

CHAPTER I

INTRODUCTION

A. Background

Every student has a task to do in his life especially in learning process, but some reasons come to complete of these tasks is often delayed. Ozer (2011) states the general propensity to engage in such dilatory behavior is called procrastination. In their academic setting, students have such tasks as writing term paper, studying for exam, reading weekly assignments, academic administrative tasks, attending tasks and/or school activities in general. However, they needlessly delay or put these priority tasks off to the next time in a temporal dimension. Being postponed of an academic task to another indefinite time is called academic procrastination (p. 34).

There are some factors that make the student procrastinated the task. Zakeri et al. (2013) states the factors are related to procrastination such as individual factors, environment factors, family factors (p. 58). Individual factor comes from student herself for example laziness. Environment factor comes from teacher for example teacher attitude, lack of guidance, negative comment, lack of feedback. Family factor comes from home involvement, communication gap, unseen problems, etc.

The problem of procrastination in writing was experienced by a 13 years old female student in an Indonesian middle school. She is hard to decide the topic, to develop the idea, and to make the correct sentence. She is confused to start writing or to arrange sentences into paragraphs. Shah (2000) described as

indecisive state lacking in will power and vitality to do work. Students become unable to do the right work at the right time leaving it for some other time that may result in failure plunging them (Milgram, 1991). Moreover, she also has another negative habit, delaying the task until injury time or being procrastinator. As cited in Hamidreza Zakeri. et al. (2013) academic procrastinator often underestimate the time required to synthesize and evaluate information (Burka, 2008). Academic procrastinators fail to attain academic goals due to task avoidance and fear of failure (Ferrari, 1991, 1992, 2000). They cannot finished the task to achieve goals. Therefore, it may be an especially serious problem for student, because it can be barrier for student in learning English.

B. Formulation of the Problem

Based on the background of the research, the writer formulates the problem on the research, as follow, “what factors do the student procrastinate the task?”

C. Aim of the Research

The aim of the research is to know the factors of procrastinator student in performing writing.

D. Uses of the Research

In this research, the writer hopes this study has several uses, as follows:

1. Theoretical use

This study is expected to give further information about a procrastinator student.

2. Practical use

This study is expected to give information to the teacher to find the technique for teaching and the style to teach to overcome the student with procrastinating habit to involve in teaching learning process attractively.

E. Operational Definitions

To avoid the different perception, the following are several terms related to the title of this research, as follows:

1. Procrastinator student in : It is a student who delays the writing performing writing task until injury time.