



Investigation on English major students' academic procrastination

Al Fajrin¹, Aderlaepe², Siam³

afajrin412@gmail.com

^{1,2,3}Halu Oleo University, Indonesia

ABSTRACT

The objectives of the present study were: (1) to investigate the level of academic procrastination of English major students at Halu Oleo University, (2) to investigate the level of students' academic achievement, (3) to determine whether academic procrastination correlated with academic achievement, and (4) to investigate the causes why English major students engaged in academic procrastination. A convergent parallel mixed-method design was employed in this study and a correlation analysis was used to test the hypothesis of this study. The participants were 30 English major students of Training and Education at Halu Oleo University. The "Procrastination Assessment Scale-Students" was used as the data collection tool for students' academic procrastination variable of the quantitative portion of the study, as well as the last semester's GPA. The qualitative data was analyzed through an interactive analysis model. The findings revealed that; (1) English major students of Faculty of Teacher Training and Education at Halu Oleo University had a low level (67%) of academic procrastination (n=30); (2) students' last semester GPA was categorized very high (60%); (3) there was no significant correlation between students' academic procrastination and students' academic achievement, $r = .078$, $n=30$; and (4) self, lecturer and task were the three antecedents found as the causes why students engage in academic procrastination.

Keywords:

correlation, academic procrastination, academic achievement, English major students.

1. Introduction

Procrastination is a regular occurrence acknowledged as an issue that affects people from all walks of life, including students, particularly at the college and university levels. Procrastination in academic settings is recognized as academic procrastination and it is reported by some studies that about 80-95% of students tend to procrastinate (Ellis & Knaus, 1977). As a result, the high percentage of procrastination recorded in earlier studies indicates that the problem of procrastination is no longer minor and must be addressed specifically for scholars.

It is vital to recognize that college students' lives are characterized by numerous deadlines set by lecturers and administrators to complete a variety of activities such as registering in classes, filling out registration forms, and submitting class assignments or term papers (Popoola, 2005). In many circumstances, students procrastinate by waiting until the last minute to submit assignments or study for tests (Milgram et al., 1998). This legitimately means students do not really invest their respective time to prepare for themselves which may end up with low academic achievements. This is unfortunate since university is expected to be the

place where students grow and develop their capacity to prepare for their future careers. Nonetheless, low academic achievements resulting from academic procrastination are associated with less success in life (Schraw et al., 2007).

In terms of future jobs, the rapid advancement of technology in recent years has compelled people to learn English as an international language. Especially for English Major Students (EMS) who are expected to be future English teachers or other related jobs. It is a must for English Major Students to have an excellent level of English. However, it is reported that the performance by undergraduate English major students is not encouraging. This can be attributed to the fact that most English major students are prone to procrastination. This was confirmed by Ellis & Knaus (1977) that it is estimated that more than 70% of university students procrastinate. Finally, as English Major Students learn a new language, procrastination is considered to be a significant obstacle.

According to Aryanto et al. (2022), language has an important role in human being's lives as a communication tool for them. Language is formed by certain principles, rules as well as patterns, both in the form of sounds, word formation and word order, and sentence formation. Then, Muhu in Nining et al. (2023) added that language is a media for people to communicate, share information and deliver meaning. Language is an important part of culture, and it only comes to life when it is used in a cultural and social context. This demonstrates that acquiring a language entails being exposed to a completely new social construct and culture, such as a new mode of communication, new vocabulary, and new expressions, etc. As a result, learning English comprises being exposed to an English native speaker's culture and making an attempt to use it in social situations, which includes developing both receptive (listening & reading) and productive (speaking & writing) skills.

As EFL students who live in a country where English is not the medium of communication, it is difficult for pupils to have direct familiarity with and exposure to English. Therefore, the classroom becomes the expected platform where students get the English nuance and ambience. Unfortunately, it is also reported that even in the classroom, students also do not communicate in English and have little tendency to practice English naturally which is why English major students should work harder and put more dedication to have a great academic achievement. As a virtue of not having a maximum opportunity to practice English directly inside or outside the classroom, tasks such as performing English speaking exercises, reading texts, writing English term papers, listening to English audio, and other tasks both general and specific to English major students are assigned in an effort to create a supportive environment.

Students should internalize the need to work harder and to self-regulate themselves as they do not have the opportunity and room to practice and improve their skills inside and outside of the classroom. Tasks are there to fill the gap. Therefore, the act of "needlessly" putting off all of those responsibilities and there is a "personal discomfort" defined as academic procrastination will create a discrepancy between the expectation and the student's academic performance (Ellis & Knaus, 1977). Needlessly putting off your duty means you do not invest proper time to your priority and it means you have a lack of time to prepare and in many

cases, it ends up with personal discomfort which means you have an initial burden that makes you frustrated and depressed. Therefore, academic procrastination is a potential resistor for students.

Many researchers have attempted to study the correlations between students' academic procrastination and a variety of variables, particularly students' academic achievement, because of the possible harmful effects of academic procrastination. Two studies, for example, show a large and severe negative relationship between academic procrastination and students' grades on their most recent English exam (Aydogan & Akbarov, 2018; Joubert, 2015). Besides, Akpur & Yurtseven (2018) proved that there is a negative correlation between academic achievement and academic procrastination as well as academic achievement is a predictor of academic procrastination.

Despite the fact that several researchers have confirmed the veracity of this notion, it is still controversial among researchers. Hence, not every researcher supports the idea of a negative correlation between procrastination and academic achievement. For example, research done by Gendron (2011) opposed the idea by providing a positive correlation between procrastination and academic achievement. In addition, research done by Seo (2011) showed that there was no relationship between students' academic procrastination and their academic achievement.

Some factors are most likely to blame for the disparities in outcomes when evaluating the relationship between procrastination and academic achievement. Researchers believe that some of the factors that influence the different results are the object of the study, the type of task as well as the variables that were measured. The majority of past research had sampled college students at random and without regard for their majors. As a result, students may have distinct antecedents of procrastination, as well as different contexts and conditions for why they postpone in the first place and how they cope with procrastination. The researcher believes that addressing procrastination directly to specific majors is crucial because it is rationally accepted that each major may have different burdens that influence students' procrastination inclination.

Different majors demand varied sorts of learning aims, and different learning targets necessitate different types of assignments, all of which influence students' procrastination. In addition, the variable that is measured is also one of the determinant factors as many of the previous few studies who tried to investigate the relationship between EFL academic achievement and their academic procrastination used various variables to describe students' academic achievement. Lastly, the researcher also believes it is important to investigate the reasons why students procrastinate in order to find the best way to deal with academic procrastination faced by the English major students.

Finally, in light of the aforementioned facts, the author sees the need of conducting this research. All in all, the researcher aims at examining the correlation between the English major students' tendency to procrastinate and their academic achievement at Halu Oleo University, specifically students in the English Language Education Department as well as to find out the reasons why students have the tendency to procrastinate in their academic life..

2. Methods

In this study, the researcher conducted a convergent mixed-method research. A mixed-method study was one that employed both quantitative and qualitative research approaches. This study took place in the odd semester of the 2022/2023 academic year at the English Language Education Department of Halu Oleo University. The study's population consisted of 90 students who enrolled in the 2019 academic year and were currently in their sixth semester. However, the sample group for this study was limited to 44 students in class A. The data was obtained using PASS (Procrastination Assessment Scale-Students) questionnaires. Furthermore, interviews were also undertaken to acquire qualitative data in order to investigate what causes students to procrastinate.

Since this was a mixed-method study, there were two techniques of data analysis that were established. For the quantitative part of this study, both descriptive and inferential statistics were used in this study's data analysis. First, the researcher conducted descriptive analysis on the data, before assessing the extent of the relationship between students' academic procrastination and their academic achievement. Meanwhile, the qualitative data were analyzed by using the interactive analysis model introduced by Miles et al. (2014). Qualitative data analysis activities were carried out interactively and in a continual manner until the data were saturated. The data reduction, data display, and data conclusion drawing/verification were all activities in data analysis.

3. Results

Students' Academic Procrastination

The students' academic procrastination are measured by a questionnaire, in which thirty students give their answers of each question from "Never", "Almost Never", "Sometimes", "Nearly Always" to "Always". The questionnaire consists of six areas of academic procrastination, and each area consists of three items but only the first two questions used to calculate students' academic procrastination level. The results of students' academic procrastination level distribution can be seen in the following table.

Table 1. The distribution of students' academic procrastination level

| Category | Interval of Total Score | F | % |
|-----------|-------------------------|----|-----|
| Very high | 49-60 | 1 | 3% |
| High | 37-48 | 6 | 20% |
| Low | 25-36 | 20 | 67% |
| Very low | 12-24 | 3 | 10% |

Based on the table above, there is only one student in the very high level with a total score of 49 or above, accounting for 3% of the total. Six students are found to have a high level of procrastination, with a total score ranging from 37 to 48 or 20% of the total of participants. Twenty students are classified as having a low level of procrastination, with a total score ranging from 25 to 36 and a score of 67% out of a possible 100%. In this study, three students out of a total of 30 are classified as having a very low degree of academic procrastination accounting for 10 % from a total score of 100 %.

Furthermore, the results of the questionnaire reveal not only the level of academic procrastination among students, but also the areas of academic procrastination in which they are most involved. The following figure summarizes the results of the descriptive investigation of academic procrastination areas.

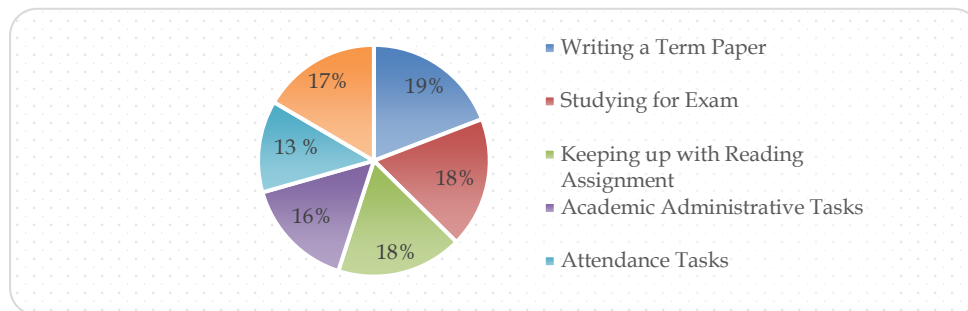


Figure 1. The chart of students' academic procrastination level

The figure above shows the chart of students' academic procrastination in each area. There are six areas that this present study focuses on. The first area is writing a term paper which accounts for 19% of distribution out of 30 samples. Studying for exams and keeping up with reading assignments are the second and the third areas which both are 18% out of 100% (N=30). Meanwhile, procrastination on the area of academic administrative task and attendance task are the fourth and fifth areas presented on the table with both counted on 16% and 13%. Finally, the last area is school activity in general which is 17% of the total distribution of students' academic procrastination.

Students' Academic Achievement

The students' academic achievement is obtained from the students' last semester GPA. Because the samples of this study are 6th semester English majors, the fifth semester GPA of the samples is the second variable in this investigation. Accordingly, the table below explains the frequency distribution and percentage of students' GPA.

Table 2. The distribution of students' last semester GPA

| Score range | Criteria | Frequency | percentage (%) |
|-------------|----------------|-----------|----------------|
| 3,01 - 4,00 | Very good | 18 | 60% |
| 2,75 - 3,00 | Good | 7 | 23% |
| 2,51 - 2,74 | Enough | 2 | 7% |
| 2,01 - 2,50 | Deficient | 3 | 10% |
| ≤2,00 | Very deficient | 0 | 0% |

Note: The classification of score range based on 10th article verse 24 of Rector Regulation No. 1, 2019 (UHO, 2019).

The table above displays students' academic performance, specifically their GPA for the previous semester (5th semester). It can be concluded that 25 students receive excellent scores (total of Very Good and Good), 2 students have moderate scores (enough GPA score), and 3 students receive low scores in the frequency recapitulation of their past semester GPA (total of Very Deficient and Deficient). It

signifies that approximately 30 students have a high to very high GPA from the previous semester.

The Correlation between Students' Academic Procrastination and Their Academic Achievement

SPSS version 25 is used to calculate the correlation between students' last semester GPA and their academic procrastination tendency. Since the data are normally distributed and are linear, this study uses Pearson Product Moment Coefficient through SPSS 25 version to test the correlation between the two variables. The following is the table result of the test.

Table 3. The result of Pearson's Product Moment correlation

| | | Correlations | |
|-----------------|---------------------|-----------------|------|
| | | Procrastination | GPA |
| Procrastination | Pearson Correlation | 1 | .078 |
| | Sig. (2-tailed) | | .683 |
| | N | 30 | 30 |
| GPA | Pearson Correlation | .078 | 1 |
| | Sig. (2-tailed) | .683 | |
| | N | 30 | 30 |

The result of Pearson's Product Moment correlation analysis indicates that the correlation (r) value is at .078, and the significant value is 0.683. Therefore, there is no correlation between the two variables, $r = .078$, $n = 30$ and $p = .683$. In other words, between students' academic procrastination and last semester GPA have no correlation. Ultimately, H_0 is accepted and H_1 is rejected. To conclude, the calculation of correlation testing by using SPSS 25 version shows there is not any significant correlation between students' academic procrastination and their last semester Grade Point Average.

Causes of Academic Procrastination

The researcher also conducts an interview session in order to answer the study's third research question. The interview process involves a total of 13 students, 3 (male) and 10 (female) from the sample and is held in person (8 participants) and online via a Zoom meeting (5 participants). Furthermore, the interviewee chooses whether to use English or Indonesian in the interview, and there is only one participant who talks and answers the interview question in English.

In the self-antecedent aspect, there are four sub themes found. The first subtheme is time management. This sub theme correlates as to how students manage their time out of their activities that leads them to procrastinate. For instance, responses shown by respondent five (R5) stated that "*saya kesulitan untuk manage waktu*" which means "*it is hard for me to manage my time*". Next subtheme is perfectionism, which R13 explicitly stated "*I need to set a high standard for me*". The third subtheme is laziness. R4 stated that "*karena kemalasan juga*" which means "*...because I feel lazy*" and R11 "*agak malas untuk mengerjakan*" which means "*feel kind of lazy to do the tasks*". Similar responses were also shown by R8, R10 and R12. The last sub theme is sincerity. This subtheme was proven by the responses of R10

gangguan atau distraction seperti hp terutama sosial media" which means "distraction from handphone and social media", R12 also showed the same response.

In the lecturer-antecedent aspect, there are two sub themes found. The first subtheme is lecturer expectations. Respondent 1, Respondent 5 and Respondent 11 showed that they found lecturer expectations influence their procrastination tendency. R1 stated that *"dosennya apakah dia teliti dalam memeriksa tugas atau tidak yang biasa cuman kumpul saja dapat nilai"* which means "...if the lecturers are not careful in evaluating the assignment, I procrastinate" and the same responses were also stated by the R5 and R11. The second subtheme is unclear directions. R2, R3, R10 and R12 showed related responses on this subtheme.

In the task antecedent aspect, there are two sub themes found. The first subtheme in this part is task aversiveness. This subtheme was found from R1, R3, R4, R5, R6, R7, R8, R9, R10, R12 and R13. They all argued that they procrastinate because they find the assignment of the tasks given are hard. For instance, R3 stated that *"tugas sulit saya menunda untuk mengerjakannya lebih lama"* which means "I procrastinate on tasks that are hard." The next subtheme in task antecedent is the type of task. This subtheme was explicitly mentioned by R2, R4, R6, R7, and R12. For instance R4 stated that *"kalau tugas kelompok itu lebih besar menundanya"* which means "I procrastinate more in collaborative tasks".

4. Discussion

This section summarizes the study's findings of this research. This part discusses the findings included students' academic procrastination level, students' last semester GPA, the relationship between students' academic procrastination and their last semester GPA as well as students' reasons for procrastinating.

Firstly, in regards to students' academic procrastination level, it can be concluded that the sample can be categorized as moderate procrastinators. This is supported by Klingsieck (2013) that procrastination is something that everyone does at some point in their lives. Some people procrastinate by nature and in most situations (i.e., chronic procrastinators), whereas others procrastinate in specific situations and areas (i.e., selective procrastinators). In addition, according to Argiropoulou et al. (2014), over 75% of university students procrastinate frequently, especially when it comes to satisfying study requirements, and the students delay their activities owing to academic challenges.

Furthermore, the research unveiled that, in descending order, students engage in the highest degree of procrastination when faced with tasks such as writing term papers, preparing for exams, and completing reading assignments. This conclusion is reinforced by the findings of Solomon & Rothblum (1984), who found that undergraduate students procrastinate more when writing a term paper (46%), reading weekly assignments (30%), and studying for exams (28%). Furthermore, according to Ellis & Knaus (1977), the majority of the participants admitted to procrastinating on activities such as writing a term paper and reading weekly assignments. Procrastination was reported by 30% of participants when it came to reading weekly assignments and 20% when it came to preparing a term paper. This implies that students delay or put off starting and completing their term paper assignments, preparing for exams and finishing reading assignment until the last

minute or a later time, which can lead to time management challenges and potential negative consequences for their academic performance.

Secondly, regarding the students' academic achievement, these findings indicate that most of the students are successful to achieve the learning objective. This indication is relevant with what Moore & Shulock (2009) said that high coursework grades and steadily rising GPAs have been linked to program completion and degree accomplishment. In addition, in regards to the findings, we can see that there are 2 students (7%, N=30) who were categorized as enough. Meanwhile there are 3 students (10%, N=30) categorized as deficient and there is no student who is categorized as very deficient.

This vary range of category of GPA might be influenced by many factors as including students' emotional tendencies, physical fitness, the environment in which they live, their family's race and religious background, and their intellectual abilities such as intelligence, imagination, memory, study habits, perceptual power, and attention (Alos et al., 2015; Gudaganavar & Halayannavar, 2014; Illahi & Khandai, 2015). Finally, the fact that 83% (F= 25, N=30) of English major students' last semester GPA are satisfying, implies that students should maintain their performance in order to maintain a pleasant academic achievement. Meanwhile, 17% (F=5, N=30) of students who were categorized as deficient in terms of their last semester GPA should improve their performance for the sake of achieving better learning outcomes.

Thirdly, for the correlation test, the findings indicate that there is no significant correlation between the two variables. In other words, there is no discernible difference in students' last semester Grade Point Average between those who are "very low", "low", "high" and "very high" procrastinators. Theoretically, this finding calls into question a number of previously held theories, including cognitive. However, this does not rule out the possibility of using pre-existing theories in this study. Thus, more significant factors are likely to have influenced the outcome, making it less consistent with existing theories.

The factor of methodology artifact used to be an issue as to why there was a lack of link between self-reported procrastination and academic achievement. This is because each student was asked to assess his or her own tendency to procrastinate on academic activities in general rather than focusing on a specific course, whereas the students' academic performance was based solely on their grades in the introductory psychology course (Solomon & Rothblum, 1984). However, in the current study the researcher proved that the lack of correlation between two factors is not a methodological artifact by also taking a general academic achievement which is the Grade Point Average as the accumulation of all subjects' marks. In addition, Seo (2011) proved that it was not a methodological artifact by limiting the measure of procrastination and course grade to a specific course. Therefore, the factor of methodology artifact in this study is no longer exclusive.

As mentioned earlier, this result contradicts several studies, (Joubert, 2015; Akpur & Yurtseven, 2018; Aydogan & Akbarov, 2018), which agreed that academic achievement was negatively correlated with academic procrastination. Those researches and most of the other researches with the same results categorized the procrastinators into some levels (low and high, etc) and correlated them with

academic achievement. With the results of negative correlation between the two variables, procrastination was recognized as maladaptive action that involves negative outcomes which means the higher the level of procrastinators you are, the more negative outcome you will get.

However, Yaycı & Düşmez (2016) found no significant correlation between academic procrastination and academic achievement among students who had high levels of academic achievement, while they found it among students with very high and medium level of academic achievement. This means, there was an inconsistent result with the previous studies that supported the idea of negative correlation between the two mentioned variables. It implies, procrastination might not always have a maladaptive impact. All in all, we can conclude that in some way, procrastination might not give any impact or even give benefits instead.

In addition, Seo (2011) and Karatas (2015) failed to identify a meaningful link between these variables with the same way of categorizing the academic procrastination and academic achievement. All in all, this difference result appears even with the same type of category of academic procrastination (level of procrastinators or server procrastinators) and strengthens the fact that procrastination might also give adaptive consequences. Ultimately, there are factors to blame that need to be addressed.

The study by Kim et al. (2017) may provide an explanation for this discrepancy. In fact, they were unable to uncover a significant correlation between students who procrastinate academic activities on purpose to benefit from pressure or stress and academic achievement. However, they discovered that students who overlook these benefits have low academic achievement. It means, procrastinators sometimes do not experience academic failure as the maladaptive consequence. The concept of procrastinators refutes the notion that procrastinating always results in negative consequences. This indicates that just because someone self-identified as a high procrastinator does not mean that his or her procrastination is always detrimental. The frequency of self-reported procrastination is not a defining factor in the procrastination's consequences even in many cases the procrastination results in negative outcomes. It is the form of procrastination that will have an impact on the product of the procrastination.

In this study, the researcher believes that the result of no significant correlation between academic procrastination and last semester GPA were also influenced by the type of academic procrastination. As the range of frequency of academic procrastination from 3 pupils were very low procrastinators, 20 pupils were low procrastinators, 6 were high procrastinators and 1 very high procrastinator did not have any significant relationship with students last semester GPA with the range of 3 pupils with deficient level , 2 were at enough level, seven at the level of high GPA and 18 pupils were very high in level.

According to Choi & Mora (2009), there are four characteristics of procrastinators with adaptive outcome, they are; (1) they prefer time pressure, (2) they intentionally procrastinate, (3) they are able to work at last moment, and (4) they are satisfied with the result. In addition, according to Choi & Mora (2009), some procrastinators have better time management skills, more adaptive stress-coping strategies, higher self-efficacy, better emotion regulation, better performance, and

are more conscientious than the other procrastinators (implying better self-control, lower distractibility, better organization, and better implementation of intentions).

All in all, with all of that positive personal income, it is very possible that procrastination might not influence one's life and in the best case scenario it might give advantages. Ultimately, this research proves that there is no any significant correlation between English major students' academic procrastination and their last semester GPA which can be caused by several factors, primarily the type of academic procrastination that the students possess. Correspondingly, the findings show that the majority of interviewees argued that their procrastination tendencies have little impact on the quality of their work, and that some of them claim that procrastination sometimes helps them achieve more because they feel more focused on completing the assignment rather than completing the assignment well before the deadlines. The researcher realized that this self-reported assumption of the participant is not a guarantee of the possibility of adaptive results of procrastination. However, this can be a preliminary finding for procrastinators of English major students.

However, based on the information received during the interview, the three main antecedents of academic procrastination identified by the researcher are: self, lecturer, and task. In the self-antecedent aspect, the students tended to procrastinate since they had a lot of chores to perform in a short amount of time, the idea of setting a high standard for the outcome of the given tasks is one of the reasons why students procrastinate, most English major students procrastinate because they feel too lazy to start and finish the assignment, and English major students procrastinate because they find a lot of distraction from their environment (noises) and social media (texts, notification and interesting video to watch).

In the lecturer-antecedent aspect, the majority of interviewees identified their lecturer's traits in terms of their expectations for the work at hand, and also some students postponed performing their academic project since their instructor did not provide clear instructions regarding the task based on the data acquired during the interview session. Finally, in the task-antecedent aspect, the students had difficulty deciding what to write on the paper, English major students procrastinate because they know that their classmates have not started the paper yet, and students are more likely to keep to deadlines when they engage in solitary activities rather than collaborative ones.

5. Conclusion

Based on the finding and the discussion above, it can be concluded that; first, English major students of faculty of teacher training education at Halu Oleo University who are sixth-semester students have high to low levels of academic procrastination; second, students have good to very good levels of academic achievement in terms of their last semester GPA, which in this case their fifth semester GPA; third, there is no significant correlation between the two variables; and fourth, self, lecturer and task are the three antecedents of why students procrastinate academically. Specifically, the result of no correlation can be caused by several factors. People who engage in active procrastination purposefully decide to delay, and then finish their tasks with strong motivation under pressure and achieve

satisfactory results, whereas people who engage in inactive procrastination postpone their tasks until the last minute, which is accompanied by guilt and depression, and most likely leads to failure in completing the tasks.

In particular, the absence of correlation in the results can be attributed to various factors. The study recognizes the potential influence of the exhibited active procrastination within the sample. Active procrastinators deliberately choose to defer their tasks, subsequently completing them with heightened motivation when under pressure, resulting in satisfactory outcomes. In contrast, passive procrastinators put off their tasks until the last hour, experiencing feelings of guilt and depression, often resulting in failure to complete their assignments.

This possibility is further substantiated by the qualitative research of this study. The results indicate that most of the individuals interviewed perceive that their procrastination tendencies have minimal influence on the quality of their work. Additionally, some believe that procrastination aids them in accomplishing more because it forces them to concentrate on finishing the task, as opposed to completing it well in advance of the deadlines. The researcher notes that a significant portion of the participants self-reported exhibiting four signs indicative of active procrastination.

Furthermore, during the interview session, the reasons behind academic procrastination among English major students are exposed. These reasons encompass three main factors: the individual (self), the instructor (lecturer), and the nature of the task itself. Within the self-factor, subthemes include time management, perfectionism, laziness, and sincerity. Within the lecturer factor, subthemes encompass teacher expectations and unclear directions. Lastly, within the task factor, subthemes revolve around task evasiveness and the type of task at hand.

There are several suggestions that come up as the result and implications of the present study's findings. Firstly, students are advised to minimize their academic procrastination since it is widely acknowledged that procrastination has adverse effects on students' well-being and frequently hinders the quality of their academic output. Depending on the hope of achieving positive outcomes through procrastination can result in students neglecting potential consequences and external factors. Therefore, avoiding procrastination should remain a top priority for students, given its potential drawbacks.

Secondly, the teacher might consider offering students a roster of appropriate tasks and encouraging them to pick one that captures their interest. Additionally, educators should furnish precise instructions and reinforce students' awareness of the anticipated results. Teachers or lecturers should also be open to consistently verifying students' comprehension of any guidance provided. Lastly, it could be suggested that academic procrastination should be investigated separately as active academic procrastination and passive academic procrastination to specifically see whether there is indeed difference between how procrastinators claim their goals. In addition, future studies might also use more specific questionnaires related to the courses of English major students and correlate them to some specific course marks.

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