



**EXPLORING CAUSES AND STRATEGIES TO
OVERCOME ACADEMIC PROCRASTINATION
AMONG ENGLISH EDUCATION STUDENTS**



MELIYA WINDIANA

SN.20522062

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A THESIS

Submitted to fulfill one of the requirements for Sarjana Pendidikan
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By:

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**ENGLISH EDUCATION DEPARTMENT
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2026**

SURAT PERNYATAAN KEASLIAN SKRIPSI

Dengan ini saya

Nama : Meliya Windiana

NIM : 20522062

Program Studi : Tadris Bahasa Inggris

Menyatakan bahwa yang tertulis dalam skripsi yang berjudul **“EXPLORING CAUSES AND STRATEGIES TO OVERCOME ACADEMIC PROCRASTINATION AMONG ENGLISH EDUCATION STUDENTS”** ini benar-benar karya saya sendiri, bukan jiplakan dari karya orang lain atau pengutipan yang melanggar etika keilmuan yang berlaku, baik sebagian atau seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam skripsi ini dikutip berdasarkan kode etik ilmiah. Apabila skripsi ini terbukti ditemukan pelanggaran terhadap etika keilmuan, maka saya secara pribadi bersedia menerima sanksi hukum yang dijatuhkan.

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Meliya Windiana

NOTA PEMBIMBING

Dr. M. Ali Ghufon, M. Pd.
Kajen, Pekalongan

NOTA PEMBIMBING

Lamp : 3 (Tiga) Eksemplar
Hal : Naskah Skripsi
Sdr. MELIYA WINDIANA

Kepada
Yth. Dekan FTIK IAIN Pekalongan
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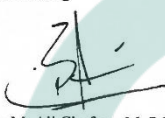
Nama : MELIYA WINDIANA
NIM : 20522062
Jurusan : FTIK/Tadris Bahasa Inggris
Judul : EXPLORING CAUSES AND STRATEGIES TO OVERCOME
ACADEMIC PROCRASTINATION AMONG ENGLISH EDUCATION STUDENTS

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Pekalongan, 22 Juni 2026
Pembimbing


Dr. M. Ali Ghufon, M. Pd.
NIP19870723 202012 1 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Pahlawan KM. 5 Rowolaku, Kajen, Kabupaten Pekalongan
Website : ftik.uingusdur.ac.id Email : ftik@uingusdur.ac.id

APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, approved this undergraduate thesis by:

Name : **MELIYA WINDIANA**
SN : **20522062**
Title : **EXPLORING CAUSES AND STRATEGIES TO
OVERCOME ACADEMIC PROCRASTINATION AMONG
ENGLISH EDUCATION STUDENTS**

Has been established through an examination held on Wednesday, 8th July 2026 and accepted in partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners

Examiner I

Ahmad Burhanuddin, M.A.
NIP. 19851215 201503 1 004

Examiner II

Riskiana, M.Pd.
NIP. 19760612 199903 2 001

Pekalongan, 10th July 2026

Assigned by

The Dean of FTIK UIN K.H. Abdurrahman Wahid Pekalongan



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MOTTO

"I have fallen more times than I can count, but I have also risen more times than I can remember."

(Meliya Windiana)

"You don't have to be great to start, but you have to start to be great."

(Zig Ziglar)



ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi penyebab academic procrastination (penundaan akademik) pada mahasiswa Pendidikan Bahasa Inggris serta mendeskripsikan strategi yang mereka gunakan untuk mengatasinya. Penelitian ini menggunakan desain studi kasus kualitatif yang melibatkan lima mahasiswa Pendidikan Bahasa Inggris yang mengalami academic procrastination dalam menyelesaikan tugas perkuliahan. Data dikumpulkan melalui wawancara semi-terstruktur dan jurnal refleksi, kemudian dianalisis menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa academic procrastination disebabkan oleh faktor internal dan eksternal. Faktor internal meliputi rasa takut gagal dan perfeksionisme, impulsivitas dan distraksi digital, ekspektasi rendah, motivasi ekstrinsik, serta kelelahan akibat tanggung jawab di luar akademik. Faktor eksternal meliputi ketidaksukaan terhadap tugas tertentu, instruksi tugas yang tidak jelas, pengaruh teman sebaya, dan distraksi lingkungan. Untuk mengatasi penundaan tersebut, partisipan menerapkan strategi regulasi diri pada tiga tahap, yaitu forethought (perencanaan), performance (pelaksanaan), dan self-reflection (evaluasi diri), seperti menetapkan tujuan, mengatur lingkungan belajar, memantau progres, memberikan instruksi pada diri sendiri, serta memberi penghargaan pada diri sendiri. Namun, strategi-strategi tersebut tidak selalu diterapkan secara konsisten, yang menunjukkan adanya kesenjangan antara niat dan tindakan. Penelitian ini menyimpulkan bahwa academic procrastination pada mahasiswa Pendidikan Bahasa Inggris merupakan perilaku kompleks yang dipengaruhi oleh interaksi antara faktor personal, karakteristik tugas, dan kondisi lingkungan, serta menekankan pentingnya penguatan keterampilan self-regulated learning agar mahasiswa dapat mengelola tugas akademik secara lebih efektif.

Katakunci: *academic procrastination, regulasi diri, penyebab, strategi, mahasiswa Pendidikan Bahasa Inggris*

ABSTRACT

This study aimed to explore the causes of academic procrastination among English Education students and to describe the strategies they use to overcome it. A qualitative case study design was employed, involving five English Education students who experienced academic procrastination in their coursework. Data were collected through semi-structured interviews and reflective journals, then analyzed using thematic analysis. The findings revealed that academic procrastination was caused by both internal and external factors. Internal factors included fear of failure and perfectionism, impulsivity and digital distraction, low expectancy, extrinsic motivation, and fatigue from responsibilities outside academics. External factors included task aversiveness, unclear task instructions, peer influence, and environmental distractibility. To overcome procrastination, participants applied self-regulation strategies across three stages, namely forethought, performance, and self-reflection, such as goal setting, environmental structuring, self-monitoring, self-instruction, and self-reward. However, these strategies were not always applied consistently, indicating a gap between intention and action. This study concludes that academic procrastination among English Education students is a complex behavior shaped by the interaction of personal, task-related, and environmental factors, and suggests the importance of strengthening students' self-regulated learning skills to manage academic tasks more effectively.

Keywords: *academic procrastination, self-regulation, causes, strategies, English Education students*

PREFACE

All praise and gratitude are offered to Allah SWT, who has bestowed upon me countless blessings, guidance, health, and patience, enabling me to complete this thesis entitled “Exploring Causes and Strategies to Overcome Academic Procrastination Among English Education Students.” This thesis is submitted to the English Education Department of UIN K.H. Abdurrahman Wahid Pekalongan as a partial fulfillment of the requirements for obtaining the degree of Sarjana Pendidikan (S.Pd.) in the Faculty of Teacher Training and Education.

I am fully aware that this thesis is far from perfect. Therefore, any constructive suggestions and criticisms are highly welcomed in order to improve the quality of this work. I would like to express my deepest gratitude to:

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The Researcher

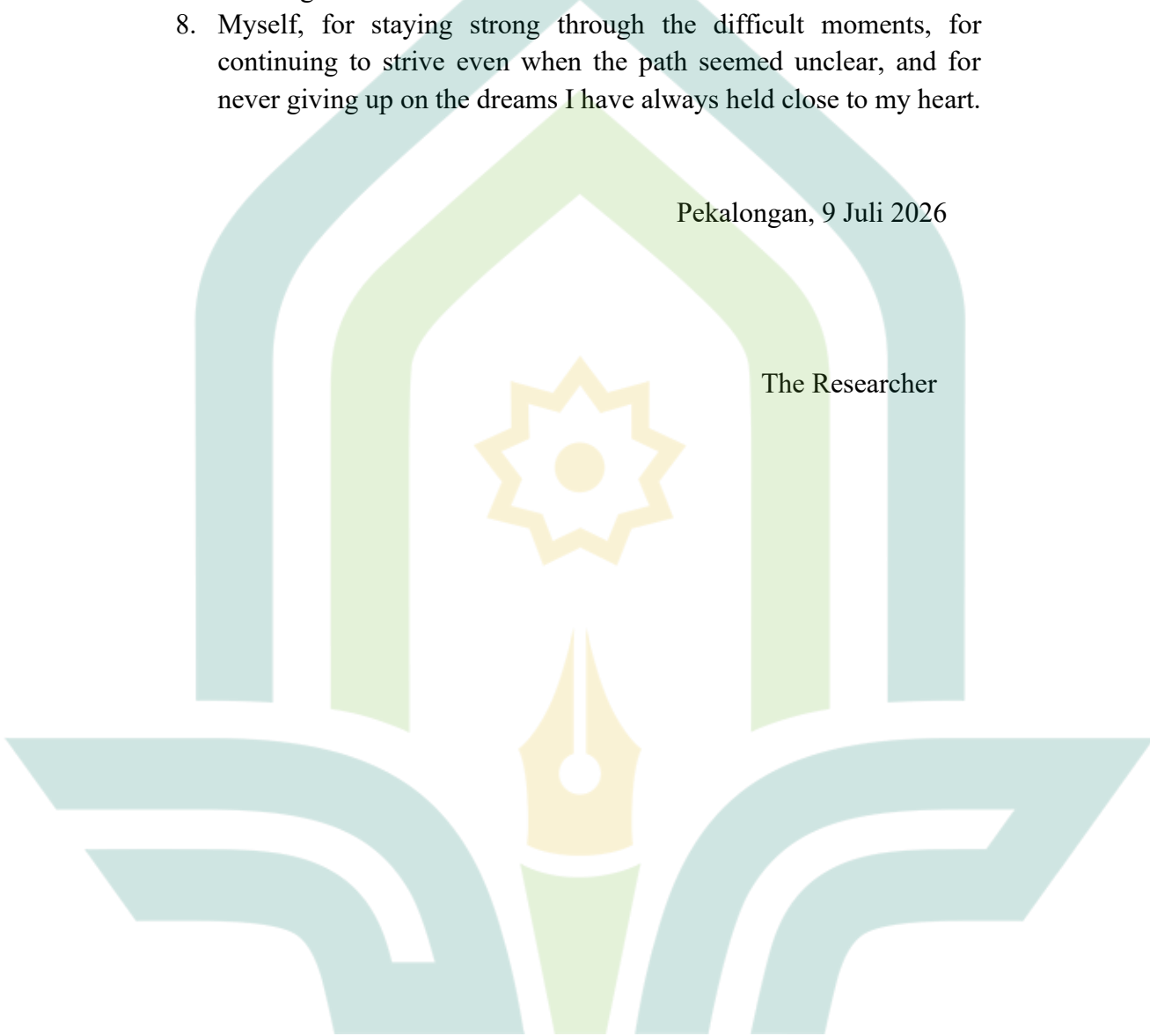
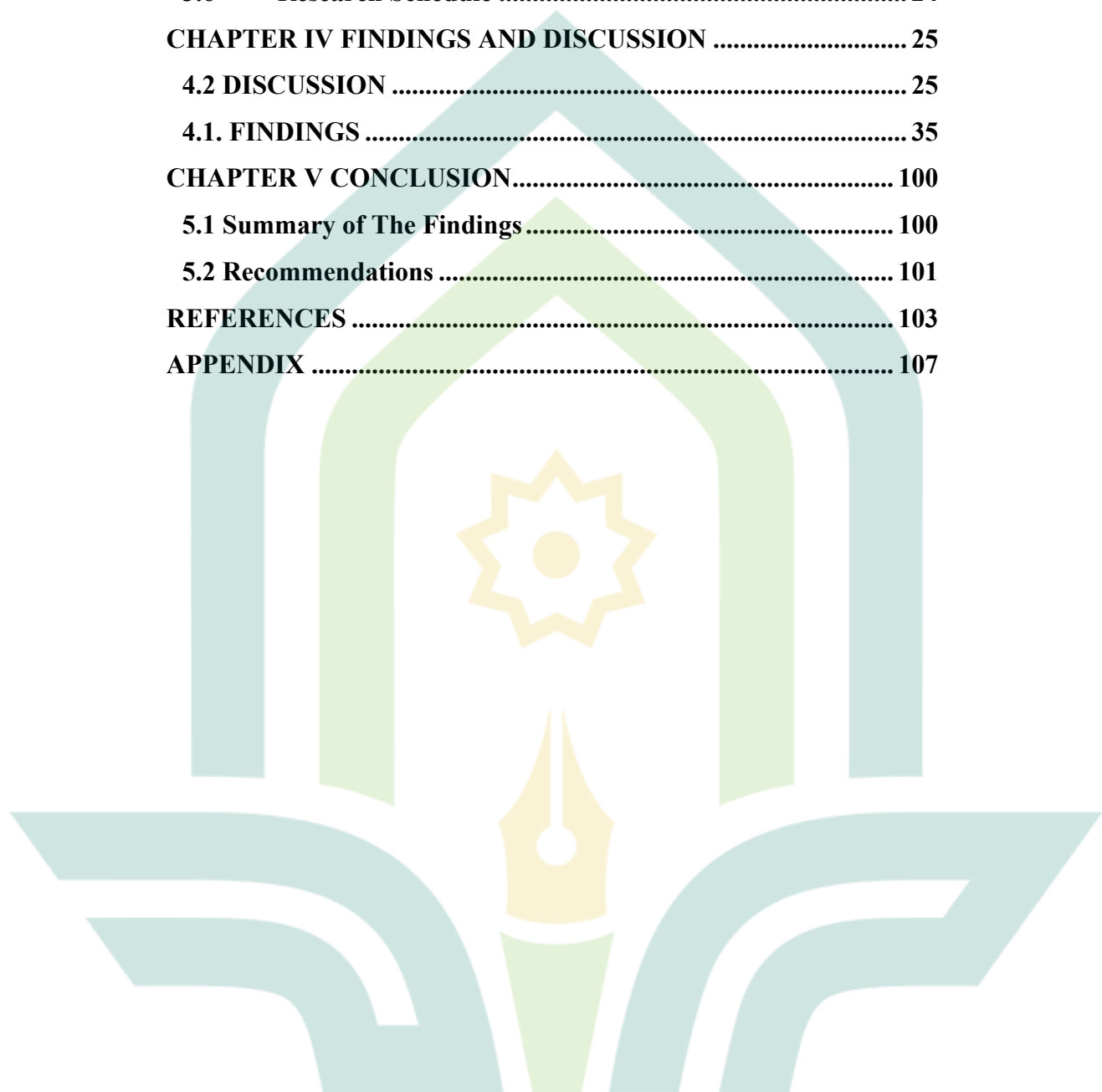


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CHAPTER I

INTRODUCTION

1.1 Background of The Study

Students in higher education are required to manage their own learning, complete academic tasks on time, and develop strong self-regulation skills to achieve academic success. However, many students struggle to maintain productivity and tend to delay important tasks. Academic procrastination is commonly defined as the intentional delay of academic tasks despite being aware of the negative consequences (Konca & Semiz, 2009; Solomon & Rothblum, 1984). Previous research shows that procrastination is highly prevalent among university students. Živković (2020) reported that 80%–95% of college students engage in procrastination, and around half of them do so in a problematic and consistent manner. This behavior can negatively affect students' academic performance, increase stress levels, and reduce self-confidence (Ahmed et al., 2023).

Academic procrastination is linked to psychological and motivational issues, as well as inadequate time management skills. According to Senécal, Koestner, and Vallerand (1995), procrastination is associated with difficulties in self-regulation, low intrinsic drive, fear of failure, and perfectionism. Steel (2007) defines procrastination as an illogical behavior in which people delay work despite being aware of the negative consequences. These explanations emphasize that procrastination is more about emotional regulation, motivation, and self-control than mere laziness or scheduling issues.

Academic procrastination is influenced by both internal and external influences. Academic workload, learning environment, task difficulty, and digital distractions such as social media all have an impact on students' procrastination of academic tasks. Ihkamuddin and Ichsan (2024) argue that internal traits such as perfectionism frequently interact with external academic expectations to cause procrastination. Furthermore, personality qualities and emotional

control abilities influence students' academic conduct, such as their proclivity to delay activities (Ljubin-Golub et al., 2019). Students use a variety of ways to overcome procrastination, including improving time management, creating clear goals, developing self-regulation, and obtaining academic or social assistance (Safitri et al., 2025).

Students in English Education programs confront academic pressures that may make them more prone to procrastination. They must develop both language competency and instructional skills. Academic duties such as drafting research papers in English, developing lesson plans, conducting microteaching sessions, and completing teaching practicums put significant strain on students (Özer & Yetkin, 2018). These pressures, combined with language anxiety, a fear of making mistakes, and perfectionist tendencies, may lead students to postpone academic assignments.

According to preliminary observations and informal talks with English Education students, many of them begin working on academic tasks only when deadlines approach. These tasks commonly include writing academic essays or research papers in English, preparing lesson plans, completing microteaching assignments, designing teaching materials, and preparing presentations for English-related courses. Many students reported that they often postpone these tasks until the submission deadline becomes close. This situation suggests that academic procrastination occurs within a specific institutional and academic context and therefore needs to be investigated more thoroughly. Although many studies have examined academic procrastination among university students, most of them employ quantitative approaches to measure its prevalence and identify associated variables such as self-efficacy and self-control (Nada et al., 2024). While such studies reveal broad trends, they provide limited insight into how procrastination develops and is experienced by students in specific academic environments.

Furthermore, only a few studies have used a qualitative case study approach to investigate academic procrastination among Indonesian English Education students (Abramowski, 2018). There

is still a paucity of in-depth research into how students experience procrastination, what variables contribute to it, and how they use strategies to overcome it within a specific institutional setting. This gap highlights the necessity for a qualitative case study that investigates academic procrastination as a contextual and experiential phenomenon, rather than a strictly statistical one.

Based on the background described above, further in-depth research is still needed to better understand the phenomenon of academic procrastination among English Education students. Therefore, this study aims to explore the causes of academic procrastination and the strategies used by English Education students to overcome it through a qualitative case study approach. The findings are expected to provide a deeper understanding of academic procrastination within English Education programs and offer practical insights for lecturers, academic advisors, and counselors in supporting students' self-regulation and academic development. In addition, this study may contribute to future research by providing rich, contextual evidence on academic procrastination in an English Education setting.

1.2 Formulation of the Problems

Based on the background above, this research focuses on two main questions:

1. What are the causes of academic procrastination among English Education students in completing their English assignments?
2. What strategies do English Education students use to overcome academic procrastination?

1.3 Aims of the Study

The aims of the study are:

1. To explore the causes of academic procrastination among English Education students in completing their English assignments
2. To describe the strategies used by English Education students to overcome academic procrastination.

1.4 Operational Definition

The researcher provides several definitions related to the research to avoid misunderstandings regarding the various terms in this research.

1. **Academic Procrastination:** The deliberate behavior of delaying the commencement or completion of academic tasks despite being aware of the negative consequences that may arise from such delays (Solomon & Rothblum, 1984).
2. **Causes of Academic Procrastination:** Causes of academic procrastination refer to internal and external factors that influence students' tendency to delay academic tasks. Internal factors may include low self-regulation, lack of motivation, fear of failure, and perfectionism, while external factors may include academic workload, task difficulty, and environmental distractions. These factors interact with students' motivational processes and self-regulation abilities in determining procrastination behavior (Senécal, Koestner, & Vallerand, 1995; Steel, 2007).
3. **Strategies to Overcome Academic Procrastination:** Strategies to overcome academic procrastination refer to the efforts used by students to regulate their learning behavior and reduce delays in completing academic tasks. These strategies may include goal setting, time management, monitoring learning progress, and seeking academic or social support. Such strategies are closely related to the concept of self-regulated learning, where students actively plan, monitor, and control their learning activities (Zimmerman, 2000).

1.5 Significance of The Study

1. **Theoretical Significance:** This study contributes to the existing research on academic procrastination by providing more information about its causes and coping strategies among university students. Most earlier studies used quantitative methods. Qualitative studies on academic procrastination are still limited. By looking at the experiences of English Education students through a qualitative case study, this study gives deep insights that support and complete earlier quantitative findings.

By exploring the experiences of English Education students through a qualitative case study, this study gives new insights that support earlier research. It also focuses on a group that has not been studied much: English Education students in an Indonesian Islamic university setting.

2. **Empirical Significance:** This study provides empirical evidence about academic procrastination among English Education students and presents students' experiences and strategies in dealing with it. The findings may serve as a reference for future research in similar educational contexts.
3. **Practical Significance:** In This study are expected to provide useful insights for lecturers, academic advisors, and educational institutions. By understanding the specific causes of academic procrastination and the strategies used by students to overcome it. Additionally, this research can help English Education students become more aware of their procrastination behaviors and encourage them to develop better self-regulation and time management skills in their academic environment.



CHAPTER V CONCLUSION

5.1 Summary of The Findings

In conclusion, this study found that academic procrastination among English Education students was caused by a combination of internal and external factors, and that the students attempted to deal with it through various self-regulation strategies. These findings answer the two research questions of this study.

The internal factors influencing academic procrastination included fear of failure and perfectionism, impulsivity and digital distraction, low expectancy, extrinsic motivation, and multiple responsibilities outside academics. Fear of failure and perfectionism appeared in several participants who delayed tasks because they wanted their work to be perfect and were worried about poor results. Digital distraction, especially the habit of scrolling through social media, was also a dominant factor that made participants postpone their academic tasks. In addition, some participants believed that their effort would not always lead to better outcomes, while others were motivated mainly by grades and external demands rather than personal interest. Several participants also experienced procrastination because of fatigue caused by work, organizational activities, or other responsibilities.

The external factors consisted of task aversiveness, unclear task instructions, peer influence, and environmental distractibility. Writing assignments were often perceived as difficult, time-consuming, and unpleasant, which made participants delay completing them. In some cases, unclear instructions from lecturers also caused confusion and encouraged procrastination. Peer influence contributed to procrastination when students saw their friends delaying tasks as well. In addition, distractions from the surrounding environment, such as noise, notifications, and other interruptions, made it harder for students to maintain concentration while working.

To overcome procrastination, the participants used several self-regulation strategies across three stages: forethought, performance, and self-reflection. Before starting a task, they set goals, broke tasks into smaller parts, and created personal deadlines. During task completion, they tried to monitor their progress, organize their study environment, and use positive self-talk to stay focused. After finishing their tasks, they evaluated their performance, rewarded themselves, and reflected on what strategies worked well and what needed improvement. However, the findings also showed that these strategies were not always applied consistently, which indicates that knowing the right strategy does not always mean being able to use it effectively.

Overall, academic procrastination in this study can be understood as a complex behavior shaped by the interaction of personal, task-related, and environmental factors. Although the participants had already used several strategies to manage their academic responsibilities, they still experienced a gap between intention and action. This suggests that strengthening students' self-regulated learning skills is important so they can manage academic tasks more effectively in the future.

5.2 Recommendations

Based on the findings of this study, several recommendations are offered for students, lecturers, academic institutions, and future researchers.

For English Education students, it is recommended that they pay more attention to building self-regulated learning skills, not only by knowing anti-procrastination strategies but also by practicing them consistently. Students are encouraged to set clear and realistic goals before starting a task, create personal deadlines earlier than the official ones, and limit digital distractions, for example by turning off phone notifications while studying. Students are also advised to be more aware of the gap between intention and action in their academic habits, so that planning is followed by real and consistent practice.

For lecturers, it is recommended that academic instructions be delivered more clearly and explained in detail, since unclear instructions were found to be one of the causes of procrastination. Lecturers are also encouraged to give feedback gradually during the task process, rather than only at the end, so that students feel more confident and motivated to start working earlier. In addition, lecturers and academic advisors can help students who tend to procrastinate by encouraging open discussion about time management and self-regulation strategies.

For academic institutions, it is recommended that academic counseling or workshops on self-regulated learning and time management be provided for students, especially in programs with heavy academic demands such as English Education. Creating a supportive and distraction-free learning environment, such as quiet study spaces, may also help reduce procrastination caused by environmental factors.

For future researchers, it is recommended that further studies be conducted with a larger number of participants or in different academic programs to see whether similar patterns of causes and strategies appear. Future research may also use a combination of qualitative and quantitative approaches to measure the effectiveness of specific anti-procrastination strategies, such as goal setting or self-reward, in reducing academic procrastination over a longer period of time

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