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Abstract: Writing anxiety and academic procrastination are said to be interconnected and have a substantial impact on students' thesis completion. Self-regulation, on the other hand, is what allows students to make progress while writing their thesis. The goal of this research is to find out how writing anxiety and academic procrastination influence students' thesis writing and how they self-regulate themselves to write their thesis. A quantitative study utilizing descriptive statistics was used to conduct this research. Twelve students in a thesis class expressed their consent to participate in the research. The data was gathered by keeping track of the students' thesis writing progress based on word count development on their research drafts, assigning them to write a standardized weekly journal, and delivering two adapted questionnaires from the self-regulation learning strategy survey. The results suggest that the students had a high level of anxiety, with a score of 65.25, with avoidance behaviour being the highest. They also procrastinate on academic revision and review. Goal planning and requesting help, on the other hand, involve their self-regulation the most, whereas task methods and time management engage in the least. Future researchers are urged to do a further in-depth study on this issue since it is worth researching. Lecturers are also urged to introduce students to different reading and writing techniques.

Keywords: academic procrastination, academic writing, self-regulation, thesis writing, writing anxiety

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INTRODUCTION

Writing a thesis is mandatory for undergraduate students following the Regulation of the Minister of Education and Culture Republic of Indonesia Number 49 of 2014 about the National Standard of High Education Article 45 Paragraph 4. It states that the final project or a thesis is a form of research that must be done through certain standards and fulfill rules and regulations in college. It is in line with its definition that a thesis is a scientific work that students must compose for the completion of their undergraduate degree (Sarirah & Chaq, 2019; Wahyuni et al., 2019).

Meanwhile, writing itself is a productive skill seen as the most difficult skill to master, as it requires critical thinking skills and language mastery (Aunurrahman, 2019; D. Wahyuni et al., 2019; S. Wahyuni & Umam, 2017). Successful decision-making, problem-solving, and significant reflection on one's writing abilities are needed to write a successful product (Mitchell, McMillan, & Rabbani, 2019). Despite the challenges in thesis writing, English Language Education students at one of the private universities in Yogyakarta, Indonesia, are required to write the thesis in English. Regarding the challenges of writing, when asked to write, it is more likely to happen for foreign language students to find difficulties not only in getting and producing their ideas for writing or concentrating their attention on specific subjects but also in writing a paragraph that is the basis for writing competency. Moreover, for most students, writing itself poses a great confrontation in an academic setting, both in the mother tongue and in an ESL/EFL context (S. Wahyuni & Umam, 2017).

Due to the demanding requirement for undergraduate completion, students often experience thesis-writing anxiety that invariably paralyzes them from progressing. This is supported by several previous researchers who agree that anxiety has become one of the main sources of writing difficulty in second or foreign language learning (Aunurrahman, 2019; D. Wahyuni et al., 2019; S. Wahyuni & Umam, 2017). Further, it is stated that thesis writing seems difficult

even for competent students to fulfill academic requirements which involve writing, such as term papers or undergraduate thesis (Wahyuni et al., 2019).

Further, to avoid difficulty in writing, students tend to seek peace by avoiding writing and delaying their progress. This delay in making progress, if uncontrolled, can lead to academic procrastination, defined as the tendency to delay the completion of tasks or work generally (Rahman, 2019). Thus, procrastination which is done in the process of thesis writing is also called academic procrastination (Sari & Fakhruddiana, 2019). It is also explained that academic procrastination may have damaging consequences because students would waste time, abandon assignments, and do not complete the tasks as much as possible through procrastination (Onwuegbuzie & Collins, 2001; Rahman, 2019; Sari & Fakhruddiana, 2019).

Based on the preceding explanation on writing anxiety and academic procrastination, both variables seem to correlate with each other which causes writing paralysis. Some studies (Onwuegbuzie & Collins, 2001; Ho, 2015) with graduate students reported that graduate students' anxiety about writing is linked to academic procrastination. Fear of failing and the idea that writing tasks are difficult may have caused students to experience anxiety about writing. Thus, they decided to procrastinate on writing tasks. Students' anxiety would rise as a result of such procrastination, which also would lead to even more procrastination (Onwuegbuzie & Collins, 2001; Ho, 2015).

Moreover, the outbreak of Covid-19 has escalated the anxiety. One of the preventive actions carried out by the government to break the chain of the Covid-19 spread is by implementing social and physical distancing. Hence, this results in some restrictions including physical meetings in educational institutions. The teaching and learning process is adjusted to follow the government's instructions. This condition might lead to greater anxiety.

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Despite students' challenges in the thesis writing process, there have been other studies that raise essential questions on how they regulate themselves in doing the thesis writing (Abadikhah, Aliyan, & Talebi, 2018; Balkis & Duru, 2016). Moreover, by implementing self-regulation, individuals can set expectations or objectives to aim for, track their progress towards these goals, and then adjust and control their cognition, motivation, and actions to achieve their goals in their learning (Pintrich, 2000). Correlating with academic procrastination, it is further explained that as a predictor of under-regulation, the absence or lack of self-regulation skills plays a vital role in procrastination among college students (Balkis & Duru, 2016). In fact, self-regulation has been widely investigated and known to contribute to writing success (Abadikhah et al., 2018). Moreover, by implementing self-regulation, individuals can set expectations or objectives to aim for, track their progress towards these goals, and then adjust and control their cognition, motivation, and actions to achieve their goals in their learning (Pintrich, 2000). Correlating with academic procrastination, it is further explained that as a predictor of under-regulation, the absence or lack of self-regulation skills plays a vital role in procrastination among college students (Balkis & Duru, 2016). Thus, employing self-regulation in thesis writing is believed to help students stay on track to complete their tasks.

There have been numerous research studies (Balta, 2018; Huerta et al., 2016; D. Wahyuni et al., 2019) on self-regulation and writing anxiety in thesis writing. Nevertheless, those studies did not specifically discuss the interconnection between writing anxiety and academic procrastination which might occur during the thesis writing process within the context of the self-regulation process. Thus, concerning the research gaps above, it is urgent to investigate the following research questions: 1) how do writing anxiety and academic procrastination affect students' thesis writing process? and, 2) how do students self-regulate themselves in thesis writing? This study is expected to provide more theoretical and empirical evidence on how the students' anxiety and procrastination were experienced by

students and how some practical strategies can help regulate themselves.

LITERATURE REVIEW

Self-Regulation

Self-regulation covers the discussion of the cognitive, metacognitive, behavioral, motivational, and emotional/affective aspects of learning (Panadero, 2017). In 2000, Zimmerman states that self-regulation refers to self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals (Long, 1994; B. Zimmerman, 2000; B. J. Zimmerman, 1989, 1990). Pintrich (2000) also gives a further explanation that self-regulation is an active, productive process in which learners set goals for their learning and then try to track, monitor, and control their cognition, motivation, and actions, driven and restricted by their environmental objectives and contextual characteristics. Moreover, other researchers also show a similar idea claiming that self-regulation is a process that helps individuals in managing their thoughts, behaviors, and emotions to successfully navigate their learning process (Tadlock, Assistant, & Roberts, 2011). Further, a recent study by Joseph-Edwards (2020) also agrees with Zimmerman's (2000) emphasis on planning and evaluation in self-regulation, in which self-regulated learning is defined as the ability to control all aspects of one's learning, from planning ahead to evaluating performance.

In the process of implementing self-regulation, when students employ self-monitoring by documenting their actions, they can compare their real learning states with the desired target state or learning goals (B. Zimmerman, 2000). Regarding this, Joseph-Edwards (2020) conducted a study investigating the impact of learning diaries to track students' self-regulation process. In the study, it is explained that a learning diary will promote this self-observation and the documentation process, as students can regularly note basic details related to their academic progress. Moreover, students would be able to use either externally or internally produced

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input to evaluate and track their progress towards learning objectives through the self-monitoring mechanism documented in learning diaries. Accurate self-assessment is also essential for self-regulated learning since the assessment will provide valuable information to help students either change expectations or follow new methods to achieve learning objectives (Hacker & Bol, 2019; Joseph-Edwards, 2020).

Self-regulation is considered to be an essential aspect of the learning process and performance (Mukti, 2017) and provides several advantages (Ariyanti, Fitriana, & Pane, 2018). In the research conducted by Ariyanti et al. (2018), they found that the students get those advantages by implementing self-regulation during the learning process. The efforts are done by students such as asking for help, accepting feedback, controlling emotions, and motivation help students to get better achievement specifically in writing assignments. Pointing out the importance of self-regulation in students' writing process, Abadikhah et al. (2018) explain that writing is mainly a process instead of a product and it cannot be tangled up in single writing practice. Thus, in the process of writing, to create a well-written product, they have to be familiar with self-regulation techniques (Mitchell et al., 2019). Some techniques can be done by tracking the progress periodically through self-monitoring.

In implementing self-regulation, there are several phases to be followed. According to (Pintrich, 2000), there are four phases in self-regulation. They are forethought planning and activation, monitoring, control, and finally reaction and reflection. Whereas, according to Zimmerman (2000), there are three phases namely forethought, performance or volitional control, and self-reflection. Nevertheless, both frameworks are generally imparting the same concepts. Forethought refers to essential processes that initiate attempts to perform and set the stage for it. Meanwhile, performance or volition control requires procedures that take place during motoric attempts and affect attention and behavior. At last, self-reflection includes

procedures that arise after successful attempts and the person's reaction to that experience.

Writing Anxiety

From the perspective of second language acquisition (SLA) theory, language anxiety is undeniably a critical learner trait, consistently having a major effect on the variables of the second language criterion (Dörnyei, 2005). This language anxiety occurs as well in productive skills such as writing. Individuals who struggle miserably in writing due to anxiety are those who find the demand for writing skills highly intimidating (Aunurrahman, 2019; Daly & Miller, 1975; D. Wahyuni et al., 2019; S. Wahyuni & Umam, 2017). Further, writing anxiety can be characterized as the representation of feelings of apprehension, anxious thoughts, and physiological problems when a person is faced with a writing assignment, such as increased blood pressure (Huerta et al., 2016). Cheng (2004) conducted a study to figure out the level of anxiety using Second Language Writing Anxiety Inventory (SLWAI). The level of anxiety is considered as high if the total score is above 65 and it is considered low if the total score is below 50. Writing anxiety itself is categorized into three types, namely cognitive anxiety, somatic anxiety, and behavioral anxiety or avoidance behavior (Cheng, 2004). Cognitive anxiety refers to the cognitive component of the experience of anxiety, involving negative expectations, performance apprehension, and concern about the opinions of others. Somatic anxiety refers to one's understanding of the experience of anxiety's physiological impact. Meanwhile, avoidance behavior refers to the behavioral aspect of anxiety in which the students avoid writing a thesis.

Among many factors that contributed to students' poor writing, anxiety was addressed to be the most influential factor. A study conducted in Iran (Rezaei & Jafari, 2014) shows that Iranian students had challenges becoming proficient writers due to their anxiety problems. Further, a more recent research conducted by Wahyuni et al. (2019) revealed that writing anxiety is still a substantial problem in

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the learning process. For students at all academic levels, the absence of relevant information, language issues, and insufficient writing practice are found to be major causes of writing anxiety. However, in a study conducted by Aunurrahman (2019), it was found that anxiety in the writing process experienced by the students was not only debilitating but also facilitating. The issue of whether writing anxiety can influence writing success negatively or positively is still debated. The success level is really dependent on the extent to which the students' anxiety is used as a booster for their writing achievement. In this sense, anxiety is viewed as necessary for the students' improvement.

Academic Procrastination

The term 'procrastination' has traditionally been used to describe the tendency to postpone the completion of tasks or jobs (Sari & Fakhruddiana, 2019). In the educational context, the behavior of delaying doing academic assignments is known as academic procrastination. In a more comprehensive way, Solomon and Rothblum (1984) define academic procrastination as a tendency to react to academic assignments needed to be accomplished at that time by purposely postponing or avoiding the completion of certain assignments. The results can be detrimental to the students' academic performance as the students prefer to carry out other activities that are not required to execute the duties. Further, Sari and Fakhruddiana (2019) explain that in completing a thesis, there are two factors influencing academic procrastination namely internal and external factors. The internal variables are such as self-regulation motivation, personality variables, anxiety, and target orientation for achievement. Whereas, the external factors are such as a negative appraisal by others and peer influence (Onwuegbuzie & Collins, 2001; Rahman, 2019; Sari & Fakhruddiana, 2019).

Concerning the tendency to postpone thesis writing, Rahman (2019) has developed a scale called the Thesis-Writing Procrastination Scale (TW-PS). The scale was constructed based on two indicators of

procrastination namely the frequency of delay and the level of problem (Solomon & Rothblum, 1984). Frequency of delay refers to the level of frequency in delaying a particular task, while the level of problem refers to the procrastinator's awareness that the delay is considered a problem or not for the students.

METHOD

This research employed a quantitative method study utilizing descriptive statistics for a survey design (Creswell, 2014) for a limited number of students. This research was conducted by involving 12 undergraduate students who were working on their thesis proposal writing for one semester. Initially, the researcher asked permission from the thesis lecturer to contact the students in the class to inform them of the explanatory statements of the research. When the 12 students agreed to participate, they were asked to fill in the consent form to indicate whether they were willing to participate in this research by filling in the questionnaire instruments and completing journals of their writing progress. Although all of them are Indonesian, the language used for this oral and written communication was English as they were all English Education students. The researcher ensured the participants that their identities were made pseudonyms to protect their privacy.

The data collection was in one semester, along with the thesis proposal course progress. The students were assigned by the lecturer to write Chapter 1: Introduction, Chapter 2: Literature Review, and Chapter 3: Research Method of the thesis they planned to conduct in the following semester. The lecturer set minimum words to be accomplished by the students in each chapter. To collect the data, the researcher conducted tracking of students' thesis writing progress based on the number of word accomplishments.

To start collecting the data, the students were required to make a timetable in which they were asked to set writing goals and update them every week for four weeks. At the end of each week, students were assigned to fill in a standardized diary to indicate their self-

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regulation during the thesis proposal writing. It was composed by adapting the standardized diary from Joseph-Edwards (2020) in terms of language simplification. At the same time, in the middle of the thesis writing process, the researcher tracked the students' progress by checking their thesis progress every week. This research started in the middle of writing Chapter II: Theoretical Description and Framework. Chapter I: Introduction of the thesis had been approved by the advisor previously. Before continuing the writing process, the students were asked to set their writing goals. The writing goals were tracked every week for 4 weeks. In week four, the researchers distributed two questionnaires to investigate their writing anxiety and academic procrastination by adapting the questionnaire from Cheng (2004) and Rahman (2019) and distributing them via a web-based questionnaire (Google Form).

The names of the 12 students were coded into pseudonyms of P1, P2, etc. to help the researcher analyze the data from each instrument. Some instruments were coded into several themes based on the previous theories. The data collected from the students were of four aspects, namely the students' weekly thesis writing goals, the progress of word accomplishment, the student's level of writing anxiety, and finally their tendency to do academic procrastination. All the four aspects of information were analyzed using selective coding based on corresponding themes using descriptive statistics (mean scores of 1-4 Likert Scale). At last, the researcher consulted the analysis of the findings. The process of the data collection is illustrated in Figure 1 below.



Figure 1. Research Design

FINDINGS

This research reports several findings which are divided into two parts based on the research questions.

Thesis Writing Progress, Writing Anxiety, and Academic Procrastination

The students set the goals in a form of what to achieve every week. The data of their writing goals are presented in Table 1 as follows.

Table 1 Weekly Thesis Writing Goals

Participants	Week 1	Week 2	Week 3	Week 4
P1	Completing Ch. II, finding at least 10 journal articles & writing important points from the journals (copy-paste, and then paraphrase)	Completing Ch. II, consulting Ch. II to the advisor, starting to list the setting, method, and concept of the video content	Working on media	Working on media
P2		Completing Ch. II	Reading References	Working on Ch. III
P3		Completing Ch. II & starting working on the concept of Ch. III		
P4		Paraphrasing the notions from journal articles & writing the details of the theoretical description and framework		
P5		Completing Ch. II		
P6		Reading some references and taking notes on some important points		Reading references
P7		Completing Ch. II	Reading references	
P8		Completing Ch. II, starting working on Ch. III, writing min. 700 words		
P9		Completing Ch. II		
P10		Reading some references and taking notes on some important points		
P11		Completing Ch. II		
P12		Reading some references and taking notes on some important points		

From the goal settings presented in Table 1, it can be seen there are dissimilar data on week 3 until week 4 from the students. 4 out of

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12 students had set the goals to complete their Chapter II and started working on Chapter III: Methodology. On the other hand, 8 out of 12 students set their goals to work on reading references. Thus, it can be assumed that the students might be focusing on reading strategies instead of making progress in their thesis writing.

Next, every week, the researcher tracked students' thesis writing progress weekly by checking their word accomplishment in total. The data of the total word accomplishment progress are shown in Table 2 as follows.

Table 2 Progress of Word Accomplishment

Participants	Numbers of Accomplished Words Per Week			
	Week 1	Week 2	Week 3	Week 4
P1	4534	4585	4585	4600
P2	1877	3203	3407	3407
P3	2800	3930	3944	3951
P4	4719	6935	6119	6119
P5	3136	3519	3629	3629
P6	3832	3830	3830	3829
P7	3847	3847	3847	3847
P8	1566	3679	3679	3679
P9	3028	3276	3276	3276
P10	1808	1808	3227	3227
P11	2792	3341	3923	3923
P12	2364	2364	3389	3389

The data in Table 2 show that each participant seemed to have a different pace of working. P1, P6 & P7 seem they made great numbers of word accomplishments yet did not make any progress from week 1 to week 4. Whereas, others mostly made significant progress from week 1 to week 2 or week 2 to week 3 as can be seen in Figure 2 below:

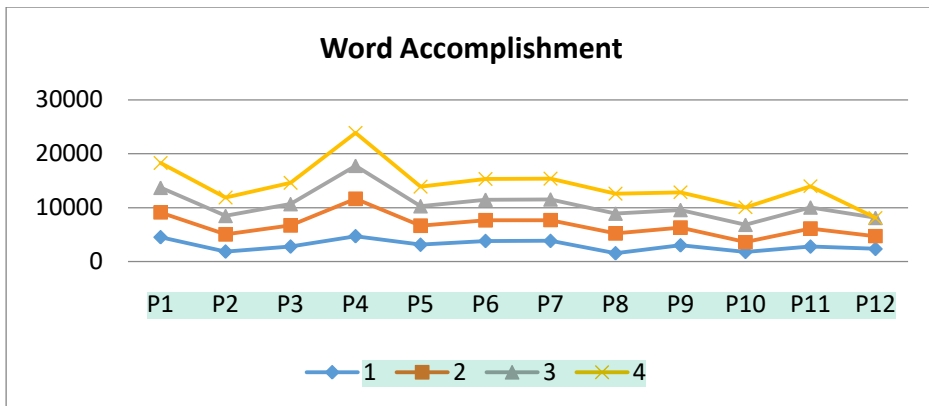


Figure 2 Word Accomplishment

However, it can be seen that from week 3 to week 4 all of the students only made a little progress or even no progress at all. Hence, it can be seen that most of the students experienced little progress in their thesis writing process.

As for the next step of data gathering in the fourth week, two questionnaires were distributed. The first was used to investigate their writing anxiety level and the second was used to investigate academic procrastination during the thesis writing. The results of the questionnaire are presented in Table 3 as follows.

Table 3 Level of Writing Anxiety

No	Types of anxiety	Mean	Level
1	Cognitive	21.42	High
2	Somatic	20.42	
3	Avoidance behavior	23.42	
	Total	65.25	

The data in Table 3 above show that the level of writing anxiety experienced by the students was high. It also shows that avoidance behavior has the highest mean followed by cognitive and somatic behavior. Thus, it can be concluded that the students had a high level of writing anxiety with a value of 65.25, and avoidance behavior was the first most dominant type of anxiety while somatic was the third most dominant one.

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Noticing that some students showed little or no progress on their thesis writing, the researcher did not only investigate the level of writing anxiety but also the tendency to do academic procrastination. The results of the questionnaire are presented in Table 4 consisting of the statements and percentages of the tendency to do academic procrastination as follows.

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Table 4 Tendency to Do Academic Procrastination

No.	Statement	Percentage (%)
Frequency of delay		
1	I procrastinate to find references.	50
2	I procrastinate to read materials for my thesis references.	67
3	I delay writing my thesis.	67
4	I delay consulting my thesis with the supervisor(s).	58
5	I postpone revising my thesis.	75
Strategies		
6	I do not usually allocate time to review and proofread my thesis.	75
7	I have found myself waiting until the day before to start writing.	42
8	When working on my thesis, I usually get distracted by other things.	58
9	I do not spend much time reading the journal articles until the end of the week.	25
10	If I do not understand something, I'll usually wait until the night before the deadline to figure it out.	50

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The results of the questionnaire on students' academic procrastination presented in Table 4 above demonstrate the percentages of the tendency to do academic procrastination. It can be concluded that postponing revising the thesis and not allocating time to review and proofread the thesis have the highest percentages. Meanwhile, it can be concluded that most students spent much time reading journal articles.

Self-Regulation

After obtaining data on writing anxiety and academic procrastination which students might encounter, this research attempted to better understand the students' self-regulation by asking the students to fill in the standardized diary. The data of their standardized diaries are presented in Figure 3 as follows.



Figure 3 Self-regulation

Figure 3 depicts 6 types of self-regulation and their mean scores on a 1-4 scale. It can be seen that goal setting had the first highest mean, which was 3.47, and help seeking had the second-highest mean which was 3.5. Meanwhile, the two lowest ones were task strategies at the value of 3.17 and time management which was at 2.75.

DISCUSSION

This section discusses the research questions namely how writing anxiety and academic procrastination affect students' thesis writing process and how students self-regulate themselves in thesis writing by correlating the findings with the previous research.

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Thesis Writing Progress, Writing Anxiety, and Academic Procrastination

From the data of goal settings written by students, most of them, 8 out of 12 students, set their goals to work on reading references from week 3 to week 4. Hence, reading might be their focus within those two weeks. As a result, they might not make any significant progress in their writing. This data is supported by the progress tracking, which was taken based on the word accomplishment. It can be seen that from week 3 to week 4 all of the students only made a little progress or even no progress at all. Hence, it can be seen that most of the students experienced little progress in their thesis writing process.

Empirically, based on the data on the students' writing anxiety level, the students experienced a high level of writing anxiety. According to the Second Language Writing Anxiety Inventory (SLWAI) 65% is high and below 50% is low (Cheng (2004). Those findings are in line with the previous research by Rezaei and Jafari (2014), Syarifudin (2020), and Wahyuni and Umam (2017) in which their participants show a high level of anxiety. Moreover, they also conducted a study on EFL students. Meanwhile, based on the research conducted by Blasco (2016), there was only one among six students he investigated who experienced a high level of writing anxiety. Thus, Blasco (2016) comes up with a conclusion that writing anxiety is one of the affective elements that might impede or prevent students from writing. Writing anxiety, as an affective element, causes students to experience tension and worry, causing them to avoid or discontinue writing (Blasco, 2016). His claim is in line with this research finding as the progress track shows that most students experience writing paralysis. From the data, 67%-75% students delay writing and revising their thesis. They even did not allocate time to review their thesis after the lecturers' feedback due to their anxiety level.

However, it is interesting enough to note that the finding of this research on the negative effects caused by writing anxiety and

writing paralysis contradicts the findings of several researchers. Conceptually and theoretically, they asserted that writing anxiety experienced by the students was not only debilitating but also facilitating (Aunurrahman, 2019; Dörnyei, 2005; Güneyli, 2016; Miri & Joia, 2018). Based on the research conducted by Güneyli (2016), it was found that there is no relation between writing anxiety and writing success. In fact, it was claimed that a high level of writing anxiety might encourage students to write. Noticing writing anxiety as an affective element to writing, anxiety would not affect the writing process only negatively. A similar result was found by Miri and Joia (2018). On certain students' writing success, it was detected they demonstrated concentration improvement in general and their particular writing skills. Thus, based on the occurring contradiction, anxiety can actually influence students' writing performance positively and negatively. However, the positive influence of writing anxiety might occur under special circumstances in which they allow students to overcome the high level of writing anxiety.

Besides discussing the level of writing anxiety that might contribute to the writing process, it is also essential to recognize the types of anxiety experienced by the students. The finding shows that the high level of writing anxiety experienced by the students is categorized into three types namely cognitive, somatic, and avoidance behavior (Cheng, 2004). It shows that avoidance behavior has the highest mean followed by cognitive and somatic. Thus, avoidance behavior is the first most dominant type of anxiety while somatic is the third most dominant one. This finding is contrasted with the research conducted by Rezaei & Jafari (2014), Syarifudin (2020), and Wahyuni & Umam (2017) that cognitive is the most dominant type of writing anxiety. However, this finding is similar to the result of research conducted by Ho (2015) that avoidance behavior is the first and most dominant type of writing anxiety. There is a difference in the third most dominant type, namely cognitive. Meanwhile in this research, cognitive is the second most dominant type. Avoidance behavior refers to students' apprehension of negative evaluation and

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tendency to avoid English thesis writing (Cheng, 2004). Avoidance behavior found in this research is depicted in the little or no progress made by most students from week 3 to 4. In fact, avoidance behavior such as avoiding writing, evaluation, and revision is dangerous if it happens continuously for it might cause a delay in their thesis completion (Yendri, 2019).

From the findings obtained in the writing anxiety questionnaire, avoidance behavior was suspected to be the most dominant factor which hindered students from making progress in their thesis writing. However, further investigation is needed to be conducted. The researcher distributed a questionnaire to figure out students' tendency to do academic procrastination. Based on the results of the survey on students' academic procrastination, students tended to postpone revising their thesis and not allocating time to review and proofread the thesis. These findings confirmed avoidance behavior of writing anxiety experienced by the students as the factor causing writing paralysis. In fact, avoidance behavior is claimed to be the most dangerous anxiety since students tend to avoid writing which will hinder them to make any progress.

Meanwhile, the findings show interesting data that most students did not procrastinate in reading as they spent much time reading journal articles. This finding supports the data on the goal-setting they have set that they made reading references as the goal of the weeks. Noticing this distinctive data, it was suspected that avoidance behavior and procrastination in writing and revising thesis as well as too much time spent on reading might be caused by library anxiety. Library anxiety might happen when the amount of data and possibilities that the students must consider to make an effective decision is greater than the students' capacity for processing the information, which is known as information overload (Fuertes, Jose, Nem Singh, Rubio, & de Guzman, 2020)(Fuertes et al., 2020).

Self-Regulation

To better understand the students' journey in their thesis writing process, an investigation of their self-regulation during thesis writing was conducted. As has been claimed by several researchers, self-regulation during academic writing is claimed to be a factor that facilitates students to make progress despite challenges and hindrances they encountered (Abadikhah et al., 2018; Ariyanti et al., 2018; Hallberg & Olsson, 2017; Mbato & Cendra, 2019). Based on the findings, the 12 students show that self-regulation they conducted had the highest performance on goal setting and help seeking, whereas, the lowest was on task strategies and time management. This finding presents quite dissimilar data from the research conducted by Joseph-Edwards (2020). In his finding, environment structuring and help-seeking had the highest mean while self-evaluation and goal-setting have the lowest mean.

Goal-setting plays a crucial role in self-regulation for it can be used by the students to internally control what goals to be achieved in a certain period (Abadikhah et al., 2018). Thus, based on the findings, the students acknowledged that the goal-setting they had was essential during their thesis writing progress. Since they were in the middle of working on their Chapter II: Literature Review, they need more time to work on reading references. Meanwhile, as can be seen in the finding, the students have the lowest engagement in time management. In fact, it is acknowledged that before a single word is written, writing an academic paper undeniably often requires more preparation. This means that time management is correlated with task strategies. Within a particular time, students are required to accomplish certain goals which they had to accomplish if the students employed effective strategies to do the task. It is stated that students that have poor time management resist employing some self-regulatory strategies and processes (Abadikhah et al., 2018). Meanwhile, there are a lot of things to do in writing. The planning stage of writing entails generating ideas, researching, reading,

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establishing an outline, creating personal writing goals, and consuming time to think and reflect (Mitchell et al., 2019).

Besides goal setting that helps students make progress in their thesis writing process, the students also show high engagement in help seeking. Although several studies contradict one another on the roles of help-seeking in the thesis writing process, it is claimed that the students who seek help when needed tend to be inspired to conduct revisions to their writing (Mitchell et al., 2019). Many students struggle to recognize their need for help, and as a result, they do not seek help. As a result, students may experience a negative impact and find it difficult to attain their goals. Online searching, asking instructors for guidance, and asking peers for help were all examples of online help-seeking behaviors. Academic performance was found to be a predictor of online help-seeking behavior. As a result, students who performed better seek help more frequently (Joseph-Edwards, 2020).

CONCLUSION

To sum up, the highest level of writing anxiety experienced by the students was avoidance behavior and the lowest one was somatic. It was also found that the students tended to do academic procrastination specifically in doing revision and review of their thesis writing, leading to academic writing paralysis as they did not make expected writing progress.

Meanwhile, it was detected that the students' goal-setting varied from one another. These data were also supported by the progress tracking based on their word accomplishment as most students made little progress on their drafts. It was caused by the fact that some students were in the middle of working on Literature Review which requires more reading than writing activities.

Nevertheless, the students demonstrated high engagement in goal setting and help seeking. Those two types of self-regulation were used to help them stay on track and make progress. On the other hand, they lacked engagement in task strategies and time

management. It cannot be neglected that task strategies and time management are related to each other. This finding also confirms that students still lack in employing strategies to accomplish their goals within a particular time.

Assessing the research findings and discussions, several recommendations should be followed up by future researchers since the topic is worth investigating and the corresponding lecturers supervising the undergraduate thesis. This research has several limitations which might not allow the researcher to cover all of the issues such as the causes of writing anxiety experienced by the students. Thus, future researchers are encouraged to conduct studies with a longer time span of research and few participants. They can also conduct future research to investigate the details of writing anxiety causes. This will allow the researcher to conduct in-depth research. Meanwhile, for the lecturer, an issue has been identified that the students are detected to have lacked task strategies and time management. Specifically, they struggled and needed much time to work on literature studies. Thus, exposing students to the best reading strategy might help students to work on reading references.

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