

CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, research problem, objectives, significance, scope and limitations, and definitions of key term.

A. Background of the study

In the context of English as a Foreign Language (EFL) learning in higher education, writing is considered one of the most complex and demanding language skills for students to master. Writing requires not only linguistic knowledge such as grammar, vocabulary, and sentence structure, but also cognitive abilities including idea organization, coherence development, and critical thinking. Among Indonesian university students, writing in English is often perceived as a challenging skill because it involves the integration of multiple processes simultaneously. Students are expected to generate ideas, structure arguments, and express them clearly within limited time and academic constraints. These demands become even more difficult when students are required to produce written work under time pressure conditions, such as during classroom writing tests or examinations.¹

Time pressure in writing activities is a common situation in academic settings. Students are frequently required to complete writing tasks within a limited duration,

¹Ahmed, S., & Sultana, N. (2021). *The impact of time pressure on EFL learners' writing performance*. Journal of Language Teaching and Research, 12(3), hlm. 412–420.

which may range from short in-class essays to formal examinations. Under such conditions, students often experience cognitive overload because they must manage idea generation, language accuracy, and time simultaneously. This situation may lead to reduced writing performance, especially in terms of grammatical accuracy, coherence, and lexical complexity. When students are forced to write quickly, they may prioritize speed over quality, resulting in incomplete ideas, structural errors, and reduced clarity of expression. Therefore, time pressure becomes an important factor that potentially influences students' writing outcomes in English language learning contexts.

In addition to time pressure, time management is another crucial factor that affects students' academic performance, particularly in writing skills. Time management refers to the ability of students to plan, organize, and allocate their time effectively in order to complete academic tasks efficiently. Students with good time management skills are generally more capable of balancing their academic responsibilities, preparing their writing tasks in advance, and reducing stress during deadlines. They tend to allocate sufficient time for brainstorming, drafting, revising, and editing their written work. As a result, their writing performance is expected to be more structured, coherent, and linguistically accurate compared to students who have poor time management skills.

However, in many cases, university students still struggle with managing their time effectively. Academic workload, extracurricular activities, part-time jobs, and digital distractions often contribute to poor time management among students. As a result, many students tend to procrastinate and complete writing assignments at the last minute. This behavior increases the likelihood of experiencing time pressure during the actual writing process. When students do not manage their time properly, they are more

likely to face difficulties in organizing ideas and expressing them clearly in written form. Therefore, time management and time pressure are closely interconnected factors that may jointly influence writing performance.²

In the English Department context of Indonesian higher education institutions, students are required to achieve a high level of writing competence as part of their academic development. They must be able to produce various types of academic writing, such as essays, reports, and research papers. These writing tasks require both linguistic competence and effective cognitive processing. However, many students still experience difficulties in producing well-organized and grammatically correct writing. One of the main reasons is the limited time provided during writing activities, which forces students to work under pressure. At the same time, differences in students' ability to manage their study time also contribute to variations in writing performance among learners.

The interaction between time pressure and time management becomes an important issue to investigate because both factors may influence writing skill simultaneously. Students who are exposed to high time pressure but have strong time management skills may still be able to maintain acceptable writing performance. On the other hand, students with poor time management skills may experience greater difficulty when facing time constraints, resulting in lower writing quality. This indicates

²Ahmed, S., & Sultana, N. (2021). *The impact of time pressure on EFL learners' writing performance*. Journal of Language Teaching and Research, 12(3), hlm. 412–420.

that writing performance is not only determined by linguistic ability but also influenced by psychological and behavioral factors related to time regulation.³

Furthermore, writing skill itself is a fundamental academic competence that reflects students' overall language proficiency. It involves several components, including content development, organization, vocabulary use, grammar accuracy, and mechanical correctness. Each of these components requires sufficient cognitive processing time to be executed properly. When time is limited, students may not be able to fully apply these components in their writing. As a result, the quality of writing may decline significantly under time pressure conditions. This situation highlights the importance of understanding how external factors such as time constraints and internal factors such as time management skills interact in shaping writing performance.

In modern educational environments, especially in EFL classrooms, writing instruction often includes timed writing activities to simulate real academic and test conditions. While this approach helps students develop fluency and speed, it may also create pressure that affects the quality of their writing. Therefore, it is important for educators to understand how students respond to time-limited writing tasks and how individual differences in time management abilities influence their performance. By identifying these relationships, educators can develop more effective teaching strategies that support both writing fluency and accuracy.⁴

³Brown, T., & Lee, C. (2021). *Time management strategies in higher education learning*. Journal of College Student Development, 62(5), hlm. 540–555.

⁴Rahman, F., & Sari, D. P. (2021). *Students' writing difficulties in EFL context in Indonesia*. Journal of English Education, 9(2), hlm. 110–121.

Based on these considerations, it becomes essential to examine the relationship between time pressure, time management level, and writing skill among English Department students. Understanding this relationship can provide valuable insights into how students perform under different writing conditions and how they manage their academic responsibilities. It can also contribute to improving teaching practices in writing courses by encouraging the integration of time management strategies in learning activities. Ultimately, this study aims to provide a clearer understanding of the factors that influence writing performance in EFL contexts, particularly in Indonesian higher education settings.⁵

B. Research Problem

Base on the background of the study above, the problem investigate are state as follow:

“Is there a significant correlation between time pressure on writing skill and time management among students at the English department of universitas Madura?

C. Objective Of the Study

“To determine the correlation between time pressure on writing skill and management among students at English department of Universitas Islam Madura

D. Scope and Limitation of The Study

⁵Johnson, P., & Smith, R. (2021). *Academic stress and writing anxiety in university students*. *Journal of Applied Linguistics*, 17(2), hlm. 120–134.

This study focuses on investigating the correlation between time pressure on writing skills and time management among English Department students at Universitas Islam Madura. This study was limited to students enrolled in the department in the fifth semester. Data will be collected using quantitative methods, including surveys and writing assessments. The findings may not be generalizable to other departments or universities.

However, it is important to acknowledge the limitations of this research proposal. First, this research will be limited to specific programs and institutions, which may limit the generalizability of the findings to other contexts. Additionally, this study will rely on self-reported data, which may contain bias and inaccuracies. Furthermore, this research will only focus on the relationship between time pressure, writing performance, and time management level, without considering other potential factors that may influence these variables.

E. Significance Of the Study

By conducting the study about the Relationship Between Time Pressure, Writing Achievement, and time management level of Students in the second semester holds several significant implications, the researcher hopes that the result of it can be useful and give some contribution in learning and teaching English especially in reading comprehension context as follows:

1. Students: helping them understand how time pressure and time management effect their writing performance, and encouraging the development of better time management strategies.

2. Lectures: informing teaching practice and assessment methods, particularly regarding the design of writing assignment and the support provided to students facing time constraints.

3. For other researchers

The findings of this research will serve as a reference for other researchers who wish to conduct similar research in their field and can be useful as comparison material for subsequent research findings.

F. Hypothesis of the Study

(H₀) there is no significant correlation between time pressure on writing skill and time management among students at the English department of Universitas Islam Madura.

(H₁) there is significant correlation between time pressure on writing skill and time management among students at the English department of Universitas Islam Madura.

G. Definition of the Key Term

1. Time pressure:

Lack of time to complete assignments or meet deadlines. This refers to the sense of urgency and pressure that individuals experience due to limited time.

2. Writing skills:

The level of success or proficiency in written communication skills, especially in the context of the English Teaching and Learning Program. It covers various aspects such as grammar, vocabulary, organization, coherence and clarity in writing.

3. Time management level:

Time management is an arrangement so that targets can be achieved. This is very important, and may have an impact on overall individual performance and achievement. But here, everything will be related to the way each individual manages their time to fit it into their daily life or to make it align with their routine.