baru kek nda akrabka juga sama dosen”.

S4: "Ehhh, the internal factor is because you yourself have a lack of reference, lack of information, especially because the lecturer is very difficult to meet, for example, arrange a schedule, then when you schedule it, you'll definitely have to wait a long time or have a class or be busy, then you'll get to know the lecturer." (S4th Agustus 2024)

Student 8 identified the main challenge in working on their thesis was a lack of motivation, especially not having access to a laptop or computer. The absence of these important tools has prograssinating their thesis writing. Andthat supports this perception is studnts 8 who stated

S8 : “faktor yang dominan itu yah faktor kurangnya motivasi untuk mengerjakan karena tidak ada leptop atau komputer dalam pengerjaan skripsi”

S8: "The dominant factor is the lack of motivation to do the work because there is no laptop or computer to work on the thesis"(S8 5th Agustus 2024)

So, based on these several statements, it can be concluded that the most dominant factor is the internal factor. This is proven by the experiences of students who experience difficulties working on their thesis due to personal factors such as laziness, lack of motivation, and lack of social skills. support the completion of the thesis.

2. Challengs that students face in prograssination

Table 3 list of challanges

1.	Time management
2.	Surrouding environment
3.	Limited of faciliries
4.	Lack of support from supervisors
5	Adequale support

Overcoming procrastination in completing a thesis is a common challenge faced by many students. This procrastination often arises due to various factors, ranging from academic anxiety, lack of motivation, to ineffective time management. These challenges not only impact productivity and the quality of the final output, therefore, it is important to understand the various aspects that contribute to such delays and identify effective strategies to overcome them to ensure significant progress and completion of the thesis. Based on interviews with several students, the main challenges in completing a thesis include time management, the influence of the surrounding environment, and internal factors such as self-awareness.

Student 2 faced the challenges in completing his thesis, which involved time management and mood management amidst various attention-consuming activities. Masters feel they have to challenge themselves to stay focused and get back on track in working on their thesis. Students need to identify what still needs to be done, improved, and looked for in order to complete this final assignment well. Based on student 2's statement which states:

S2 : "Tantangannya disini saya di tantang bagaimana cara manage waktu bagaimana mengatur mood dan mengatur diri setelah semua kegiatanku yang menyita waktu harus ka challenge diriku untuk bagaimana bisa on the track kerjakan skripsiku atau atur apa yang harus saya kerjakan lagi di skripsiku apa lagi yang harus saya perbaiki apa lagi yang saya cari untuk selesaikan skripsiku begitulah kurang lebih".

S2: "The challenge here is that I am challenged on how to manage my time, how to regulate my mood and organize myself after all my time-consuming activities, I have to challenge myself on how to be on track to work on my thesis or organize what I need to do again in my thesis, what else should I do? I corrected what else I was looking for to complete my thesis, more or less."(S2 4th Agustus 2024)

Student 6 realized that the main challenge in completing his thesis came from himself. S6 felt that he lacked personal pressure or encouragement to complete this assignment, so it became an obstacle in completing his thesis.

S6 : “*sebenarnya tantangan tidak jauh dari internal saya sendiri pribadi saya diaman pribadi saya memang tida menuntut lebih untuk menegrjakan skripsi itu*”.

S6: "Actually, the challenge is not far from my own internal self. In my personal environment, I don't really demand anything more to complete the thesis." (S6 5th Agustus 2024)

Student 8 faced challenges in completing his thesis because he was influenced by the lazy attitude of his friends. Seeing a friend who is relaxed makes him also postpone work. Apart from that, limited facilities such as not having a laptop are also obstacles, so he has to rely on friends to complete his tasks.

S8 : “*seperti tantanagan teman yang malaskan saya lihat teman saya santai santai saya juga ikut santai untuk fasilitas karena saya tidak punya leptop jadi saya anti gantian sama teman untuk mengerjakan*”.

S8: "like the challenge of a friend who is lazy, I see my friend relaxing and relaxing. I also relax for the facilities because I don't have a laptop so I don't take turns with friends to do the work.". (S8 5th Agustus 2024)

Student 7's difficulties in completing their thesis stem primarily from internal factors, including a lack of understanding and diminished enthusiasm. These issues are exacerbated by an ineffective relationship with their supervisor, which significantly impacts their progress and motivation.

S7 : “*kalau kesulitan khusus itu mungkin dari internalnya saya karena kurang memahami dan semangat yang kurang karena dosen pembimbing, jadi kayak berpengaruh sekali itu dosen pembimbing dari pengerjaannya*”.

S7: "If there are special difficulties, it might be internal because of my lack of understanding and lack of enthusiasm because of the supervisor, so it seems like the supervisor really influences the process." (S7 5th Agustus 2024).

3. Solving the challenge

Table 4 list of Solusion

1.	Improving self-awareness
2.	Setting clear prioritie
3.	Managing time effectively
4.	Seeking motivation and

	supports
5	Avoid procrastination or set clear target in writing thesis.

How students overcome procrastination in completing their thesis. Students often face various obstacles that cause procrastinating in completing their thesis. However, with the right strategy and adequate support, many of them successfully overcome these obstacles. Through persistent effort and adaptability, they found a way to complete this final assignment effectively. Facing challenges in completing a thesis, one important step is to start with yourself. As stated by S1, good communication with the supervisor is the main key. For this reason, it is important for students to be proactive in finding the right time for consultations, especially when facing difficulties in writing the final chapter of their thesis. Understanding and adjusting the schedule with your supervisor, even though there are time constraints, is an effort that can help overcome obstacles in the thesis completion process. Based on student 1's statement which states that:

S1 : “mulai dari diri sendiri dulu untuk bisa komunikasi lebih baik dengan dosen pembimbing yahh seperti itu..” “yaa.. berusaha untuk mencari waktu untuk ketemu sama dosen dulu untuk konsultasi toh .. apa yang menjadi masalah di skripsi saya begitue karena ini kan istilahnya selesaimi penelitian toh tapi dalam penyusunan bab terakhirnya masi kurang paham nah itu perlu konsultasi lebih dalam lagi ke peembimbing tapi yaa waktunya tidak ketemu jadi saya berusaha untuk memahamkanlah dosen pembimbing saya kalau saya kerja di siang hari begitue bisaga ketmu di pagi hari sehingga dapat waktu klopnya begitue nah”.

S1: "Start from yourself first to be able to communicate better with your supervisor, yeah, like that..." "Yeah... try to find time to meet with the lecturer first for consultation... what's the problem with my thesis is because of this. The term means completing research, but in preparing the last chapter, I still don't understand it, so I need to consult more deeply with my supervisor, but yes, I don't have time, so I try to understand my supervisor, if I work during the day, I can meet you in the morning so I can get time. That's how it fits." (S1 13th April 2024)

Student 2 emphasizes the importance of maintaining focus and setting clear targets to avoid procrastination in completing their thesis. They suggest that continuously reminding oneself of the commitment to finish what has been started such as working on the thesis from semester 7 is crucial. Avoiding distractions from external activities and not postponing tasks are key strategies. Setting a specific timeframe, like aiming to complete the thesis within six months, helps ensure that the project is finished on time, allowing freedom to pursue other goals without leaving unfinished business behind. As for student 2's statement which states:

S2 : “Kalau solusi mungkin saya selalu ulangi ulang i dan ingat ingatkan yang buat menyelesaikan apa yang sudah kita mulai contoh kita sudah memulai mengerjakan skripsi di semester 7 jangan sampai kita teralihkan fokusnya ke kegiatan external atau mungkin terlalu mengabaikan bukan mengabaikan sih tapi kek nanti deh nanti deh terlalu menanti nanti menunda nunda pekerjaan skripsi sampai waktunya teralihkan ke hal hal yang menyita waktu kek saya bilang tadi kerjani organisasi jadi kalau bisa saranku itu pekerjaan skripsi di usahakan at list berapa waktulah punya target buat bisa selesai kalau misalnya selesai dalam waktu 6 bulan misalnya kan kalau setelah itu selesai kedepannya bebas mau bikin usaha mau kerja blablabla itu enakmi karena sudah lepas dan tidak ada hal yang tertunda di belakang kek begitu”.

S2: "If there is a possible solution, I always repeat it and remember to remind those who finish what we have started, for example, we have started working on our thesis in semester 7, don't let us divert our focus to external activities or perhaps ignore it too much, not ignore it, but maybe later Later, I'll wait too much, I'll put off postponing my thesis work until it's time to divert to things that take up my time, like I said earlier, I'm working with an organization, so if you can, my advice is to try to list the amount of time you need to have a target to be able to complete it, for example if you finish it within 6 months, for example. "After that is finished, in the future you are free to start a business and want to work, blah blah blah, it's nice because it's free and there's nothing pending behind it like that".(S2 4th Agustus 2024)

Emphasizes the value of frequent visits to campus and the library to boost motivation for thesis work. According to S4, spending time on campus and especially in the library provides a conducive environment for productivity. The presence of numerous references and resources in the library can significantly aid

in thesis writing. By immersing oneself in these academic spaces, students can find both the motivation and the necessary materials to support and enhance their thesis work.

S4 : “banyak banyaklah kekampus banyak banyaklah ke area perkuliahan kalau bisa banyak ke perpustakaan supaya ada motivasinya untuk mengerjakan karena di perpustakaan itu banyak sekali referensi yang bisa dipakai untuk mengerjakan skripsi”.

S4: "Go to the campus a lot, go to the lecture area, if possible, go to the library a lot so that you have motivation to work because in the library there are lots of references that can be used to work on your thesis." (S4 5th Agustus 2024)

S5 suggests that if financially feasible, students should prioritize completing their studies over seeking employment. They recommend frequent visits to campus and especially to the library, where a wealth of references is available. Self-motivation is crucial, as well as regular consultations with advisors. Immediate attention to revisions is advised to avoid procrastination

S5 : “pertama saran saya kalau ekonomi mencukupi tidak usahlah dulu cari kerja mending fokus dulu selesaikan studi eh.. kemudian seringlah kekampus terutamanya ke perpustakaan karena disana banyak referensi, kemudian motivasi pada diri sendiri konsultasi ke pembimbing ada revisi langsung dikerjakan jangan ditunda tunda ya mungkin itu”.

S5: "Firstly, my advice is that if the economy is sufficient, don't try looking for a job first, it's better to focus first on completing your studies, eh... then often go to campus, especially to the library, because there are lots of references there, then motivate yourself, the supervisory consultant, do revisions, get to work, don't put it off, okay?" maybe like that." (S5 5th Agustus 2024)

Students advise that extensive study is essential for completing a written work. While online references are useful and do not necessarily require library visits, physically reviewing references when possible is beneficial. Additionally, students should not hesitate to ask questions whether from seniors, those who have completed their theses, or lecturers to gain further insights and support.

S6 : “sarannya harus banyak-banyak belajar sih karena untuk menghadapi atau untuk mengerjakan satu karya tulis itu yaitu tentu perlu pembelajaran lebih salah satunya dari internet, membuka referensi dari internet tidak dituntut harus ke perpustakaan tapi alangkah baiknya kita melihat secara fisik apa yang menjadi referensi kita dan jangan bosan-bosan untuk bertanya, bertanya kepada seniornya kah atau bertanya kepada orang-orang yang telah lebih dulu mengerjakan skripsi atau ke dosenya”.

S6: "The advice is that you have to study a lot because to deal with or to do a written work, of course you need more learning, one of which is from the internet, opening references from the internet does not require you to go to the library, but it would be better if we physically see what is the reference. us and don't get bored of asking questions, asking seniors or asking people who have already done their thesis or their lecturers." (S6 5th Agustus 2024)

From the results of the interview above, the researcher can conclude that the conclusion is a solution to overcome delays in writing a thesis. Students often face various obstacles that cause delays in completing their thesis. However, with the right strategies and adequate support, many are successful in overcoming these obstacles. The main key is to start from yourself, as suggested by S1, by establishing good communication with your supervisor and being proactive in arranging consultation times. S2 emphasized the importance of maintaining focus and setting clear targets to avoid procrastination, while S4 and S5 suggested that students visit campus and the library frequently to increase motivation and productivity. S6 added that studying intensively and not hesitating to ask more experienced questions is also important to speed up the completion of the thesis. Overall, a combination of a proactive approach, self-discipline, and utilizing existing resources is the key to overcoming procrastination in thesis writing.

B. Discussion

In this section, the researcher will discuss the results of the study. Procrastination in thesis writing is often a problem faced by undergraduate students, and this can have a negative impact on the quality and timeliness of completing their final assignments. This research aims to investigate the factors that cause procrastination in final academic project writing among students. This discussion will explore various aspects, including academic pressure, time

management, intrinsic motivation, and support from the surrounding environment. By understanding the main causes of procrastination, it is hoped that effective strategies can be found to help students overcome this obstacle and increase productivity in completing their thesis.

1. The dominant factors that affect students in procrastination the writing of their thesis

Based on the research findings, there are two factors affecting students in delaying writing their thesis: internal and external factors. Internal factors cover low motivation in continuing writing their last project paper it said by Tuasikal & Patria, (2019). Motivation is the main driving force that influences student success in writing a thesis. When motivation is strong, students are more likely to consistently work on their thesis, face challenges, and stay focused on the end goal. Conversely, a lack of motivation can lead to procrastination, irregularity in the writing process, and even the desire to give up. Factors such as interest in the topic, support system from the environment, including social support and self-concept. The higher level of social support and self-concept clarity may account for the lower thesis writing procrastination both simultaneously and partially.

Other internal factors is idea jammed in the middle of writing. The idea jammed can be happened if the students have low self-regulated writing strategy. SRL strategy use for L2 writing was found to be an important predictor of student engagement in their writing class, and results from mediation analyses confirmed a full mediation effect from students' SRL strategy use to L2 writing procrastination through their engagement in L2 writing class (Tuasikal & Patria, 2019; Zhou & Hiver, 2022). Also Idea jammed is a situation where students find it difficult to generate new ideas or develop existing ideas. This often occurs due to mental fatigue, pressure to produce high-quality work, or lack of inspiration from existing literature. This condition can really hinder progress in writing a thesis because students feel trapped and don't know how to continue their writing process. To overcome this, brainstorming techniques, taking a short break, or consulting with a supervisor are needed to get a new perspective.

Laziness is also an internal factor, being lazy in starting to write a thesis is a common problem that students often face, where they feel reluctant to start because the workload seems large and scary its according to Schouwenburg & Lay, (1995). These feelings can be exacerbated by fear of failure, lack of motivation, or feeling unprepared for challenges. As a result, many students procrastinate until they end up trapped in a cycle of procrastination that is difficult to break. Overcoming this feeling of laziness often requires good planning, breaking down tasks into small parts, and support from the surrounding environment.

The next internal factor that influences is lack of time management and difficulty in determining priorities. Students who do not have good time management skills often have difficulty allocating time efficiently to complete their academic assignments, including writing a thesis it said by Schouwenburg & Lay, (1995). This inability can cause them to fall into the habit of procrastinating or feel overwhelmed by the number of tasks that must be completed in a limited time. Additionally, difficulties in determining priorities may exacerbate this problem, as students may not be able to distinguish more important from less important tasks. As a result, they spend time on activities that are not urgent or irrelevant, while main tasks such as writing a thesis are neglected. To overcome this problem, it is necessary to develop effective time management skills and the ability to set clear priorities, so that students can focus on the most important and urgent tasks first.

Next, one of the internal factors is that the difficulty of preparing a framework for writing a thesis is often a major challenge for students. A framework is a logical structure that connects various ideas, arguments and data in research, resulting in written work that is coherent and easy to understand (Schouwenburg & Lay, 1995). However, many students experience difficulty in developing this framework due to a lack of in-depth understanding of the topic they are researching or limitations in analytical skills. When the framework is not well structured, the thesis can become unfocused, the flow of thought is confusing,

and the message to be conveyed becomes unclear. To overcome this problem, students need to learn to organize ideas systematically and logically, as well as understand how each part of their research is related to each other. Apart from difficulty compiling an outline of thought, lack of communication skills is also a significant obstacle in writing a thesis (Schouwenburg & Lay, 1995). Good communication skills are very important, both in interacting with supervisors and in preparing clear and persuasive arguments in the thesis. Students who have limited communication skills may have difficulty explaining their ideas clearly, receiving and understanding feedback from supervisors, or expressing the results of their research in writing in an effective way. This can lead to misinterpretations, obstacles in writing progress, and even a decrease in the overall quality of the thesis. Therefore, developing communication skills, both verbal and written, is important to ensure that ideas and research results can be conveyed clearly and accurately.

Apart from that, external factors that influence the writing of a thesis can vary greatly, but some of the most prominent include financial aspects, environment, relationships with lecturers, and relationships with friends, available facilities, working while studying, availability of references, and involvement in organizations (Fitria, 2022). Each of these factors has a different impact on students' ability to complete their thesis on time and with good quality.

The first is the financial aspect, students who face financial problems may have to work part time to meet their living needs. These part-time jobs, although providing financial support, often reduce the time and energy they can devote to thesis writing. In addition, financial limitations can also limit their access to important resources such as books, journals, or software needed for research, thereby hindering progress in writing their thesis (Novikov, 2021). In situations like these, students may feel stressed by financial responsibilities that must be met, while at the same time, they also struggle to maintain focus and commitment to their academic work.

The second is the environmental factor, this being the place where students study also has a big influence on their productivity in writing their thesis. An environment that is not conducive, such as making friends with people whose environment does not focus on working on their thesis and is more preoccupied with things that waste time such as playing games and excessive use of mobile phones can disrupt students' focus and concentration. On the other hand, a supportive environment, with Access to good study facilities, such as friends who often study and a quiet library or comfortable study room will increase students' motivation and ability to complete their thesis more effectively (N. N. Sari et al., 2021). The relationship with the supervisor is also a crucial external factor. A good relationship with your supervisor is one of the keys to success in writing a thesis. Students who have positive relationships with their supervisors tend to receive more effective guidance, constructive feedback, and much-needed moral support (Casas Trujillo, 2021). On the other hand, a poor relationship or poor communication with your supervisor can cause confusion, frustration, and even delays in writing your thesis. Lecturers who are unresponsive or do not provide clear directions can make students feel adrift without guidance, which ultimately slows down the writing and data collection process.

The next factor is the lack of facilities available to students which also greatly influences the quality and speed of thesis writing. Access to adequate academic facilities, such as libraries, adequate technology, is very important for successful thesis writing. Lack of access to these facilities can prevent students from collecting data, searching for references, or conducting in-depth research. For example, if the library does not have a relevant collection of books, students may have to look for alternatives that require additional time and energy (V. I. P. Sari & Widiyaningsih, 2023). Inadequate facilities can also force students to spend more time and effort overcoming technical obstacles that could have been avoided with the right support. Apart from academic facilities such as laptops, they also really hamper the process of working on students' theses, as stated by several students who were interviewed by researchers.

Then the next external factor is working while studying, another challenge that students often face. Many students have to work to support their daily lives or to help pay for their education. However, these work obligations can drain time and energy that should be used for writing a thesis. Managing time between work and study can be a big challenge, and students often feel overwhelmed by the workload. This not only slows down their thesis progress, but also increases stress levels, which in turn can affect overall academic quality.

Lastly, participation in this organization can also influence the writing of the thesis. Joining a student organization can provide many benefits, such as developing soft skills, leadership, and social networks (Sulaiman et al., 2018). However, being too involved in organizational activities can divert attention and time from writing your thesis. Students who are too busy with organizational activities may find it difficult to maintain a balance between academic responsibilities and extracurricular activities. If not managed well, this can slow down the completion of the thesis and even reduce the quality of the research carried out.

Overall, the internal and external factors that influence procrastination in writing a thesis, the most dominant according to the results of questionnaire research and interviews are internal factors which include Lack of motivation, Low Self-awareness, Laziness in doing the writing the thesis, lack of social skills, Lack of support. Completion of the thesis.

2. Challenge are the students face in procrastination in writing thesis

Writing a thesis is a complex challenge, which requires students to face various obstacles that are not only academic but also personal. One of the first challenges that often arises is time management (Sulaiman et al., 2018). The thesis writing process requires continuous and consistent commitment, which forces students to be able to manage their time very well. However, in reality many students have difficulty in this matter. They have to divide their time between various other academic responsibilities, side jobs, as well as personal lives, which

often makes time management very complicated. Without the ability to manage time well and unable to determine priorities, students tend to fall into the habit of procrastinating. This delay not only slows down the progress of writing the thesis, but can also cause stress which further aggravates the situation, making them further away from the expected completion target.

Another challenge that also influences student productivity in writing a thesis is the environment. The environment where students study has a huge influence on their focus and concentration. An environment that is noisy, uncomfortable, or full of distractions can make it difficult for students to focus on the tasks at hand, including writing their thesis (V. I. P. Sari & Widiyaningsih, 2023). Continuous small distractions can result in loss of train of thought and make students feel frustrated. Moreover, pressure from the social environment, such as expectations from family or criticism from friends, can add to the psychological burden. Adequate social support from various parties is a determining factor for success in writing a thesis. Support from family, friends, and academic institutions is essential in providing the necessary motivation and moral encouragement. When students feel supported by the people around them, they tend to be more confident and motivated to complete their thesis well. Conversely, without adequate support, students can feel isolated and overwhelmed by the workload, which can hinder their ability to successfully complete their thesis. Good support also includes providing necessary resources, such as access to libraries, research facilities, and quality academic advising, all of which can help students overcome the challenges they face during thesis writing.

Apart from that, limited facilities are also often a big obstacle in writing a thesis. For example, students who cannot access relevant scientific journals or reference books may have to look for alternatives that take longer, or even change the direction of their research, which of course will slow down the progress of their thesis. Another problem that often arises is the lack of support from supervisors. The supervisor has a very important role in the thesis writing process, providing direction, guidance and constructive feedback (Casas Trujillo, 2021).

However, if the relationship between students and supervisors does not go well, this can be a source of significant problems. Lecturers who are unresponsive or do not provide clear directions can make students feel confused and lose direction in writing their thesis. Without proper guidance, students may have difficulty developing ideas, constructing strong arguments, or solving problems that arise during the research process. This uncertainty can cause delays and even make students lose motivation to continue writing their thesis.

In conclusion, writing a thesis presents a multifaceted challenge that demands students to overcome both academic and personal hurdles. Effective time management is crucial, as balancing academic duties, jobs, and personal life can easily lead to procrastination and stress if not handled properly. Moreover, a conducive environment and strong social support are essential for maintaining focus and motivation. However, students often face additional difficulties due to limited access to resources and inadequate guidance from supervisors. These combined factors create significant barriers, making the journey to completing a thesis a complex and demanding process.

3. Solution of the challenge of doing procrastination in writing thesis.

Completing the end of the thesis work requires a systematic approach and focus on several key, interrelated aspects. First, increase self-awareness, this is a fundamental step. Students must understand what is the main trigger for their procrastination habit, such as fear of failure, perfectionism, or anxiety about the final result (Rahman et al., 2019). With deeper awareness of these factors, students can more quickly recognize moments when they are starting to get work done and take proactive steps to address them, such as changing mindsets or seeking more appropriate solutions as suggested by S4 and S5, can be an effective strategy for increasing motivation and finding relevant references, which can ultimately make the writing process easier.

The second step, which is no less important, is setting clear priorities. The thesis writing process often involves various tasks that must be completed in

stages, from research, data collection, to writing and revision (Mauliddia, 2022). By setting clear priorities, students can determine which tasks should be completed first based on their urgency and impact on overall progress. Compiling this list of priorities not only helps them stay focused, but also prevents the feeling of transmission that often occurs when faced with multiple tasks at once.

Apart from setting priorities, managing time effectively is also a key component in preventing procrastination. Students need to develop a realistic and structured schedule, where each task is divided into smaller, manageable parts. By using tools such as a daily to-do list, as said by S2 (students 2) to better organize priorities that can be prioritized, students can track every small achievement and feel more motivated to keep moving forward. Time management which time is divided into short sessions with short breaks in between, can help improve overall focus and productivity.

Not only that, looking for motivation and support is also very important in maintaining enthusiasm and perseverance in completing the thesis. Moral support from friends, family, and supervisors can provide additional encouragement when students feel tired or lost (Lynch et al., 2018). Getting involved in a study group or finding a mentor who can provide further guidance can also be a significant source of motivation. As suggested by S6, students do not need to hesitate to ask lecturers, seniors or colleagues who have completed their thesis. In this way, they can gain additional insight and practical solutions to overcome deadlocks that may occur during the writing process. Overall, a combination of good time management, academic support, as well as motivation and self-discipline are the keys to overcoming procrastination in writing a thesis. With strong support, students not only feel more motivated, but also better able to overcome obstacles that arise during the writing process.

Lastly, avoiding procrastination or setting clear targets are strategies that must be implemented consistently. Setting small and realistic targets at each stage of thesis writing will help students stay focused and organized. Every small

achievement achieved will give you a sense of satisfaction and motivation to continue moving forward. In this way, procrastination can be minimized, and students will be better able to maintain the momentum needed to complete their thesis on time and with satisfactory results. The combination of self-awareness, prioritization, time management, motivation, support, and clear targets is a solid foundation in overcoming the challenges of writing a thesis and achieving academic success.

From the results of this study, researchers found similarities, differences and advantages of this study, the first is the similarity. This study is in line with several previous studies which show that procrastination in thesis writing is caused by internal and external factors. As mentioned in the study by Tuasikal & Patria (2019), internal motivation plays a very important role in determining the success of thesis writing. This study also highlights the importance of time management and environmental support, which is also supported by other studies, such as Schouwenburg & Lay, (1995) which emphasizes the negative impact of lack of time management and motivation. In addition, external factors such as financial problems and relationships with supervisors are also consistent with the findings of Fitria, (2022), which underlines how external conditions can slow down the progress of thesis writing.

Despite many similarities, this study differs in terms of its emphasis on specific strategies to overcome procrastination. For example, this study highlights the importance of self-regulated learning (SRL) as a way to overcome idea blockages in writing, which is less discussed in previous studies. In addition, this study also places more emphasis on practical solutions, such as the use of brainstorming techniques, structured time management, and seeking moral support, which have not been widely discussed in previous studies. This study also provides deeper insight into the specific challenges faced by students, such as an uncondusive environment and limited facilities, which provide a new dimension to the understanding of procrastination in thesis writing.

The strength of this study lies in its holistic approach to understanding procrastination, considering both internal and external factors comprehensively. An in-depth discussion of how each factor is interrelated provides a more comprehensive view of the root of the problems faced by students. In addition, this study offers solutions that can be practically applied by students, such as developing self-awareness and setting clear priorities, which can be implemented immediately to overcome procrastination. The emphasis on the importance of social support and time management also provides concrete guidance that can help students complete their theses more effectively and efficiently.

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter consists of two sections. The first section is conclusion, which is based on the research findings. The second one is suggestion based on the conclusion.

A. Conclusion

This research aims to identify the dominant factors that cause procrastination in thesis writing, the challenges faced by students, and the solutions applied to overcome these challenges. The results of this study indicate that procrastination in thesis writing is caused by a combination of internal and external factors that significantly affect students' progress in completing their theses.

1. Dominant Factors Affecting Procrastination in Thesis Writing. The most dominant internal factors include ineffective time management, low self-awareness, weak motivation, and limitations in communication skills. Students often have difficulty prioritizing tasks, maintaining focus, and managing time well, all of which contribute to delays in completing their thesis. In addition, laziness and difficulty in organizing thoughts are also important factors that prolong the procrastination process.

2. Challenges that students faced by Students in Dealing with Procrastination Students face various challenges, including ineffective time management, pressure to balance academic and personal responsibilities, and lack of adequate support from supervisors. The surrounding environment, both physical and social, can also facilitate or hinder their progress. These challenges often make students feel burdened and lost in the thesis writing process.

3. Solutions to Overcome Procrastination Challenges to overcome procrastination, students apply various strategies, such as setting clear priorities, increasing self-awareness, seeking motivation, and managing time more effectively. Regular consultations with supervisors, frequent visits to the library,

and making a structured plan to complete the thesis are some of the practical approaches used by students to overcome procrastination and complete their final assignments better.

B. Suggestion

Based on the findings of this research, the following suggestions are put forward to help students overcome procrastination and successfully complete their first thesis. Improving Self-Management Skills, increasing self-confidence will motivate students in the process of writing their thesis. Then secondly Time management, Students must develop a clear and realistic timeline for the completion of their thesis, dividing the work into manageable tasks with specific deadlines. Reviewing and adjusting this plan regularly can help maintain focus and momentum. Then the third Setting Priorities is very important for students to identify and prioritize tasks that are important for completing the thesis. Avoiding distractions and dedicating consistent time to working on your thesis can prevent procrastination. The fourth is Academic Resources. Students must make full use of available academic resources, including online databases, library references, and writing support services. Access to a variety of sources can enrich their research and make the writing process easier. Also by asking for help, students do not need to hesitate to ask for help, either from supervisors, peers or academic supervisors. Seeking clarification or guidance can prevent misunderstandings and reduce the chance of delays. By addressing the internal and external factors that contribute to procrastination, students can increase their productivity and complete their thesis on time. Applying these suggestions can lead to a more structured and motivated approach to thesis writing, ultimately resulting in a successful completion.

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