

EFL Students' Academic Procrastination in Indonesian Context

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ABSTRACT

Many studies have been written about students' academic procrastination. Yet, not many wrote specifically about EFL context. This study tried to fill the gap, especially in Indonesian context where English is officially taught as a foreign language. The study aims to examine the level of EFL students' academic procrastination; the reasons of doing the procrastination; and the correlation of students' procrastination level with their academic achievement especially for reading and writing skill. It was conducted by applying quantitative approach with descriptive quantitative and correlation research design. A hundred and eighty seventh semester students of a State Islamic University in Indonesia was the population for this study, while 35 students of which were chosen randomly as the samples. A five-scale questionnaire was applied to collect the data, and then the result was analyzed quantitatively by using descriptive and Spearman formula on SPSS 26. The findings showed that the students' level of procrastination was moderate; the students inclined doing the procrastination in the area of sincerity and aversiveness of task; and there was no significant correlation between procrastination and writing as well as reading achievement.

INTRODUCTION

Students in college level are different from them who are still in middle level in terms of their tendency in study. College students need to prepare their study by themselves, including their preparation in facing any examinations and tasks. It is a common for

college students in Indonesia conducting *SKS* (*sistem kebut semalam*) for any assignments or examinations. *SKS* (*sistem kebut semalam*) is a slang word in Indonesia to mention an activity conducted by college students to finish their assignments or project examinations for the whole night before the day of submission due date. In other words, they choose to postpone working with their responsibility till the last minutes of their chance. This way, procrastination is considered as avoidance of doing assignments need to be accomplished (Laeus, 2015).

Procrastination is acknowledged as self-defeating and inherently goal undermining (Ferrari et.al, 2013). Every student realizes about their obligation, whether it is tasks or projects examinations. They recognize the final goal of their study which will be achieved if they accomplish all the assignments given. Unconsciously, each student must set their plan to grab that goal of their study. However, during the process of completing this obligation, many obstacles come. It can be from their environments, as having many other roles while also being a student, or even obstacles appear from their own self, such as suddenly being unmotivated. By having this situation, these students are distracted. They choose to ignore their obligation to accomplish the assignments as soon as possible they could.

However, not few of those students believe that having this procrastination is bad. Sometimes, students postpone accomplishing their assignment in hopes they will get better understanding of what it is asked about later (Ojo, 2019). When reading the assignment for the first time, they are confused about it or even don't know exactly what is expected of them. They need more time to figure out what the assignment ask them about. Sometimes, it closes the ending of the submission deadline until they get a full understanding about it. In other words, it is not totally self defeating, but more on self interest (Ferrari et.al., 2013).

Further, self interest in procrastination is not the only result of unknowing problems about the concept of assignment itself. Self motivation is also known as another concern relating to procrastination. Some people can perform well on their tasks after procrastination, especially on their under pressure situation facing the deadline of the tasks (Ferrari et.al., 2013). Thus, it is a kind of self-manipulated strategy for them who believe that it can increase their self-motivation. A study among college study in India showed that

72,8 % of the samples claim that they found some excitement to accomplish their task in last minutes before the deadline (Gohain and Gogoi, 2021).

Based on those a brief explanation, the definition of procrastination can be summed up into two (Ferrari et.al.,2013), the first is related to dysfunctional procrastination which is:

“The time past the optimal beginning point for completion of an important task that has a high probability of needing completion and that does not have unreasonable demands of personal costs associated with attempted completion”.

While the second one is rational or functional procrastination in which:

“Similar behavior evoked actions that have a low probability of needing completion or have excessively high cost associated with personal completion.”

Simply, the first type of procrastination does not relate to reasonable reasoning why someone does that. Meanwhile, a person has set a certain goal related to the assignments why he chooses to do procrastination.

Many studies about students' academic procrastination have been conducted for decades. Some applied the level of academic procrastination, some applied the reasons of doing procrastination, and some correlated the level of procrastination with other continuous academic variables. There are three instruments can be applied to measure the level and reasons of academic procrastination, namely Procrastination Assessment Scale-Students/PASS (Solomon and Ruthblum 1984), Adult Inventory of Procrastination Scale/AIP (Mc Cown and Johnson, 1989) and Tuckman Procrastination Scale/TPS (Tuckman, 1991). PASS is mostly used than the others since it is considered as the most reliable one in measuring the level of academic procrastination (Ferrari et.al., 2013). Previous studies explained later will only focus on those in which applied PASS as the instrument to measure the students' academic procrastination.

For many years, procrastination is considered relating to stress and the failure of academic achievement. Academic procrastination resulted ineffectiveness on study, affected not good performance in learning, and also caused stress during the process of

learning (Kuftyak, 2021). The students who were procrastinators used to grab low academic achievement. They tended to being lazy, could not manage their personal time efficiently and then experienced more frustration, anger and also stress. When a situation in which procrastination found being conducted by several students in class, it is appropriate for a teacher to the timely evaluate students' completion of assignments (Kader, 2014). It is important develop their understanding that the earlier assignments are submitted, the higher the grades tend to be (Jones and Blankenship, 2021). It is in order to reduce the high correlation between their academic procrastination with their academic achievement. Teachers should encourage the students to write a composition in class time even if it lasts for a very limited time, because homework and classwork can decrease the level of procrastination (Gray, 2017)

In other words, the factor of social motivation is one strategy to reduce the implementation of procrastination (Nabelkova, 2015). When a student has already found their positive goal on their study, they will act positive attitudes towards their assignments or examinations. Therefore, the role of the teacher is very important to overcome students' academic procrastination. He must ensure each student know what their goal is, so that they will be motivated to behave well on their tasks (Jones and Blankenship, 2021). However, since motivation can be from both internal and external situation, a teacher should also assure that their performance of tasks is interesting for their students. Academic procrastination was also implemented by them who thought that the academic tasks were not interesting at all (Kutlu Abu and Saral, 2016). Thus, it is not exaggerated to argue that lack of motivation is significantly inclined as the most influent factor towards academic procrastination (Syahrizal and Malina, 2020).

In terms of English Language teaching especially in Indonesia in which English is learned as a foreign language, not many studies were conducted relating to students' procrastination. A study conducted by Wirajaya et.al (2020) shows that EFL students in Universitas Pendidikan Ganesha had a high level of procrastination. They quantitatively describe that the students tend to implement procrastination because of their bad time management, aversiveness of the task, sincerity and personal initiative. Further, they found that academic procrastination had a negative relationship with students'

self efficacy. This study did not describe any specific relation cases dealing with the subjects who are the ELT students.

Another research was conducted specifically on investigating relationship between the academic procrastinating with writing anxiety (Pravita and Kuswando, 2022). The study implemented quantitative survey which involved 12 students who were working with their undergraduate thesis proposal. Research finding shows that the students tended to have high level of procrastination on academic revision and review. They experienced writing paralysis and did not expect any writing progress. The researcher expects further researcher to investigate more on other writing anxiety factors. This research did not find the correlation between those three variables by using statistic correlation formula.

Further, academic procrastination also significantly contributed students' writing performance and writing errors (Kafipour and Japari, 2021). The research applied quantitative survey with a writing test and questionnaire as the instruments, implemented to medical students. The study showed that there was a correlation among students' writing performance, writing errors and academic procrastination. The procrastination also quantitatively contributed more to interlingual error, ambiguous error, developmental error and other types of errors. However, the subject of this study was not English major students who use to learn English from basic language skills components.

Based on those previous researches, the gap is set. There is no research that studies academic procrastination on ELT students in Indonesia, in terms of academic language skill achievement. It is important to study because ELT students experience English classes (both academic and occupation purposes) which are based on language skills and components, language content (linguistics and literature) and also English language teaching insights. It is expected that the result must be different from other students who study English only for occupation purposes. In addition, it is also appropriate with the instrument of PASS which also includes indicators about procrastination of writing learning process, procrastination of reading learning process and also procrastination of facing examinations which also include the process of reading. Furthermore, there is no previous study which focused on students' writing and reading achievement instead of process of both skills in

the process of learning. Therefore, this study is important to conduct, with following research questions:

1. How is the level of EFL students' academic procrastination in Indonesia?
2. What reasons do EFL students have for doing academic procrastination?

How is the correlation between EFL students' procrastination level with their reading and writing achievement?

METHODS

The research employed quantitative research approach with descriptive quantitative and correlation research design. Descriptive quantitative was used to reach the objective number 1 and 2 which to find out the level of students' academic procrastination and the reasons for doing procrastination. Meanwhile, the objective number 3 was obtained by applying correlation research design.

The population of the study was 180 seventh semester students of English Language Teaching (English Education Program) of a state Islamic university in Indonesia. The population was chosen based on several criteria, namely: 1) The research gap found that a study about academic procrastination involves ELT students is still rare, so that it could fulfill this gap; 2) Even when a study with ELT students was available, they belonged to *PTU (Perguruan Tinggi Umum)* students

Since the study was planned to be conducted with both descriptive quantitative and correlation study, the sample was taken minimally 10 times of the total number of variables examined (Sugiyono, 2017). For correlation stage to reach the research objective number 3, the researcher needs three variables to examine, namely students' academic procrastination, students' writing achievement and students' reading achievement. In sum, the sample of this study must be minimally: $10 \times 3 = 30$ samples. The 35 samples undertaken in this study were chosen randomly by using simple random sampling technique. This technique was applied to avoid bias because no other criteria for a sample needed, in which every student within the population has the same opportunity to be taken as the sample of the study (Kerlinger, 2006).

Data in this study obtained from the students' responses through 5-scales questionnaire. The questionnaire consists of 18

items to ask about academic procrastination level and 26 items to ask about the reasons of doing it. Procrastination Assessment Scale-Students/PASS (Solomon and Ruthblum, 1984) was distributed to the samples of the study through online by using G-form. The questionnaire consists of 2 parts which first part is used to examine the level of procrastination and the second part is used to examine the reason for doing procrastination. The questionnaire involves these following indicators for both parts:

Table 1. Indicators of PASS Questionnaire and Reasons of Procastination

No	Indicators of PASS	Reasons on Procrastination
1	Writing a term paper	Time Management
2	Studying for exams	Aversiveness of Task
3	Keeping up with reading assignments	Sincerity
4	Academic administrative tasks	Personal Initiative
5	Attending tasks	
6	School activities in general	

The data analysis was reckoned quantitatively by using SPSS 26. To reach the objective for the first and the second research objective, the researcher applied descriptive frequencies analysis on each data obtained from the five-scale questionnaire. The level of academic procrastination was divided into five, namely very low, low, moderate, high and very high (Azwar, 2012). The determination was based on the following table (n= 18 items, Range= 72, SD=12, M=54):

Table 2. Level of Procrastination

Level of Procrastination	Range Description
Very Low	$X \leq 36$
Low	$36 < X \leq 48$
Moderate	$48 < X \leq 60$
High	$60 < X \leq 72$
Very High	$X > 72$

However, for the third objective, the researcher applied Spearman formula (Iskandar et.al., 2022) to correlate the procrastination level data (X₁) with students' reading (Y₁) and writing achievement (Y₂). The research hypotheses for both correlations are stated as following:

a. Procrastination VS Reading

H₁: There is a significant correlation between the level of academic procrastination and reading achievement.

H₀: There is no significant correlation between the level of academic procrastination and reading achievement

b. Procrastination VS Writing

H₁: There is a significant correlation between the level of academic procrastination and writing achievement.

H₀: There is no significant correlation between the level of academic procrastination and writing achievement

The computation decision was made based on the following criteria:

a. If Sig.(2-tailed) < 0.05, H₀ is rejected and H₁ is accepted

b. If Sig. (2-tailed) > 0.05, H₀ is accepted and H₀ is rejected

The research stage was illustrated as following:

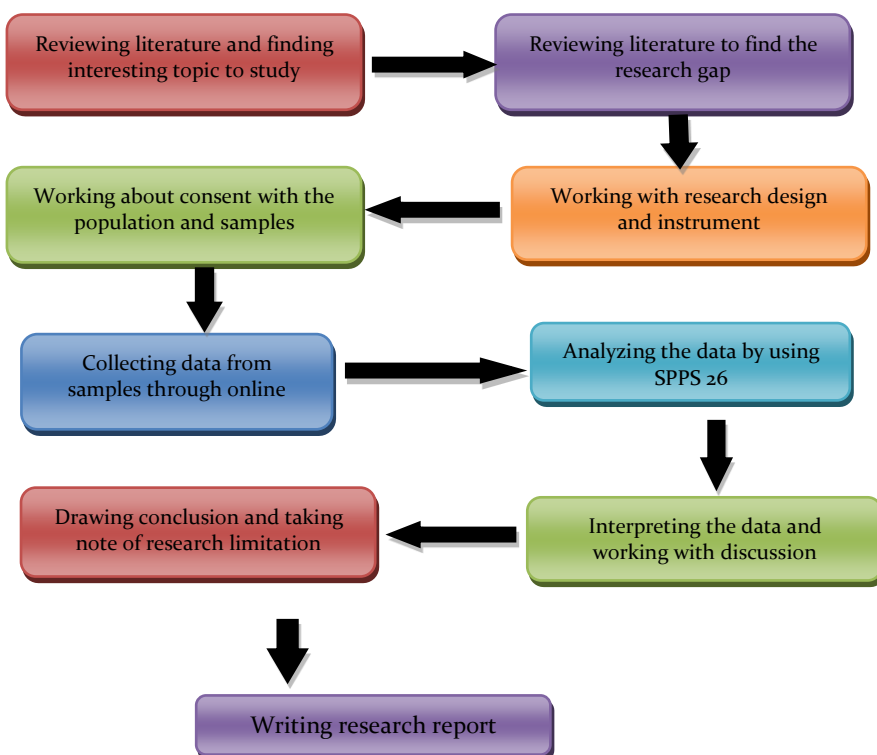


Figure 1. The Stages of the Research

RESULTS AND DISCUSSION

Findings of the research are elaborated respectively based on each research questions:

1. *EFL students’ academic procrastination level*

To answer the first research question, the samples of the research were asked to respond honestly on the following statements:

Table 3. Statements of Questionnaire (Procras Level)

Indicators	Statement
Writing a term paper	1. To what degree do you procrastinate on this task?
	2. To what degree of procrastination on this task a problem for you?
	3. To what extend do you want to decrease your tendency to procrastinate on this task?
Studying for exams	4. To what degree do you procrastinate on this task?
	5. To what degree of procrastination on this task a problem for you?
	6. To what extend do you want to decrease your tendency to procrastinate on this task?
Keeping up with reading assignments	7. To what degree do you procrastinate on this task?
	8. To what degree of procrastination on this task a problem for you?
	9. To what extend do you want to decrease your tendency to procrastinate on this task?
Academic administrative tasks	10. To what degree do you procrastinate on this task?
	11. To what degree of procrastination on this task a problem for you?
	12. To what extend do you want to decrease your tendency to procrastinate on this task?
Attending tasks	13. To what degree do you procrastinate on this task?
	14. To what degree of procrastination on this task a problem for you?
	15. To what extend do you want to decrease your tendency to procrastinate on this task?
School activities in general	16. To what degree do you procrastinate on this task?
	17. To what degree of procrastination on this task a problem for you?
	18. To what extend do you want to decrease your tendency to procrastinate on this task?

The result of the questionnaire is summed up through the table below:

Table 4. Distribution of EFL Students' Procrastination Level

Level of Procrastination	Range Description	Frequency
Very Low	$X \leq 36$	1
Low	$36 < X \leq 48$	9
Moderate	$48 < X \leq 60$	18
High	$60 < X \leq 72$	5
Very High	$X > 72$	2
Total of Students		35

The percentage of the students' academic procrastination level is shown through the following pie chart:

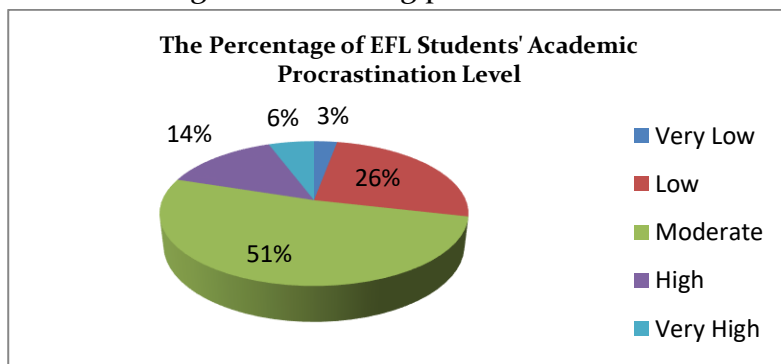


Figure 2. Students' Academic Procrastination Level

The finding shows that more than a half of the total students involved in this study were in the level of moderate of academic procrastination (51 %). Then, 26 % of the students belonged to low level of academic procrastination. Surprisingly, only 14% students were in the stage of high level of academic procrastination. Then, very high level of academic procrastination was only reached by 6% students. The last sequence was students with very low level of academic procrastination (3%). It is in line with several studies conducted previously that not all students tended to always implement high academic procrastination. Gohain and Gogoi (2021) found that their samples of the study involved both high and low level of procrastination, even it reached 72,8% of them who had been found as low procrastinators. Moderate level of students' academic procrastination was also found from a study which was conducted to college students in Malaysia. Kassim et. al. (2022) showed that the students in their study demonstrated moderate level of academic procrastination.

In terms of the area of procrastination in which the students engaged on, there was no significant difference found among those six indicators area of procrastination. It is proven with the result on variance analysis which is shown on the following table:

Table 5. Variance Analysis of Procrastination Area

Score	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	20.271	5	4.054	.630	.677
Within Groups	1313.486	204	6.439		
Total	1333.757	209			

The level of significance was 0,677 which is greater than 0,05. In other words, it is said that the six area of procrastination was fairly chosen by the students. The following pie chart describes the percentage of each area of procrastination:

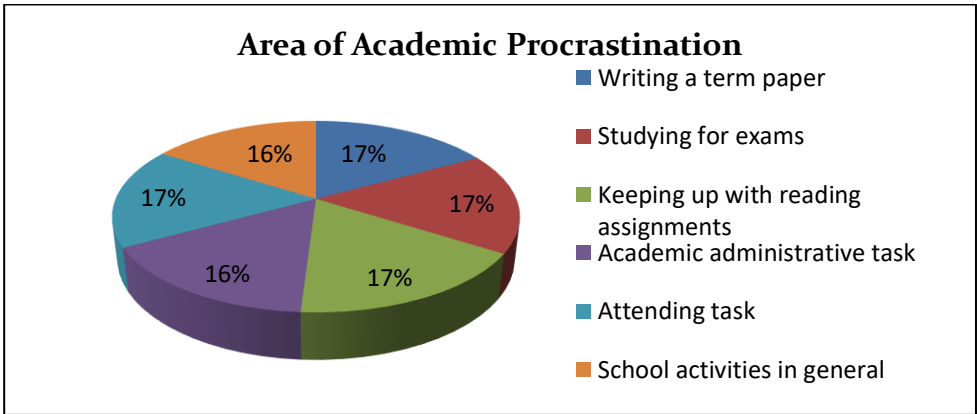


Figure 3. Students' Academic Procrastination Area

The finding shows that area of *writing a term paper*, *studying for exams*, *keeping up with reading assignments* and *attending task* became the most chosen area by the students. Dealing with English Language Teaching, in which involves 4 language skills to be learned, it can be said that the students still had problems with their language skills especially on writing and reading. Therefore, they inclined to apply procrastination. Kafipour and Jafari (2021), in their study, found that academic procrastination had a significant correlation with students' writing performance. It also supports the study

conducted by Solomon and Rothblum in Bekleyen (2017) students in language major reported that they procrastinated on writing a term paper (46%), studying for exams (27.6%), and reading weekly assignments (30.1%) even when they learned reading and writing as language skills.

In sum, it is concluded that the level of academic procrastination of EFL students in this study showed moderate level of procrastination, in which the areas of procrastination engaged by the students were still related to their major as language learners, in which engaged more on two language skills which were reading and writing.

2. *EFL students' reason for doing procrastination*

The following statements were distributed to the students to get the answer of reasons why they did procrastination:

Table 6. Statements of Questionnaire (Reasons for Procras)

Indicators	Statements
Time Management	1. You liked the challenge of waiting until the deadline.
	2. You had too many other things to do.
	3. You waited until a classmate did his/hers, so that he/she could give you some advice
	4. You felt it just takes too long to write a term paper.
	5. You knew that your classmates hadn't started the paper either
Aversiveness of the task	6. You were concerned the professor wouldn't like your work.
	7. You had a hard time knowing what to include and what not to include in your paper.
	8. You were worried you would get a bad grade.
	9. You resented having to do things assigned by others.
	10. You really disliked writing term papers.
	11. You felt overwhelmed by the task.
	12. You couldn't choose among all the topics.
Sincerity	13. You didn't think you knew enough to write the paper.
	14. You were concerned that if you did well, your classmates would resent you.
	15. You didn't trust yourself to do a good job
	16. You didn't have enough energy to begin the task.
	17. You resented people setting deadlines for you.
	18. You were concerned you wouldn't meet your own expectations.

	19. You were concerned that if you got a good grade, people would have higher expectations of you in the future.
Personal Initiative	20. Your friends were pressuring you to do other things.
	21. There's some information you needed to ask the professor, but you felt uncomfortable approaching him/her.
	22. You had difficulty requesting information from other people.
	23. You looked forward to the excitement of doing this task at the last minute.
	24. You waited to see if the professor would give you some more information about the paper.
	25. You set very high standards for yourself and you worried that you wouldn't be able to meet those standards.
	26. You just felt too lazy to write a term paper.

The result of questionnaire was shown on the following table pie chart:

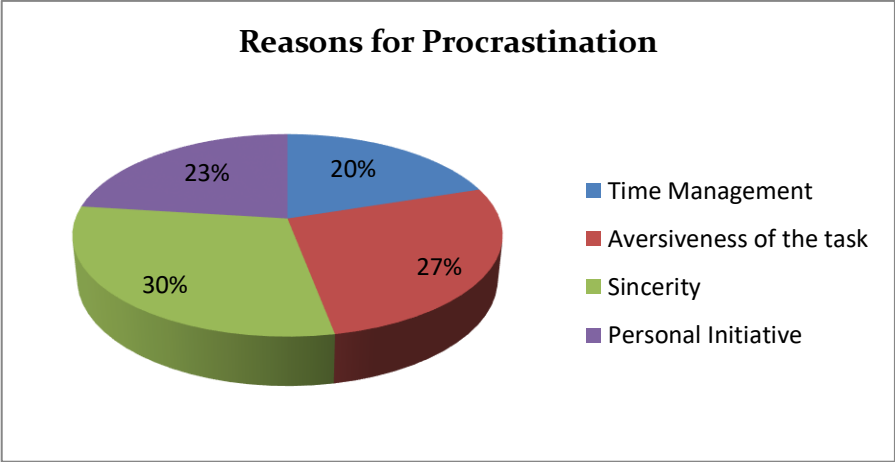


Figure 4. Students’ reasons for procrastination

The most chosen reason for students’ procrastination was sincerity (30%), then followed by aversiveness of the task (27%). Meanwhile, personal initiative (23%) and time management (20) were less chosen by the students. In other words, the students did not have much problem in managing their time to decide when they have to fulfill their obligation to finish the task or to play other roles in their personal life. It is in line with Asmal and Sayin’s study (2022),

they found that more mature students were, easier for them to reduce their willing to procrastinate. A college student could manage their time well enough to recognize how long they could apply procrastination, since many lecturers designed modalities based learning in which it was believed to reduce students' procrastination (Babadogan, 2010). The more assignments given, the more students focus on managing their time for studying.

Further, it is shown that sincerity and aversiveness were chosen mostly by the students. In the reason of aversiveness, it seems that the students experienced hard time during their chance to start writing their task. It was implied with the indicators of disliking writing term papers, not being able to choose a good topic to write or feeling overwhelmed by the task because they did not know what to write. Simply, it deals with students' problem on writing problems, especially on writing anxiety. Schweiker-Marra and Marra (2000) found that writing anxiety could be one factor that influenced students' performance in writing. Further, they proved that pre-writing activities can decrease this type of anxiety. This activity could help the students during the first stage of writing so that they did not need to spend much time in thinking what to write. Dealing with sincerity, it is related to the students' psychological problems as stated in the statement that students did not think that they knew enough to write. Thus, they procrastinated since they did not have much confidence on their ability in writing. It could be also one factor of writing anxiety which was students' personal belief about writing and learning to write itself as well as self perception about their own ability in writing (Cheng, 2004).

In conclusion, the result of students' procrastination level and the reasons for doing that procrastination in this study was related each other. The students which were EFL students inclined to conduct procrastination in case of their personal perception on their capability in language skills, which were specifically said as writing and reading, and also of their own linguistics problems on pre writing activities. Further, the correlation between the level of procrastination and writing achievement would be explained on the next section to validate that the assumption of this relation could be proven statistically. In addition, the correlation between the level of procrastination and reading achievement would also be explained

previously since the ability of writing can be separated from the ability of reading. It is known that the reading instruction has a positive influence on writing (Shanahan, 2006) as well as writing instruction on reading (Weiser & Mathes, 2011). Thus, it would be acknowledged statistically that students' pre writing anxiety as the source of students' procrastination was also influenced by their reading ability.

3. *Correlation between students' level of procrastination and writing as well as reading achievement*

For answering the third question, it is important to describe the data of students' reading and writing achievement first. The data were obtained from the open questionnaire given to the students. They needed to type the points they obtained for their last reading and writing class. For the importance of data computation, the points (A,B,C,D) were converted into number (4,3,2,1). The data are stated through the table below:

Table 7. Students' points for reading, writing and academic procrastination

No	Reading Points	Writing Points	Procrast Points
1	3	3	78
2	3	3	78
3	3	3	102
4	4	3	82
5	3	3	81
6	4	3	63
7	3	3	79
8	3	3	73
9	3	3	84
10	2	2	78
11	3	4	78
12	4	4	54
13	4	4	98
14	4	4	76
15	4	4	119

16	3	4	78
17	4	4	69
18	4	4	73
19	2	2	80
20	3	2	67
21	4	4	98
22	4	4	75
23	4	4	64
24	4	3	70
25	4	4	95
26	4	3	49
27	3	3	90
28	3	3	56
29	3	3	59
30	4	4	73
31	4	4	36
32	2	3	69
33	4	3	96
34	3	4	77
35	4	2	99

Since the data involved ordinal data, non parametric computation was conducted without concerning on the normality of the data. The correlation was counted by using Spearman Formula between Reading Points and Procrastination Points, as well as Writing Points with Procrastination Points. The result of computations is shown through the following table:

Table 8. Correlations between Reading and Procrast

		reading	procrast
Spearman's rho	reading	Correlation Coefficient	1.000
		Sig. (2-tailed)	.
		N	35
	procrast	Correlation Coefficient	-.056
		Sig. (2-tailed)	.748
		N	35

From the table 9, it is shown that Sig.(2-tailed) was 0.748 which is greater than 0.05. It means that Ho was accepted, while H1 was rejected. In other words, there was no significant correlation between reading achievement with procrastination.

Table 9. Correlations between Writing and Procrast

		procrast	writing
Spearman's rho	procrast	Correlation Coefficient	1.000
		Sig. (2-tailed)	.
		N	35
	writing	Correlation Coefficient	-.081
		Sig. (2-tailed)	.644
		N	35

Table 10 describes that, Sig.(2 tailed) for writing achievement and procrastination was 0.644. It is greater than 0.05 in which Ho was accepted and H1 was rejected. Then, there was no significant correlation between writing achievement and procrastination.

The findings support several research findings that academic procrastination did not directly move altogether with students' academic achievement, though they moved successively with students' anxiety during the process of writing or reading. In fact, the level of students' academic procrastination could not be used as a predictor to predict students' achievement in learning, in this case writing and reading achievement. However, it was useful to predict the students' anxiety or other problems related to students' performance during the process of reading and writing. In line with this, Motie, Heidari and Sadeghi (2012) stated that academic procrastination could be used as a predictor on students' self regulated learning. Besides, it is also explained that academic procrastination could be reduced by giving some interventions on students' fear of failure and self-regulation in hope that they could organize the process of learning better (Zarrin and Gracia, 2020). Further, self regulated learning itself has significant positive influence on students' learning achievement (Nasir, Nurhidayah and Supriyanto, 2020; Ejubovic and Puska, 2019; Ergen and Kanadli, 2017). In sum, students' procrastination is limited only as a predictor on students' performance in the process of learning, not as a predictor on students' achievement on learning.

Dealing with students' performance during the process of writing, students' academic procrastination seemed to be a predictor in examining the students' anxiety or problems on their pre-writing stages. Pravita and Kuswando (2022) posited that students with high level of anxiety had to struggle more during implementing their self regulated strategy in writing their thesis. They seemed to have high level of procrastination during the process of revision and review because they did not really understand what to write. They needed to start reading new literature to start their revision process. In addition, writing anxiety and writing performance correlated reversely, in which the higher the level writing anxiety was, the lower writing performance was (Fitriana, Leoneto, Fittinova, 2018). In sum, it can be said that writing anxiety had a mediating role which indirectly connecting students' procrastination with writing achievement in negative way, while procrastination itself supported the writing anxiety (Zhang and Zhang, 2022).

In terms of reading process in learning, the students also inclined to procrastinate when it was related to reading assignment. This procrastination also increased their anxiety and distress level when working with reading assignment (Winarni, 2019). Still related to self regulated learning, it is found that students had low control strategy of reading assignment, though they enjoyed the process of reading itself (Qi, 2021). Thus, they did procrastination in reading assignment since they had low level of metacognition strategy, but high level of motivational belief. Meanwhile, dealing with reading achievement, it was statistically correlated negatively with reading anxiety (Mardianti et.al., 2021; Trisnayanti et.al., 2020; and Dewi, 2020) and significantly affected by self regulated strategy (Alreshoud and Abdelhalim, 2022; Ghavamnia, 2022; and Nejabati, 2015). In conclusion, although procrastination was not correlated directly on reading achievement, it still significantly influenced reading anxiety and self-regulated strategy in which statistically gave impact on reading achievement, either it was negative or positive impact.

CONCLUSION

Based on the findings and discussion explained previously, it can be concluded that EFL students' academic procrastination was in the level of moderate, in which the students inclined to procrastinate more on pre-writing activities and reading assignment. The reasons

of doing procrastination for these EFL students were lied more on the area of aversiveness and sincerity. In terms of aversiveness, the EFL students tended to procrastinate during the pre-writing stage since they did not know what to write, mastered low linguistic strategic of writing and also experienced writing anxiety. In addition, they felt not confident enough with their own ability in writing and their capability on reading comprehension which became the reason on sincerity area.

Meanwhile, the correlation between, both, EFL students' academic procrastination and reading achievement as well as writing achievement, showed no significant correlation. It means that level of procrastination could not be used as a predictor to predict students' reading and writing achievement.

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