

CHAPTER I

INTRODUCTION

This chapter presents the discussion about background of the study, formulation of research question, purpose of the study, formulation of hypothesis, significance of the study, scope and limitation of the study, and definition of key terms.

A. Background of the Study

The transition to university life is a complex process that is not always give a positive impact for students. The transition from high school to university will bring difficulties and challenges for students to inquiry their academic objective. Sometimes students identify this kinds of situation as negative aspect. Arias-Chavez et al., (2020) stated that academic objective in university system are measured in success or failure, which advance students in adapting their learning style that is unfamiliar and unknown from what they learned at school. Therefore, the infrastructure of teaching and learning in university also different with school. The complete and supportive of infrastructure will become important factor that make students feel more encourage and enthusiasm in learning (Wekke, 2019:4). According to Wekke (2019), there are some types that makes different in education system comparison to school and university, the main aspect is university students required to be more independent and responsible to fulfill their needs. They must have high enthusiasm and initiative to study not only in college but also outside, like their own home (Wekke, 2019:6).

The real problem that happened and experienced by university students are very complicated, some of them are from psychological factors, like the condition of stress, insecure, overthinking, self-esteem, and procrastination as the special association in academic process. Procrastination as a psychological factors that become universal problem has been the focus of some educational researchers in the current years. Rozental and Carlbring (2014) investigated

that almost 50% of students having procrastination behavior. Procrastination has been defined as the behavior of continual delay of activity or task in some of moment. Therefore, procrastination which is happen in education areas are defined as academic procrastination. This includes the activity of delaying academic assignments or tasks from lectures (Gonzales Brignardello & Sanchez, 2013; Cardona, 2015; Liu et al., 2020). Furthermore, academic procrastination itself can be categorized as complex phenomenon because student delay to change a time and situations (Klingsieck, Grund, Schmid, & Fries, 2013; Waschle et al., 2014; Yerdelen, McCaffrey, & Klassen, 2016).

Academic procrastination also have negative impact for students, there are distract learning process, wasting time, and make students get low score (Ursia, Siaputra & Sutanto, 2013; Grunschel, Schwinger, Steinmayr, & Fries, 2016). Procrastination can happen in daily life and every individual has been done it cause some reasons. One of the reasons is limited time as result of there are other activity that must be doing first. However, there are part of individual who are doing procrastination without any reasons, thus it can be seen that procrastination can happen every time and every individual will experience it, but the main problem is what's the reasons they do procrastination (Wangid, 2014). Additionally, procrastination can affect students in psychology aspect, especially in self-esteem. It happen cause procrastination behavior will make students can't complete or finish their tasks on time according the deadline, thus they will be stress and feel under pressure (Ursia et al., 2013).

Theoretically, procrastination play an important roles for self-esteem (Lin, 2015; Medina & Tejada, 2015; Tayyaba & Saman, 2015; Bajaj, Gupta & Pande, 2016; Babu, Chandra, Mahesh, Amritha, 2019) and its related to academic performance (Balkis, 2013; Kim & Seo, 2015). It seems reasonable to assume that procrastination guides a lifestyle with impact the decrease of students' quality in learning process. Furthermore, self-esteem has been defined as how someone feel and estimate about themselves (Sarasota, 2011). Self-esteem also categorized as the difficult situations that influence mindset,

commute actions, and manage performances. Self-esteem affect many thing in life such as family, academic, relationship, and etc. It means that self-esteem is a main aspect for building and managing person's emotion, mental health, social, and also good life (Dedmond, 2011; Juyandegan, 2016).

Self-esteem as the big factors that related to academic procrastination also play an important role in person's success or failure. Juyandegan (2016) indicated that self-esteem is recognize as the one of important which determines success or failure of someone because success or failure also depends on the level of self-esteem that they have and absolutely different from person to others. High level of self-esteem will make the students accessible to reach their goals (Hisken, 2011; Engel-schalk et al., 2016). It also can improve their performance or achievement, especially in academic. Therefore, low self-esteem can give a negative impact for students, like they feel depression, stressful, lack of focus, procrastination, and always make a failure. However, failure is not always bad things, failure also can make person learn to use other strategic which is better than before until they reach their goals (Schnettler et al., 2020).

Self-esteem is really affecting person's life and becoming problem for the end of undergraduate students, especially in English Department in order to finish their thesis. Most of them are feeling stress and frustrate when they work on their thesis. This conditions can make them procrastination. Thus, it can be concluded that self-esteem will affect students' academic performance.

A previous study about this topic of the research has been conducted by some previous researchers. In current years, studies about procrastination and its correlation with other variables such as academic performance (Yazici & Bulut, 2015; Hernandez et al., 2020), self-leadership (Wang et al., 2021), self-esteem (Babu et al., 2021), and self-efficacy (Malkoc & Mutlu, 2018; Arias-Chavez et al., 2020) showing that there is positive correlation between each variables.

However, some researchers also found that there is negative correlation between academic procrastination and self-esteem (Tayyaba & Saman, 2015; Erdinc Duru & Murat Balkis, 2017), self-efficacy (Liu et al., 2020), sleep problem (Przepiorka et al., 2019), positive emotion (Rahimi & Vallerand, 2021). From the previous studies that explained before, the researcher concludes that many similarity in the study that have been done. But, there are a little bit different.

The researcher found some gap in this research. First, the result of the study that was inconsistency. Some of previous researcher found that the result was positive and the other was negative. So, the researcher want to know the result by conducting this study. Second, the different population. The previous researcher used junior and high school students, teacher, and postgraduate as a population of studies. In this case, the researcher used undergraduate because there's a little researcher who were used this population. Third, the different locations. All of previous researcher conducted this topic outside Indonesia while the researcher conducted in Indonesia. It's make the result of the study were different because each country have their own education system and it absolutely different with Indonesia. Also, the material of lesson each level of education are not same and its make the level of procrastination are different.

Thus, the researcher will conduct a research and fill the gap regarding the determinants of students' self-esteem as variable (X) and academic procrastination as variable (Y).

Based on the reviewed previous studies, since those aspects is still not conducted, then the researcher will investigate variable (X) with (Y) to find out students' self-esteem and its correlation to academic procrastination at English Department of UIN Sayyid Ali Rahmatullah Tulungagung.

B. Formulation of Research Question

Based on the background of the study that had been explained, the research question can be formulated as “Is there any correlation between students’ self-esteem and their academic procrastination at English Department of UIN Sayyid Ali Rahmatullah Tulungagung?”

C. Purpose of the Study

Based on the formulation of research question, the main purpose of this study is to know the correlation between students’ self-esteem and academic procrastination at English Department of UIN Sayyid Ali Rahmatullah Tulungagung.

D. Formulation of Hypothesis

There are two kind of hypothesis that will be used in this research:

1. Null Hypothesis (H_0)
There is no correlation between the students’ self-esteem and academic procrastination at English Department of UIN Sayyid Ali Rahmatullah Tulungagung.
2. Alternative Hypothesis (H_a)
There is correlation between the students’ self-esteem during new normal era and academic procrastination at English Department of UIN Sayyid Ali Rahmatullah Tulungagung.

E. Significance of the Study

The result of this study is expected to provide some significances to the following reasons:

1. Theoretically, it is used to practice the researcher knowledge in field of the research.
2. Practically, the finding of the present research is expected to give some scientific contribution for the students, teachers and the other researcher.
 - a. Students
It can be useful for students to motivate and improve their self-esteem and didn’t do procrastination in academic.

b. Lecturer

By doing this research, the writer hopes that the result of the study will be useful to give knowledge to all lecturer about students' self-esteem and academic procrastination.

c. Other researcher

The researcher hopes that the result of this research can give advantages to other researcher and become appropriate references for them who will conduct a research.

F. Scope and Limitation

In this research, the scope of the study is focus on correlation between students' self-esteem and academic procrastination at English Department of UIN Sayyid Ali Rahmatullah Tulungagung. This research is limited to the students' self-esteem and academic procrastination, especially for eight semester of English students at UIN Sayyid Ali Rahmatullah Tulungagung.

G. Definition of Key Terms

The key terms include definition as follows:

1. Correlation

Correlation is an association between two variables. It is derived from the word "correlate" meaning a connection between two thing in which one thing changes as the other does. Correlation is having mutual relationship or connection between two or more things. Correlation in this research is the association or connection between students' self-esteem and academic procrastination.

2. Self-esteem

Self-esteem is the kind of psychological factor. Sarasota (2011) states that self-esteem is how someone feel and estimate about themselves. In short meaning, self-esteem is a common sense of ability to express actions or attitudes in every individuals. Self-esteem affect many things in life such as family, academic, relationship, and etc. It

means that self-esteem is a main aspect for building and managing person's emotion, mental health, social, and also good life.

3. Academic Procrastination

Procrastination has been defined as the behavior of continual delay of activity or task in some of moment. Therefore, procrastination which is happen in education areas are defined as academic procrastination. This includes the activity of delaying academic assignments or tasks from lectures (Gonzales Brignardello & Sanchez, 2013; Cardona, 2015; Liu et al., 2020). Furthermore, academic procrastination itself can be categorized as complex phenomenon because student delay to change a time and situations (Klingsieck, Grund, Schmid, & Fries, 2013; Waschle et al., 2014; Yerdelen, McCaffrey, & Klassen, 2016).