



# A Study on the Causes of Academic Procrastination in Thesis Completion among English Education Undergraduate Students

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*Academic procrastination is a widespread phenomenon among university students, particularly among English undergraduates when completing their final academic requirement, the thesis. Utilizing a qualitative research design with a phenomenological approach, this study aims to explore how students experience academic procrastination during the process of thesis completion and to identify the causes behind this behavior. Ten final-year undergraduate students (five from the 2020 cohort and five from the 2021 cohort) of the English Study Program at FKIP Universitas Riau were selected using a purposive sampling. The data were collected through semi-structured interviews and analyzed using thematic analysis. The findings revealed that (1) tendencies of academic procrastination in thesis completion were evident, as reflected in procrastination in starting the thesis, procrastination in working on thesis, gaps between planned and actual action, and preferring more enjoyable activities; and (2) the causes of academic procrastination can be categorized into internal and external factors. Internal factors included psychological conditions (low motivation, unstable mood, laziness, stress, anxiety, fear of making mistakes, and confusion), physical conditions (fatigue due to academic and work demands and illnesses), and linguistic and conceptual challenges. External factors involved environmental conditions, family-related issues, supervision-related issues, institutional issues, and social (peer) issues.*

## **1. Introduction**

Academic procrastination has become a widespread issue among university students, particularly in completing final academic tasks, such as a thesis. Many students consider that writing a thesis is the most difficult and challenging task, as it requires considerable intellectual engagement as well as physical, mental, and financial resources (Fitria, 2022). Although students may initially demonstrate strong enthusiasm and motivation, this tends to decline as they face various difficulties throughout the process (Haris et al., 2023). Consequently, this behaviour can negatively affect their academic performance and personal development in the long term (Bhatt, 2023). Ramadhani and Putri (2019) stated that academic procrastination refers to the tendency to delay initiating or completing academic tasks despite being aware of their importance and potential negative consequences. This behaviour reflects ineffective time management and is often characterized by postponing tasks until approaching deadlines, which may hinder academic success.

Despite the structured timeline, academic procrastination remains evident during thesis completion. In general, universities give students a limited time frame to complete their thesis, typically within two semesters, from the 7<sup>th</sup> to the 8<sup>th</sup> semester (Miranti et al., 2022). At Universitas Riau, especially in the English Study Program, students are permitted to begin their thesis as early as the 6<sup>th</sup> semester after completing the Research Methodology course in the 5<sup>th</sup> semester. Based on the Rector's Regulation of Universitas Riau No. 5 of 2019, Article 41, bachelor's degree students may submit a thesis proposal once they have passed a minimum of 75 credits (SKS) and completed the required methodology course.

However, institutional data from the English Study Program, Faculty of Teacher Training and Education, Universitas Riau, indicates that only 7 students from the 2020 cohort had successfully completed their thesis and graduated by 2024, even though they had reached their final semester. This suggests that a considerable number of students experience delays in completing their studies, extending their academic duration beyond the expected time frame, more than 4 years.

According to Marif and Konadi (2023), a thesis is a scientific writing produced from undergraduate research that examines a specific issue or reality in a particular field of study. Additionally, Rinda (2024) defined a thesis as a scientific work written through a series of planned activities and aimed at generating research findings to address real-world phenomena and resolve problems. The process requires students to critically select research topics, engage with relevant literature, and demonstrate reflective and analytical thinking throughout the writing process (Paunović et al., 2023). These academic demands may contribute to the emergence of procrastination behavior among students.

Previous studies have identified various factors contributing to academic procrastination, which are generally categorized into internal and external factors (Putra & Sari, 2024). Internal factors are personal characteristics including psychological and personal aspects such as anxiety, low self-esteem, lack of motivation, poor time management, and difficulties in maintaining focus. External factors on the other hand, involve situational influences such as limited access to research resources, difficulties in communicating with supervisors, peer influence, financial constraints, and lack of social support (Merga et al., 2019; Miranti et al., 2022; Putra & Sari, 2024). These findings indicate that academic procrastination is a complex phenomenon influenced by multiple contributing factors.

Although previous studies have identified the existence of academic procrastination during thesis completion, most of them rely on quantitative approaches that focus on measuring variables such as motivation, self-regulation, or anxiety (Aulia et al., 2024; Pravita & Kuswando, 2022; Sari & Fakhrudiana, 2019; Yunanto et al., 2024). Other studies have identified external and situational causes, including lack of supervisor guidance, unsupportive academic environments, or limited access to research materials (Haris et al., 2023; Putra & Sari, 2024).

While these studies have significantly contributed to understanding procrastination among students, they tend to emphasize statistical relationships and psychological variables rather than capturing the depth of students' lived experiences during the thesis process. Furthermore, many of these studies were conducted in different regional contexts, such as Makassar, Palembang, and Takengon, which may limit their contextual relevance (Galla & Salasiah, 2021; Haris et al., 2023; Ramadhani & Putri, 2019).

Therefore, there remains a need for research that explores academic procrastination from a qualitative perspective. Addressing this gap, the current study uniquely investigates the lived experiences of academic procrastination during thesis completion among English undergraduate students at FKIP Universitas Riau. By employing a qualitative phenomenological approach, this study aims to provide a deeper and more contextual understanding of the phenomenon. Based on this background, this study addresses the following research questions:

- RQ1: How do tendencies of academic procrastination occur among English undergraduate students at FKIP Universitas Riau during thesis completion?
- RQ2: What factors contribute to academic procrastination in thesis completion among English undergraduate students at FKIP Universitas Riau?

## **2. Method**

This study employed a qualitative research design with a phenomenological approach to explore participants' real-life experiences within the context of academic procrastination during thesis completion. Creswell and Poth (2016) stated that qualitative research enables researchers to gain an understanding of a phenomenon by directly engaging with participants' perspectives.

The participants consisted of 10 final-year students of the English Study Program at FKIP Universitas Riau, including 5 from the 2020 cohort and 5 from the 2021 cohort. Although the number of participants was limited, qualitative research prioritizes depth over breadth. Recurring patterns across participants indicated that the data were sufficient to address the research questions.

They were selected using purposive sampling, which allows researchers to choose participants with relevant experience to the research topic based on specific criteria (Thomas, 2022). The criteria included (1) active undergraduate students in the English Study Program of FKIP Universitas Riau; (2) final-year students who have been working on their thesis (cohort of 2021 and 2020); (3) experienced delays or currently procrastinate their thesis; and (4) willingness to participate in the interview and share their experiences. The participants were then coded as P1, P2, and so on to maintain confidentiality.

Data were collected through semi-structured interviews. This was used to provide a flexible structure to guide the interview process. Each interview lasted approximately 10 – 25 minutes. The interview guide consisted of 11 main questions developed based on relevant theoretical frameworks. To examine the tendencies of academic procrastination, the study referred to the framework proposed by Ferrari et al. (1995). Meanwhile, to identify the contributing factors, the study adapted the classification from Ghufroon & Risnawita (2010, as cited in Putra & Sari, 2024), which categorizes the causes into internal and external factors. Follow-up questions were also asked to obtain more detailed explanations and to clarify participants' responses.

Data were analyzed using the thematic analysis technique as proposed by Braun and Clarke (2006), which is a method for identifying, analyzing, and reporting patterns or themes within qualitative data.

First, the researcher familiarized the data through verbatim transcription of the interviews and repeated reading of the transcripts to gain a comprehensive understanding. Second, initial or open coding was conducted using NVivo software, in which meaningful segments of the data were identified, labeled, and organized systematically. Third, the codes were examined and grouped based on similarities in statements related to students' experiences of academic procrastination during thesis completion, guided by the research questions and the conceptual framework. Fourth, these categories were further developed into broader themes by grouping similar codes that captured recurring patterns in the data, and were reviewed by comparing them with the original transcripts to ensure consistency and accuracy.

Fifth, each theme was clearly defined and named to reflect the participants' experiences accurately. Finally, the themes were then interpreted and presented in the findings chapter, supported by direct quotations from participants to enhance the trustworthiness of the analysis.

To ensure trustworthiness, the researcher applied member checking to validate the accuracy of the research findings. After the interviews were conducted, the recordings were transcribed and shared with participants for review. Participants were invited to confirm the accuracy of the data, clarify their responses, and provide additional insights where necessary. The feedback obtained was used to refine the analysis and ensure that the findings accurately reflected participants' experiences. In addition, the researcher consulted the supervisor to further enhance the credibility of the study.

### 3. Results

This section presents the research findings and the discussion of the current study. The findings were divided into two parts, which are: (1) students' experiences of academic procrastination behaviour, and (2) the factors that contribute to academic procrastination in thesis completion.

#### *Tendencies of Academic Procrastination in Thesis Completion*

Based on the analysis of the interview data, the tendencies of academic procrastination were classified into four main categories, adapted from Ferrari et al. (1995), as presented in the table below.

Table 1. Theme and Patterns of Academic Procrastination Tendencies during Thesis Completion

Theme	Sub-themes	Patterns
The tendencies of academic procrastination	Procrastination in starting tasks	a. Delayed thesis initiation b. Starting in the later semester c. Repeated postponement
	Procrastination in working on tasks	a. Slow progress b. Temporary pauses c. Repeated delays d. Inconsistent work patterns
	Gaps between the planned and actual action	a. Failure to follow planned targets b. Extended thesis completion timeline
	Preferring more enjoyable activities	a. Preference for leisure activities b. Prioritizing non-academic tasks

(Source: Researcher's Data, 2025)

#### *Procrastination in starting thesis*

Procrastination in starting thesis refers to the act of delaying the initial stage of thesis process, which can affect the overall process. In this study, several participants reported delaying the start of their thesis.

P4: *"I only started working on my thesis in the 8th semester, since I saw many of my friends had already done their proposal seminars. I felt pressure from that, so I just followed and started working on it."*

P6: *"I only started seriously working on my thesis in the 9th semester, around September or October."*

P10: *"I kept putting it off and wondering how long I would continue like that. So, I started little by little."*

These excerpts indicate a pattern of delayed initiation, where students postponed starting their thesis until later semesters. The data show that the beginning of the thesis process was often not immediate, but occurred after a period of delay or gradual engagement over time.

#### *Procrastination in working on thesis*

Procrastination in working on thesis refers to students' tendency to take longer than expected to complete their thesis tasks. Many participants reported delaying their progress, experiencing slowdowns, pausing their work, or temporarily stopping during the thesis process.

P3: *"I worked on my thesis in August, then stopped again until December."*

P7: *"I delayed it for a month and a half because there were so many revisions, so I felt confused. I didn't know where to start."*

P8: *"I actually started my thesis a long time ago, around 2024, if I'm not mistaken. But it was delayed until now."*

These responses indicate that procrastination during the process occurred at varying durations, ranging from a few days to over a month. The data also reveal inconsistent work patterns, where students temporarily stopped and experienced repeated delays before continuing their thesis work.

#### *Gaps between the planned and actual action*

This aspect refers to situations in which students make plans for their thesis work but fail to carry them out as intended. Several participants acknowledged that the targets or plans they had made did not align with the actual progress of their thesis work.

P4: *“Eventually, what I initially targeted to be completed in the 8th semester was delayed. It went beyond my plan, which was supposed to be finished within one semester.”*

P9: *“The timeline did not work... not according to the planned timeline.”*

These excerpts highlight a mismatch between planned and actual progress in thesis completion. This shows that students were unable to follow their initial timelines, resulting in extended completion beyond the expected timeframe, including exceeding the 8th semester.

#### *Preferring more enjoyable activities*

This aspect refers to situations where students choose other activities that are perceived as more pleasant and interesting than completing their thesis. Participants admitted to postponing their thesis in terms of preferring more enjoyable activities.

P2: *“When I look at my thesis, sometimes I get dizzy, so I try to clear my mind first. I usually scroll through TikTok or watch a movie, then I continue working on my thesis.”*

P7: *“When I don’t feel like working on my thesis, I return to my hobby, drawing, because it helps me relax. It’s like refreshing myself.”*

P8: *“Just like hanging out with friends to recharge, finding enthusiasm and motivation again, so that I feel excited about working on my thesis.”*

These responses illustrate a tendency to engage in more enjoyable activities during the thesis process, such as scrolling through social media, playing games, pursuing hobbies, watching movies, or hanging out with friends. This reflects a temporary shift away from thesis work to regain motivation, which may unintentionally prolong the completion process.

#### *Factors Causing Academic Procrastination in Thesis Completion*

Based on the interview results, the factors identified in this study are grouped into internal and external factors, following the general classification proposed by Ghufron and Risnawita (2010, as cited in Putra & Sari, 2024). The findings are presented based on themes that emerged from the participants’ experiences during the thesis completion process.

#### *Internal factors*

Internal factors refer to conditions that originate from within the individual. In the context of this study, internal factors refer to personal conditions that students experience, which lead them to delay working on their thesis.

### *Psychological Factors*

Psychological factors refer to students' mental and emotional conditions that influence their ability to work on their thesis. All participants (100%) reported experiencing at least one psychological condition that contributed to delays in their thesis process. Specifically, 60% of participants reported feelings of laziness, 50% experienced stress and anxiety, 40% reported unstable mood, 40% expressed fear of making mistakes, and 20% reported decreased motivation during the thesis process.

- P1: *"At first, I felt confident, but over time, my motivation decreased, and I felt a little depressed and anxious. So, I ended up postponing it to recover mentally."*
- P3: *"I often delayed working on my thesis because I was afraid of making mistakes and confused about where to start."*
- P4: *"During the thesis process, my mood became very unstable. I often got angry and sometimes cried quietly. So, I decided to delay my work to calm myself before continuing it."*
- P5: *"Emotionally, I was slightly disturbed because of stress and anxiety. As a result, I postponed my thesis."*
- P10: *"I felt too lazy to work on it. Being alone made me feel confused."*

The excerpts above reflect emotional and psychological conditions that reduced students' readiness to engage with their thesis. When experiencing anxiety, low motivation, unstable mood, fear of making mistakes, or confusion about how to begin, students tended to withdraw temporarily from their work to regulate their emotional state, which in turn contributed to delays in their progress.

### *Physical factors*

Physical factors refer to students' physical condition or health issues that affect their ability to work on their thesis. A total 90% of participants reported experiencing physical issues. Specifically, 50% reported experiencing physical fatigue, while 40% experienced illness or health problems during the thesis process.

- P2: *"I often feel tired because I also work in the field. ... So, I used my time to rest first."*
- P1: *"Because of that, my physical condition was also affected, such as dizziness, vertigo, and my gastritis relapsed during the thesis process."*
- P7: *"I also have headaches, like migraines, and low blood pressure. So, I took a few days off to rest and didn't work on my thesis."*
- P10: *"As students living away from home, I also experienced gastric and acid reflux. When the gastric pain occurred. So, I continued working after my"*

*condition got better.”*

P6: *“I did experience problems during the thesis process, so I had a leg injury. I struggled to walk... So, for a week, I rested and focused on recovering.”*

These excerpts suggest that physical conditions, including fatigue due to academic and work demands, as well as illness such as dizziness, vertigo, migraines, gastric acid reflux, and leg injury, limited students' ability to sustain consistent progress. As a result, students tended to pause their work to prioritize recovery, which contributed to delays in their thesis completion.

### *Linguistic challenges*

Linguistic challenges relate to students' difficulties in using English, particularly in academic writing. 40% of participants admitted struggling with certain linguistic aspects, which caused them to postpone working on their thesis.

P1: *“Maybe the most challenging part is paraphrasing... paraphrasing and grammar are quite challenging.”*

P3: *“I did struggle with grammar, so I rewrote my work several times using AI assistance and asked my supervisor for revisions.”*

P7: *“Honestly, it's a bit confusing. Especially since we're used to daily English, which is different from academic English. So, it's confusing.”*

These responses indicate barriers in using academic English, such as paraphrasing and grammar, which slowed down the writing process. This often required repeated revision and waiting for supervisor feedback before students could continue their thesis. As a result, they tended to spend more time revising their work or temporarily avoid writing, leading to delays in thesis completion.

### *Conceptual challenges*

Conceptual challenges refer to students' difficulties in developing ideas and organizing thesis content logically. 30% of participants reported experiencing such difficulties.

P2: *“The most difficult part was working on chapters 1 and 2 because those chapters required finding references and theories, so I was confused and postponed working on it.”*

P6: *“I was confused in finding the appropriate instrument table, find another one and included the source. So many parts in Chapter III had to be revised.”*

These responses reflect difficulties in structuring and aligning thesis components, particularly in developing theoretical frameworks and research instruments. Such challenges made the writing process more complex and required repeated revisions, which contributed to slower progress and delays in thesis completion.

#### *External factors*

External factors refer to influences that come from outside the students themselves and may affect their progress in completing the thesis. Based on the interview results, the researcher identified several external factors that contributed to academic procrastination.

#### *Environmental conditions*

Environmental conditions refer to external situations related to the students' study environment and learning facilities. A total of 60% of participants reported experiencing environmental issues during the thesis process.

P2: *"My laptop often had problems. I couldn't organize the reference list, and Mendeley didn't work, so sometimes I had to borrow my friend's laptop."*

P3: *"Maybe it was about the internet. At my boarding house, there is no Wi-Fi, so I have to use my own data, and it runs out quickly, so I have to keep buying more, especially when the signal is bad."*

P10: *"When I was writing my proposal, and I was at home, I was often getting distracted by my family."*

These excerpts above highlight limitations in learning facilities and study environments, such as technical problems, unstable internet access, and distractions at home, disrupting students' focus. As a result, these conditions reduced productivity and contributed to delays in thesis progress.

#### *Family-related issues*

Family-related issues refer to the conditions within the family that influence students' focus and motivation. A total of 40% of participants shared that family conditions played a role in triggering academic procrastination.

P2: *"There was pressure from my father's side of the family, and it made me feel discouraged, so I ended up delaying my work."*

P7: *"I ever stopped and did not continue my thesis because there were family problems."*

P9: *"Maybe it was my family. There was no support at all. It was more like there was no attention, and it made me feel unmotivated."*

These responses show that pressure, problems, and lack of support from family affected students' emotional state. This influenced their motivation and led to delays in continuing their thesis work.

#### *Supervision-related issues*

Supervision-related issues refer to challenges encountered by students in relation to the supervision process. 40% of participants expressed such issues.

- P1: *"Sometimes I also postponed because of my supervisor's schedule. Sometimes the supervisor gave a schedule or asked to meet suddenly, which conflicted with my availability, leading me to postpone."*
- P4: *"Sometimes the supervisor's mood changed, so sometimes I felt reluctant to meet."*

These excerpts indicate that difficulties in coordinating supervisors' schedules and concerns about supervisors' responses reduced students' engagement in the consultation process. This limited their progress and contributed to delays in thesis completion.

#### *Institutional issues*

This factor emerged as a new pattern, reported by 50% of participants, relates to institutional conditions and academic systems that may hinder students' progress in completing thesis.

- P9: *"The system from our study program did not support working quickly. It was also difficult to meet the supervisor, and even getting a consultation was hard because of the long queues for seminars."*

This response reflects structural barriers, such as limited access to supervision and rigid academic procedures from the institution. These conditions slowed down students' progress, contributed to prolonged delays, and made it difficult to meet expected timelines.

#### *Social (peer) issues*

This factor refers to problems in students' peer relationships that affect their emotional condition. Although this issue was shared by only one participant (10%), it may also have broader implications for other students.

P5: *"I had a conflict with my peers, I felt excluded. It affected me mentally, and it took me a year before resuming to work on my thesis."*

This excerpt indicates that problems in social relationships can negatively affect students' emotional well-being, which may contribute to delays in thesis completion.

#### **4. Discussion**

##### *Tendencies of Academic Procrastination in Thesis Completion*

The results indicate that students from both the 2020 and 2021 cohorts demonstrated all four aspects of academic procrastination from Ferrari et al. (1995) during the thesis completion process. These patterns suggest that procrastination occurs not only at a single stage but also throughout the entire process.

##### *Procrastination in starting tasks*

Based on the findings, students tended to delay the initial stage of the thesis completion process. This tendency suggests that procrastination at this stage is related to students' readiness, as they may feel unprepared, both cognitively and emotionally, to begin despite having the opportunity. This finding aligns with Gohain and Gogoi (2021), who found that students often begin working only when deadlines are approaching.

##### *Procrastination in working on tasks*

Since the participants in this study were from the 2020 and 2021 cohorts, their stage in the thesis process reflects a delay in working on their thesis beyond the expected timeframe. During the process, students showed inconsistent work patterns, including temporarily stopping or pausing their work for varying durations, ranging from a few days to over a month. This finding is consistent with Furqoni et al. (2024). Students may stop working, resume their tasks, and then delay again, indicating that procrastination is a recurring process rather than a single decision. This pattern suggests difficulty in maintaining sustained engagement throughout the process.

##### *Gaps between their planned and actual action*

In this study, students acknowledged that although they had created a timeline or study plan, they were unable to follow it consistently. This reflects a discrepancy between intention and action, where students are aware of their academic responsibilities but struggle to execute them effectively. It supports Haris et al.'s (2023) study, which mentioned that this gap is one indicator of academic procrastination, in which tasks are often completed late, not carried out as planned, or even not carried out at all.

### *Preferring more enjoyable activities*

Lastly, students tended to engage in more enjoyable activities as an alternative to working on their thesis. They reported activities, such as pursuing hobbies, scrolling through social media, playing games, watching movies, or hanging out with friends, which is in line with prior studies (Marif & Konadi, 2023; Putra & Sari, 2024). While these activities are perceived as a way to temporarily cope with academic pressure, they often shift attention away from the thesis, leading to repeated delays as students find it difficult to re-engage.

### *Factors Causing Academic Procrastination in Thesis Completion*

The research findings identified several factors contributing to academic procrastination in thesis completion, as perceived by the participants. In this study, the causes are classified into internal and external factors, following the general classification proposed by Ghufon and Risnawita (2010) as a reference.

#### *Internal Factors*

In this study, internal factors, particularly psychological conditions, were identified as the most dominant causes of procrastination, followed by physical conditions and linguistic and conceptual challenges. All participants showed similar patterns of delay related to their emotional and mental states, such as decreased motivation, unstable mood, feelings of laziness, psychological pressure, stress, anxiety, fear of making mistakes, and confusion about how to begin. These conditions are relevant to previous studies, which confirmed that low motivation (Marif & Konadi, 2023), emotional instability, and laziness (Galla & Salasiah, 2021; Haris et al., 2023), negative emotional states such as stress and anxiety (Salguero-Pazos & Reyes-de-Cózar, 2023), and confusion accompanied by fear of failure (Wirajaya et al., 2020), can reduce students' persistence and contribute to academic procrastination.

Physical conditions also contributed to delays, particularly in the form of fatigue and health problems. Students who were physically tired due to academic and work demands, or who experienced health problems, often chose to pause their work in order to recover. These findings support Furqoni et al'. (2024) study, which found that illness and physical fatigue can hinder students from continuing their thesis and lead them to postpone their work in order to rest and recover.

In addition, linguistic and conceptual challenges were identified as context-specific factors, particularly since the participants are EFL learners. Difficulties in using academic English, such as grammar and paraphrasing, as well as challenges in organizing ideas and aligning them with theoretical frameworks, contributed to delays in the thesis process. These difficulties slowed down students' progress and required repeated revisions, which disrupted their working consistency. This finding is consistent with previous studies showing that using a second language

in thesis writing and confusion in organizing ideas can contribute to students' procrastination (Furqoni et al., 2024; Haris et al., 2023).

### *External Factors*

In terms of external factors, the study identified several conditions that contributed to students' academic procrastination, including environmental conditions, family-related issues, supervision-related issues, institutional issues, and social (peer) issues.

Environmental conditions, such as distractions at home, limited internet access, and technical problems, reduced students' ability to maintain focus, indicating that delays may occur even when students are willing to work. This is in accordance with Furqoni et al. (2024) and Galla and Salasiah (2021), who highlighted that an unsupportive environment and limited availability or quality of learning facilities can hinder students' progress in thesis writing. Family-related issues were found, including a lack of support, certain problems, and pressure from family members, which affected students' motivation and emotional stability, leading them to stop or postpone their thesis. It confirms Haris et al. (2023), who found that family issues can trigger academic procrastination.

Furthermore, supervision-related issues included difficulties in scheduling, limited access to supervisors, and students' hesitation to attend supervision due to fear of negative responses or uncertainty about their work reduced their engagement in the consultation process. This shows that the supervision process is not only technical but also involves emotional readiness. It supports Galla and Salasiah (2021), who emphasized that the quality of the relationship and communication between students and supervisors plays an important role during the thesis process. Institutional issues, such as rigid academic systems, difficulties in accessing supervisors, and long waiting times for thesis seminars or examinations, slowed down students' progress and made it difficult for students to meet their planned timelines.

This aligns with the findings of Galla and Salasiah (2021), which argued that educational institutions need to provide adequate academic support to help students overcome procrastination and complete their thesis on time. In addition, social problems with peers, although less dominant, also affected students' emotional condition and reduced their willingness to continue working, as also reported by Gohain and Gogoi (2021).

Overall, the present study suggests that academic procrastination during thesis completion is not only an individual problem, but is also shaped by external conditions. An implication of this finding is that academic procrastination should be addressed through both individual strategies and support from surrounding academic and social environments. These findings indicate that managing procrastination requires not only students' self-regulation, but also support from family, peers, effective supervision practices, and institutional systems.

## 5. Conclusion

In conclusion, it is evident that the tendencies of academic procrastination still occur among university students, particularly those in their final year who are completing their thesis. The results of the current study show that even students in the later semesters, actively working on their thesis, still tend to procrastinate. Therefore, identifying the causes of academic procrastination will help students to handle such behavior and be able to complete their work within the expected timeframe.

The causes may vary depending on the students' individual context, situation, and condition. Similar to previous studies, the findings are classified into two: internal and external factors. Internal factors included psychological conditions (e.g. decreased motivation, unstable mood, laziness, stress, anxiety, fear of making mistakes, and confusion), physical conditions (e.g. tiredness from academic and work demands and illnesses like headaches, stomachaches, or more serious health problems), linguistic challenges (e.g. difficulties in academic writing in English, grammar, paraphrasing), and lastly conceptual challenges (e.g. organizing ideas logically by linking them to the relevant theoretical foundation).

External factors involved the environmental conditions (e.g. distractions and technical problems), family-related issues (e.g. lack of support, certain problems, and pressure), supervision-related challenges (scheduling constraints and students' emotional readiness for consultation), institutional factors (e.g. limited access to supervisors and rigid academic systems), and social (peer) issues (e.g. conflict with friends).

### *Suggestion*

Based on the findings of this research, several recommendations are proposed to support a more effective thesis completion process and to minimize academic procrastination.

#### *For students*

Students are encouraged to develop better self-management skills, especially in regulating emotions and maintaining motivation and self-confidence during the thesis process. Students also need to take care of their physical condition through a healthy lifestyle so that fatigue and illness do not disrupt their work. In addition, having clear plans and realistic timelines can help students stay consistent. Good communication with supervisors and understanding their working style may also help reduce delays during supervision.

#### *For thesis supervisors*

Supervisors are suggested to maintain regular communication with their students to help identify difficulties in thesis completion, especially for students who experience longer study periods. Supervisors are also encouraged to guide

with motivation, patience, and positive communicative feedback so that students feel guided and emotionally supported during the process. In addition, arranging flexible and mutually agreed consultation schedules can help students stay engaged and reduce delays.

*For institution*

The institution is suggested to improve academic support systems by ensuring that administrative procedures support timely thesis completion, providing easier access to supervisors, and arranging more efficient administrative procedures and well-organized schedules for supervision and thesis examinations.

*For future researchers*

Future researchers are recommended to further explore how external environments influence academic procrastination, as this study shows that procrastination is not only caused by individual factors but also shaped by surrounding conditions. In addition, future studies are also suggested to examine students' coping strategies in dealing with procrastination, since this aspect was not explored in depth in the present study.

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