

CHAPTER II

LITERATURE REVIEW

A. Description of Procrastinator Student

Procrastination is ability to complete a task on a tight deadline. Procrastination also appears to be a troubling phenomenon. People most strongly characterize it as being bad, and harmful. Gersick (as cited in Peer Steel, 2007) stated, “Describe how teams consistently delay the bulk of their work until deadlines approach” (p.1). It means that most people delay the task or work until injury time. Hamidreza Zakeri (2013) states, procrastination means to put off, delay, prolong, defer, stall, or postpone performing a task.

Meanwhile, Akerlof (as cited in Peer Steel, 2007) stated, “Procrastination is most often considered to be irrational delay of behavior”(p.1). It means that procrastination is delaying some intended course of action. Procrastination also occurs to a student of Junior high School in Tasikmalaya. She delays the task until injury time.

As cited in Barbara A. Fritzsche, et al. (2002), “procrastination is viewed as the act of needlessly delaying tasks to the point of experiencing subjective discomfort” (Solomon & Rothblum, 1984, p. 503). Moreover, there are some problems faced by student as cited in Barbara A. Fritzsche, et al. (2002), “academic procrastination has been associated with depression (Solomon & Rothblum, 1984), guilt (Pychyl, Lee, Thibodeau, & Blunt,

2000), low grades (Wesley, 1994), anxiety (Rothblum, Solomon, & Murakami, 1986), cheating (Roig & DeTommaso), and low self-esteem (Ferrari, 1992, 2000)". However, the procrastinator student will find difficulties in learning English especially in writing. Barbara A. Fritzsche, et al. (2002) states that more students reported that they procrastinate on writing papers than on any other academic activity" (p.1550). The high frequency of procrastination may hinder learning in writing intensive classes because students typically need long periods of planning and revision for their writing to succeed.

Procrastination is ability to complete a task on a tight deadline. Procrastination something like an attitude or behavioral trait that occur to student in learning process. As cited in Marcus Eckert. et al. (2016) procrastination is a widespread and well-known phenomenon that refers to the voluntary delay of activities which are intended, despite the delay may have negative consequences" (Klingsieck, 2013). Hamidreza Zakeri (2013) states, procrastination means to put off, delay, prolong, defer, stall, or postpone performing a task. Procrastination is a general behavior in societies, the characteristic of procrastinator student is delaying of doing something. Based on the explanations, it can be concluded that procrastinator student is the student who delays the task until injury time.

B. Factors of Procrastination

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, illness. 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.

1. Individual Factor

Laziness is one of the individual factors that cause the student delay the task. This finding were supported by Zakeri et al. (2013) states the factors are related to procrastination such as individual factors, environment factors, family factors (p. 58).

2. Environment Factors

There are some environment factors that cause the student delay the task, involving: Social Problem, Lack of Guidance. Hussain & Sultan (2010) states different factors appear to contribute towards procrastination among university students particularly, lack of commitment, lack of guidance and encouragement, inappropriate time management skills, emotional stress, social problems, overconfidence and illness (p. 1898). Social problem, Lack of Guidance is one of the factors that cause the student delay the task.

Moreover, Teacher Attitude is also one of the environment factors that can influence the student on doing the task. Dornyei & Csizer (1998) that stated, “Attitude toward the learning situation is a key determinant of the motivation complex, and any practising teacher is aware of the fact that student anxiety created by a tense classroom climate is one of the most potent factors that undermine second or foreign language motivation” (p. 215). A teacher should make a comfortable climate in the classroom to motivate the students to learn English in the classroom. The other environment factors that cause the student delay the task is lack of feedback. The teacher did not give feedback to the students’ task. Peterson (2010) states teachers provide feedback on student writing to support the students’ writing development and nature their confidence as writers. So, feedback is a tool that helps enhance students’ writing task.

3. Family Factor

The student has a problem with her family, the parents are sensitive to their children’s developmental needs, and use low emotional support towards her. They take great restrictions using severe discipline that leads to low verbal communication between parents and children. Zakeri, et al (2013) states this parenting style is associated with decreasing of academic achievement in children (p. 57-60).

C. Description of Writing Ability in Organizing Ideas

Organizing ideas is structuring the words into sentences and sentences into paragraphs which has cohesive and coherence. The students can not write the text well without good organization. Meyers (2005) stated, “After you’ve put your ideas into words, you can begin to organize them. This process involves selecting, substracting, and adding ideas, and then outlining them” (p.8). It means that there is a process in organizing the ideas. They are selecting, substructing, adding ideas, and outlining.

Based on the explanation, it can be concluded that writing ability in organizing the ideas is arranging the words which has cohesive and coherence. The process of organizing the ideas are selecting, substructing, adding ideas, and outlining.

D. EFL Student

In the study of English in EFL contexts, some cultural aspects in the target language may not be naturally acquired. As an example, EFL is taught in Japan, Morocco and Thailand (Brown, 2001). EFL students may live in a country where their own language is primarily spoken for communication and that these stated that EFL students only spend a few hours per week studying English, have little exposure to English outside the classroom, have little opportunity to practice their newly-acquired language skills, and have a native language background in the classroom (Camenson, 2007).

E. Intrinsic and Extrinsic Motivation

Intrinsic/Extrinsic motivation and related theories. One of the most general and well-known distinctions in motivation theories is that between intrinsic and extrinsic motivation. Extrinsically motivated behaviours are the ones that the individual performs to receive some extrinsic reward (e.g., good grades) or to avoid punishment. With intrinsically motivated behaviours the rewards are internal (e.g., the joy of doing a particular activity or satisfying one's curiosity). Deci and Ryan (2008) argue that intrinsic motivation is potentially a central motivator of the educational process: Intrinsic motivation is in evidence whenever students' natural curiosity and interest energise their learning. When the educational environment provides optimal challenges, rich sources of stimulation, and a context of autonomy, this motivational wellspring in learning is likely to flourish (p. 245). Extrinsic motivation has traditionally been seen as something that can undermine intrinsic motivation; several studies have confirmed that students will lose their natural intrinsic interest in an activity if they have to do it to meet some extrinsic requirement (as is often the case with compulsory readings at school). Brown (2008) argue that traditional school settings with their teacher domination, grades and tests, as well as "a host of institutional constraints that glorify content, product, correctness, competitiveness" tend to cultivate extrinsic motivation and "fail to bring the learner into a collaborative process of competence building" (p. 388). Recent research on intrinsic/extrinsic motivation has shown that under

certain circumstances if they are sufficiently self-determined and internalized extrinsic rewards can be combined with, or even lead to, intrinsic motivation. The self-determination theory was introduced by Deci and Ryan as an elaboration of the intrinsic/extrinsic construct. Self-determination (i.e., autonomy) is seen as a prerequisite for any behaviour to be intrinsically rewarding.

F. Study of the Relevant Research

This research is relevant to the previous research conducted by Barbara A. Fritzsche, et al. (2002). They found that the tendency to procrastinate on writing task was associated with general anxiety about writing the paper, less satisfaction with better writing outcomes for high procrastinator. While this research is will find the difficulties of writing in doing the task. This research also observe only one participant from the middle school.