

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Academic writing is the process of writing used in higher education and scientific research. It encompasses various writing styles such as research papers, essays, theses, dissertations, laboratory reports, and many more (Oshima & Hogue, 2007). This indicates that academic writing is an important skill for college students. Academic writing is crucial for students to present arguments in a logical sequence and draw conclusions (Khazaaal, 2019). In academic writing, writers are constantly engaged with various texts. Therefore, there will be multiple references to other thoughts, ideas, or research on the same writing subject. Furthermore, Academic writing is an activity that demands writers to think cognitively and mentally, considering that the writing is a product of ideas (Alfadda, 2012). It can be concluded that academic writing requires writers to think scientifically as they need to use references from other researchers to support their ideas.

Thesis writing is one of the most popular types of academic writing. A thesis is a scholarly work that students must complete as part of their undergraduate program. It serves as a research project in which students must develop and present new arguments or findings in a specific field. Essentially, this is consistent with (Nurcaya, 2021), thesis writing is a significant milestone in higher education, allowing students to demonstrate their knowledge of a particular subject, research skills, and critical thinking abilities. Thus, to successfully thesis writing, students

must develop and present arguments or new findings in a specific field, as well as demonstrate in-depth knowledge of the subject, research skills, and critical thinking abilities.

However, when faced with the duty of thesis writing, university students frequently face a variety of challenges (Qasem & Zayid, 2019). Many students are unable to complete their theses within the time limit. This is consistent with (Huang & Zhang, 2020), concluded that for the majority of students, the thesis is by far the most difficult academic assignment. Similarly, students majoring in English education have an even larger problem since they must write in academic or formal English, which is often not their first language (Gilmore, 2009). Furthermore, the flexible deadline for students to complete their theses may be one of the causes leading to students' inability to complete their work on time (Hallberg & Olsson, 2017). This can lead to procrastination in finishing the thesis as planned, or perhaps failure to complete their studies altogether. It is many undergraduate students still need more than four years to complete their education.

Procrastination has become a prevalent problem of college students, affecting the majority of them, as proven by many studies and surveys. Also (Gufron, 2003) found that a significant proportion of students struggle with procrastination, with estimates ranging from 25% to 75%. Initially, research on procrastination was mostly undertaken in academic contexts, with more than 70% of students reporting postponement. A poll done by New Statement magazine revealed that roughly 20% to 70% of students procrastinate on their theses (Yuanita, 2010). Research on academic procrastination has also been undertaken in Indonesia, with

variable outcomes (Aziz, Irfan, & Loona, 2019). This is consistent with Steel's perspective, who stated that one of the four elements that might exacerbate a person's procrastination is difficulties with self-regulated learning (Burka & Yuen, 2011). Additionally, (Fischer, 2001) suggested that the inability to estimate the amount of time needed to complete tasks is the main cause of procrastination. With that in consideration, students must acquire self-regulated learning abilities to complete their theses on time.

Numerous studies show that self-regulated learning is essential in increasing academic performance in educational environments, especially for thesis writing. The notion of self-regulated learning has been widely investigated in several nations (Zeng & Goh, 2018). Self-regulated learning has been demonstrated to increase academic performance in writing (Hapsari, 2015). Understanding the factors that influence academic procrastination is crucial for effectively addressing this issue. The elements that may impact academic procrastination into two categories: internal and external influences. One of it is intrinsic; self-regulated learning can help people complete academic work. Also, extrinsic environmental elements, such as social support, contribute to academic procrastination (Uyun, Ilfiandra, & Hafina, 2023).

Social support has been found as a crucial influencing element. Individuals with strong social support can effectively manage and allocate their activities, making it easier to complete responsibilities provided by lecturers (Lastary & Rahayu, 2018). On the other hand, people who lack self-control frequently postpone scheduled activities in preference to leisure activities like playing or hanging out with friends, abandoning their original intentions. Individuals with

low self-control struggle to resist such temptations (Wijaya & Tori, 2018). Furthermore, another research found various factors also impact an individual's procrastination, including environment, parenting style, physical condition, stress, anxiety, and fear of failure (Sirois F. M., 2023). These elements also contribute to the students experience when they complete their final projects or thesis writing.

The crucial influence of various aspects of well-being and academic performance underscores the necessity for a holistic approach to student health. According to (Zuffiano, 2013) academic success necessitates a holistic balance of multiple dimensions of well-being, including physical, social, emotional, spiritual, and psychological well-being. They suggest that students with strong physical and mental health are more likely to perform well academically than those who are unwell in these areas. In other words, psychological problems like stress and despair might impede efforts to reach peak academic performance. According to (Porter & Lee, 2013) up to 60% of students leave university before finishing their degrees, with the majority dropping out during the first two years owing to issues managing psychological disorders, notably stress. Therefore, effectively managing academic stress is crucial for students to maintain their well-being and achieve academic success in thesis writing.

Based on the above exposition, the researcher considers the necessity for a study that may assess the influence of self-regulated learning, social support, and academic stress experienced by students on thesis writing.

1.2 Research Questions

The researcher formulates the study's problems as follows:

1. Is there any significant influence of students' self-regulated learning with academic procrastination on thesis-writing university students?
2. Is there any significant influence of students' social support with academic procrastination on thesis-writing university students?
3. Is there any significant influence of students' academic stress with academic procrastination on thesis-writing university students?
4. How are the factors of self-regulated learning, social support, and academic stress influenced to procrastination on thesis-writing university students?

1.3 Research Objectives

Several goals raised in response to the study's problems including the following:

1. To determine the significant influence of students' self-regulated learning with academic procrastination on thesis-writing university students.
2. To determine the significant influence of students' social support with academic procrastination on thesis-writing university students.
3. To determine the significant influence of students' academic stress with academic procrastination on thesis-writing university students.
4. To explore the factors of self-regulated learning, social support, and academic stress influenced to academic procrastination on thesis writing university students

1.4 Research Significances

The researcher considers that by doing this study, the findings be able to be used as a source of information theoretically and practically about educational expertise in the field of English language instruction as follows:

a. For Students

Its potential to increase their awareness of the critical impact self-regulated learning, social support, and academic stress have on their thesis writing process. By understanding these three variables, students can better manage their academic responsibilities, reduce procrastination, and improve their overall academic performance.

b. For Future Researchers

The researchers can obtain a deeper understanding of how variables influence academic procrastination in thesis writing. This study provides empirical data and insights that can guide future research, thus leading to the development of more effective interventions and strategies to support students in their academic endeavors.

c. For Supervisors

Supervisors have the capacity to provide useful insights in guiding students through the completion of their thesis. Supervisors who have a better awareness of aspects such as self-regulated learning, social support, and academic stress can provide more effective help to students in overcoming the problems that may arise when thesis writing.

d. For Readers

The researcher hopes that this research can be theoretically and practically useful for the readers.

1.5 Limitations of the Research

To mitigate potential biases, the researcher opted to restrict the participant pool for this investigation. Specifically, the study focused solely on undergraduate students enrolled in the English study program at Sulthan Thaha Jambi State Islamic University who still engaged in thesis writing process for more four years or longer completion. The primary objective of this research is to delve into the self-regulated, social support, and academic stress experienced by students in procrastination the thesis writing process.

1.6 Definition of Key Terms

To avoid misinterpretation of the title which is adopted in this study, the writer here explained some terms with the title as follows:

1. Thesis-Writing

Thesis-Writing refers to the process of producing a substantial academic document that exercises in carrying out research for undergraduate student and writing that presents original research findings or scholarly arguments on a specific topic (Hardling, 2004). Thesis-Writing is the systematic process of creating an extensive scholarly paper that involves conducting comprehensive undergraduate research and articulating research outcomes or academic discussions on a designated subject.

2. Academic Procrastination

Academic procrastination refers to the act of postponing academic tasks such as completing assignments or writing papers despite knowing that such delays may have negative consequences (Klingsieck, 2013). This research defines procrastination as the tendency to postpone duties or make decisions.

3. Self-Regulated Learning

Self-regulated learning defines as students' ability in managing their own learning by self-regulating their personal, behavior, and environment to attain the learning goals actively (Schunk & Zimmerman, 2008). Self-regulated is the ability to generate and regulate one's own thoughts, feelings, and behavior to achieve a goal.

4. Social Support

Social support refers to the assistance, encouragement, or resources provided by others within one's social network (Drageset, 2021). Social support refers to the assistance, care, or empathy provided by individuals within one's social network.

5. Academic Stress

Academic stress refers to attributed to both academic pressures (e.g., from teachers, subjects, and exams) and social pressures (e.g., from peers), resulting in disruptions to the learning process (Bedewy & Gabriel, 2015). Academic stress is the psychological and emotional strain experienced by students due to the pressures, demands, and challenges of academic life.