

The Analysis of Habitual Procrastination Activity toward Learning in Process of EFL Students

Moh Rafi'i Moh Sata¹

Universitas Madako Tolitoli
mohammadrafi160784@gmail.com

Andi Muhammad Abrar²

Universitas Madako Tolitoli
andiabrar76@gmail.com

Abstract: This research aim is to analyze the Habitual Procrastination Activity Towards a Learning Process of EFL Students. The type of this research was descriptive qualitative research that involved 10 students and employed purposive sampling. The data of this research were collected by using interviews and questionnaires. The interview presented the reason students procrastinate in learning and the questionnaire confirmed the factor and most dominant factor. The result from interview data shows that low health condition makes students delay the learning process and follow the bad habit of friends in collecting paper assignment. The other reasons are confused with the material given, unclear direction assignments, and too many assignments. Then makes students feel saturated and bored. so that laziness comes to learning and makes the students delay learning until a predetermined day. From the result of questionnaires. The factor consisted of belief in ability, could not manage time well, laziness, lack of self-initiative, social factors, and attention distraction. Belief in the ability factor is the most dominant factor that causes students to behave in procrastinate. That is because many of the students do the task on the deadline or later until the limit gathered the assignment has arrived.

Keywords: *Habitual; procrastination; learning process*

INTRODUCTION

Basically, learning background is human to achieve various competencies, skills, and attitudes. Learning began when humans were born to the end (Hamalik, 2009:11). Learning is an activity carried out by someone to get changes in him through training or experience or in other words learning can bring change in the culprit in the form of changes in knowledge, attitudes, and skills. These changes it is certainly expected by the environment. The learning process elements play an important role. Here is prioritized as an intellectual aspect. Students are asked to study various subjects that provide various kinds of knowledge. Various subjects at the

university level. One of them is an English language lesson which is an international or unifying language between other nations and other countries, therefore students are required to learn English as the subject that must be studied in schools and universities.

EFL students at the University of Madako Tolitoli have been the most crashed department by Madako Tolitoli University students. Unfortunately, in the case of learning, the spirit of students tends to affect the learning process. Changing moods up and down makes students' habits delay learning activities. therefore, they trigger laziness to do something for activities and make the negative habitual. In the learning process, there are several problems faced by students

in learning activities, one of them is procrastination. Procrastination in the learning process is the habit of postponing the learning activities that make students could not finish the assignment correctly. Habits are a series of people's actions that are repeated for the same thing and take place without the process of thinking again. Habits are done continuously without realizing it is a routine. The habit of postponing learning activities is a case of academic procrastination that makes students often delay their learning activities.

Rothblum, et al (1986) stated that procrastination is a concept as deferring academic tasks such as preparing for exams and putting off homework sometimes or continually. Meanwhile, Academic procrastination behavior is the act of avoiding the completion of academic tasks that causes students to experience academic performance failure (Ferrary, et al. 1995). Procrastination in learning process is the habit of postponing the learning activities that make students could not do the assignment correctly even was not complete their subject. Therefore, postponing activities of learning or procrastination give negative influenced to students. This is very feared considering students who often postpone their learning activities will be a habit, the habit of delaying work completes tasks can be caused by various factors and have negatively impact and meaningful for students (Kandemi, 2014). The behavior of delaying the completion of the duties also occurs in students EFL Subject at University of Madako Tolitoli. This certainly affects the learning process in class and outside the classroom.

Therefore, the researcher is necessary to find out any factors that caused students to experience delays in the learning process. Seeing this, researcher argue that the knowledge needs to be searchable for students who can caused students often late

in learning process and do behavior procrastinate tasks which then make it late in completing their duties, in this case, there are several factors. If these factors can be known, this can be utilized by the study program and supervisor to help students know more about the causes of procrastination and minimize these factors. So as a reference for students and lecturers to avoid the sectors. Therefore, in this study researchers analyzed what factors are highly identified in causing students to behave procrastination.

From the description this of background, obviously this research was conducted, with consideration of researchers were also interested in conducting research entitled "The Analysis of Habitual Procrastination Activity Towards Learning Process of EFL Students at Madako University".

METHOD

The design of this research was a descriptive qualitative design. The researcher used two instruments to get the data for this research. The first is an interview used to get information about the reason to procrastinate in the learning process. The second is a questionnaire to find out which one is the most dominant factor and confirm what the factor of procrastination that make students do the procrastination in the learning process. The research used purposive sampling to get the data. The participants of the research were EFL students of semester five at Madako University. The total number of participants was 10 students.

FINDINGS AND DISCUSSION

The Result of Interview

Based on the data above the researcher concluded that the result of interview tends leads to most factors that make students do the

procrastination is laziness and belief in ability. belief in ability problem stated if students always do the assignment while the deadline is tomorrow, they all answered yes. The thing to be factored to delay in learning process because the students feel able to finish the assignment if do the assignment in the end. Laziness factors being basic problem on their in-learning process. Whether because it's saturated, bored, mood down, many assignments, confuse the assignment because difficult, the deadline is still long so the students choose to do the other activities, and the second factors is attention distraction such as their forget the time because scroll the sociomedical, play game, chatting with their friends, or watching and do other activities. There are several factors also makes students

do the procrastination like tired, or bussy because activities other that outside of campus. From the research, the researcher found out the others factors of procrastination. the first is the poor of body condition makes students to delay in learning process. Because they are feel tired then makes them to delay in learning process. The second is because the students see other friends there are still many who have not gathered the assignment. So that makes they are late gathered the assignments.

The Result of Questionnaire

The questionnaire was given to know or confirm what the factor students procrastinated in learning process and to know the most dominant factors students procrastinated in leaning process.

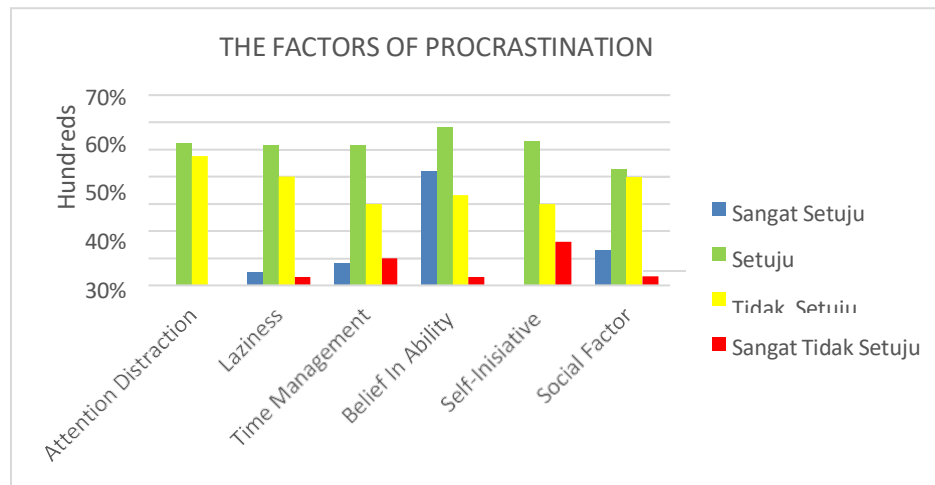
Table 1. Classification the Factors Faced by Students Procrastination

Initial	Attention distraction	Laziness	Time management	Belief initiative	Self initiative	Social factor
NA		√		√	√	
IP				√	√	
GF	√	√	√			
ND		√				
NR			√	√		
NH	√	√		√	√	
ML				√		
FA		√	√	√	√	
IK	√					√
MS	√					

The table above to confirm what the factor of procrastinated students in learning process. From the result of the research show what are

the factors do by each student through the checked table the factor of procrastination.

Table 2. Classification of Which One Most Dominant Factor of Procrastination of Students in Learning Process



Based on the table, it can be seen if belief in ability factor is the main problem that is usually done by students in procrastination. The thing explain that students always do the assignment in the end if the deadline gathered task is tomorrow or later. The second factor is self- initiative that be which the main factor after belief in ability. Students must have self- initiative to make the learning process more optimal. If students are not optimal in learning it will affect the students learning process. The third factor is attention distraction that makes students doing the procrastinate in learning process. The thing makes students to do the activity more fun than study such as play game, listen the music other fun activity. The fourth factor is Laziness that makes students doing the procrastination in learning process. the students confused for the difficult assignment than makes the students to delay their learning. The fifth is time management that students do the procrastinated. That because the students less able to set their time well. The last of factor procrastination is social factor that the least procrastination factors carried out by students.

Discussion

This research was conducted in semester five of EFL students at Madako University where interview as the primary data source and questionnaire is the second data sources. In order to get the data, the researcher conducted the direct interview on campus and then spread the questionnaire though the Goggle from it can be easy to extend by the students to answer the research: what are the factors students procrastination their learning activities and Which one the most dominant factor of students EFL procrastination their learning process. From the results of interview and questionnaire the researcher found that the factor makes the students doing the procrastinated in learning process there are six factors.

The first factor is belief in ability that has been dominant factor. The attitude of students who have a positive outlook like this makes students choose to study at the end of time in a hurry either in doing assignments or in facing exams, but learning hastily the night before will certainly have a bad impact on learning activities at school (McCloskey, 2011, pp. 6-7). The belief in ability factor

makes students delay the learning process because they are belief if the assignments just gathering in deadline without think the consequence of correctly the assignment. In this thing can influence their value, their just do it the assignment and not attended on their assignment well.

The Second factor is self-initiative that makes the students doing the procrastinate in learning process. From the result of interview and questionnaire, students tend to depend on friends to learn than ask the lecture but sometimes they forget to do the assignment because chatting with their friends. From this thing friends become the most influential thing, if students take advantage of time to learn with friends well, it can improve the quality of learning achievement but if they are not using the time well then make it delay their learning because chat preoccupation with friends. There are several problems other the students do not do the assignment there are, students not confident with their ability, feel cannot be able to finish the assignment, afraid to failed answer the task. So, makes to delay the assignment until they understand the material.

The third factor is attention distractions that is carried out by students. Students who procrastinate are easily distracted by activities that are more interesting or more fun. Instead of doing more important tasks, students who do procrastination tend to choose to watch television, play, even sleep (McCloskey, 2011, p. 7). This explained that students are preferring to doing the fun activities than study. From results of the research, the researcher found that the activities that often do by students to delay in learning because they play game online, watching video You tube, scroll social media, and do other activities such as doing a more

fun hobby than doing the assignment to distract their attention of the learning.

The fourth laziness factor that has been the factor of procrastinate. The laziness is Rather influential factor makes the students do the procrastination. Lazy is seen because of boredom so that it can trigger procrastination behavior. The students are lazy to study due to various factors, including students do not have regular study habits, students do not have complete lesson notes, do not do homework, often skip school. Suwarno in (Hanafiah and Cucu, 2009, pp. 10-11) added.

From the on the description of definition of laziness factor the researcher found the other reasons that makes students lazy and do the procrastination. As for the reason they are lazy to do collage assignments because they do not understand the material or difficult, feel saturated of the assignment, many assignments that the students get, playing the game online, change mood, and tired. This can be concluded if students change mood become factor students lazy. And other factor is condition of body finished work become tired make delay to do the assignment. So, make the students habit of delaying learning activities.

The fifth factor is time management many students have a lot of free time. Only few students have a job or other activities. Small several of students states that they are unable managed the time well but they prioritized they assignment to set the time without disrupt learning time.

The last is social factor relating to society such as family or friends are not to be big obstacle to the learning process. This can be explained that depend on students if they want to study or not. and social factor that do

not to influence the learning process of students.

Based on the statements that laziness, belief in ability, attention distraction and self-initiative are the factors that has related with each other. Everything is related to student mental conditions. Where students must be able to control psychological mental conditions such as the mood, boredom, confusion, and saturation of learning.

From the results of the research found out the others factors of procrastination. the first is the poor of body condition makes students to delay in learning process. Because they feel tired then makes them to delay in learning process. The second is because the students see other friends there are still many who have not gathered the assignment. So that makes they are late gathered the assignments.

CONCLUSION

Procrastination in learning process is the habit of postponing the learning activities that make students could not do the assignment correctly even completed their subject. There are six factors of procrastination in learning process. among are Attention Distraction, Laziness, Time Management, Belief in Ability, Self-Initiative, and Social Factor. From the six factors belief in ability factors is the most dominant problem of procrastinated in learning process of EFL students at Madako University. Even though the assignment of students always gathered on time. But they are always do the assignment at the end. The reason makes students postponed the activities of learning is because the students are confused about the material, the

assignments are difficult, many assignments. Then makes students feel saturated bored, so that lazy comes to learn and instead made the students postponed learning until a predetermined day.

REFERENCES

- Abdurrahman, Mulyono. 2009. *Pendidikan Bagi Anak Berkesulitan Belajar*. Jakarta: Rineka Cipta
- Andreou, C dan Mark, D.W. (2010). *The Thief of Time Philosophical Essays on Procrastination*. New York: Oxford University Press.
- Aunurrahman. 2009. *Belajar Dan Pembelajaran*. Bandung: Alfabeta
- Arikunto Suharsimi. (2006). *Prosedur Penelitian dan pendekatn prktek*. Edisi Rineka Cipta
- Bruno, F.J., (1998). *Stop Procrastinating : Pahami & Hentikan Kebiasaan Anda Menunda-nunda*. (terj. AR. H. Sitanggang). Jakarta : PT. Gramedia PustakaUtama.
- Cherry, Kendra. 2020. *What Is Procrastination?* <https://www.google.co.id/url?q=https://www.verywellmind.com/the-psychology-of-procrastination>. (11 maret 2021).
- Combs, J. (2012). *The Procrastination Cure – 7 Langkah Menghentikan Sikap Menunda-nunda*. Jakarta: PT. Gramedia Pustaka Utama.
- Cremer, D.D. (2013). *The Proactive Leader How to Overcame Procrastination and Be a Bold Decision Maker*. New York: Palgrave Macmillan.
- Ferrari, J.R., Johnson, J.L., & McCown, W. (1995). *Procrastination and task*

- avoidance: theory, research, and treatment. New York: Plenum
- Hamalik, Oemar. 2009. Psikologi Belajar dan Mengajar. Bandung: PT Sinar Baru Algensindo. Irwanto. 2002. Psikologi.
- Hussain Irshad dan Sultan Sarwat. (2010). *Analysis of Procrastination Among University Students*. Pakistan. *Procedia Social and Behavioral Sciences* 5(2010) 1897-1904.
- Lively,L. (1999). *The Procrastinator's Guide to Success*. New York: McGraw-Hill. Knaus, W. (2010). *The Procrastination Workbook*. New Harbinger Publications Inc.
- Knaus. W. (2010). *End Procrastination Now! Get It Done with a Proven Psychological Approach*. New York: The McGraw Hill Companies.
- Mehmet, Kandemir (2014). Reasons of academic procrastination: self-regulation, academic self-efficacy, life satisfaction and demographics variables. *Journal of Procedia social and behavioral studies* 152 (2014) 188–193
- Mahardika, Ilham (2019). *Hubungan Prokrastinasi Akademik Dengan Prestasi Belajar*. Universitas Islam Negeri Syarif Hidayatullah Jakarta
- Majid, A. (2011). *Perencanaan Pembelajaran Mengembangkan Standar Kompetensi Guru*. Bandung: Remaja Rosdakarya.
- Mccloskey,J. (2011). *Finally My Thesis on Academic Procrastination*. Univertas Arlington Texas.
- Rothblum, E. D., Solomon, L. J., & Murakami, J. (1986). Affective, cognitive, and behavioral differences between high and low procrastinators. *Journal of Counseling Psychology*, 33(4), 387-394.