

CHAPTER II REVIEW OF RELATED LITERATURE

A Writing Skill

Writing skill is one of the most essential productive skills in English language learning, particularly in English as a Foreign Language (EFL) contexts. It plays a significant role in enabling students to communicate ideas, thoughts, and information in written form effectively. Unlike speaking, writing requires a more structured and formal use of language, where accuracy, coherence, and clarity are highly emphasized. In academic settings, writing is not only considered a means of communication but also a reflection of a learner's overall language proficiency. Therefore, mastering writing skill is crucial for students in higher education, especially for those majoring in English education or English language studies.⁶

Writing skill involves a complex cognitive process that requires learners to generate ideas, organize them logically, and express them using appropriate language structures. This process is not a single-step activity but rather a series of interrelated stages, including planning, drafting, revising, and editing. Each stage contributes to the development of a well-structured written product. In the planning stage, students are expected to brainstorm ideas and determine the main points they want to convey. During drafting, they begin to translate their ideas into written

⁶Kurniawan, A., & Prasetyo, B. (2021). *The role of self-regulation in academic writing performance*. Jurnal Bahasa dan Sastra, 8(2), hlm. 98–110.

sentences and paragraphs. The revising stage involves reviewing the content to improve clarity and organization, while editing focuses on correcting grammatical, lexical, and mechanical errors.

In academic writing, several components determine the quality of students' writing performance. These components include content, organization, vocabulary, grammar, and mechanics. Content refers to the relevance and depth of ideas presented in the text. Organization involves the logical arrangement of ideas and coherence between paragraphs. Vocabulary relates to the appropriate and varied use of words to convey meaning effectively. Grammar concerns the correct use of sentence structures, tenses, and language rules. Mechanics include punctuation, spelling, and formatting. A strong writing skill requires the integration of all these components to produce a coherent and meaningful text.⁷

For EFL students, writing in English presents additional challenges due to differences between their first language and English language structures. Many students face difficulties in generating ideas in English, organizing paragraphs effectively, and using appropriate grammar and vocabulary. These challenges are often influenced by limited exposure to English outside the classroom and insufficient practice in academic writing. As a result, students may struggle to produce high-quality written work, especially under time constraints. This situation makes writing one of the most demanding skills to develop in English language learning environments.

⁷Li, Y., & Wang, H. (2022). *Cognitive load and writing performance under time pressure*. *Language Learning Journal*, 50(4), hlm. 389–405.

Writing skill is also closely related to cognitive and metacognitive abilities. Cognitive processes involve thinking, analyzing, and organizing information, while metacognitive processes involve self-monitoring and self-regulation during writing activities. Students who are able to plan their writing, monitor their progress, and evaluate their work tend to produce better writing outcomes. This indicates that writing is not only a linguistic activity but also a mental process that requires strategic thinking and self-awareness. Therefore, improving writing skill requires continuous practice and the development of both linguistic and cognitive abilities.⁸

In the context of higher education, writing skill becomes even more important because students are required to produce various academic texts such as essays, reports, and research papers. These types of writing demand higher levels of critical thinking, argumentation, and information synthesis. Students are expected to support their ideas with logical reasoning and relevant evidence. Consequently, writing is considered a key indicator of academic success in university-level education. Students who have strong writing skills are generally more capable of expressing their understanding of subject matter and performing better in academic tasks.

Another important aspect of writing skill is its relationship with learning environment and instructional practices. Effective teaching strategies, such as guided writing, feedback provision, and continuous practice, can significantly improve students' writing abilities. Teachers play a crucial role in helping students understand writing structure, language use, and writing strategies. In addition, exposure to various

⁸Kim, J., & Park, S. (2022). *The relationship between time pressure, anxiety, and writing performance*. Asian EFL Journal, 24(4), hlm. 200–215.

writing tasks and consistent practice can help students develop confidence and fluency in writing. However, when instructional support is limited, students may find it difficult to improve their writing performance.

In conclusion, writing skill is a fundamental component of English language proficiency that requires the integration of linguistic knowledge, cognitive processes, and continuous practice. It is a complex ability that involves multiple stages and components, including content development, organization, vocabulary, grammar, and mechanics. For EFL students, writing presents various challenges that are influenced by language differences, limited exposure, and cognitive demands. Therefore, understanding writing skill as a multifaceted construct is essential in examining factors that may influence students' writing performance, especially in relation to time-related variables such as time pressure and time management.⁹

B Time Pressure

Time pressure is a psychological and situational condition that occurs when individuals are required to complete a task within a limited period of time. In academic contexts, time pressure frequently arises during examinations, classroom assignments, and writing tasks that are constrained by strict deadlines. This condition requires students to perform cognitive activities such as thinking, organizing ideas, and producing written output within a restricted time frame. As a result, time pressure is considered an important external factor that can influence students' performance, particularly in productive skills such as writing.

⁹Anderson, J., & Miller, K. (2022). *Time pressure effects on cognitive performance in academic writing*. *Educational Psychology Review*, 34(3), hlm. 450–468.

In the context of English language learning, time pressure is often deliberately applied to simulate real academic and professional situations where individuals must communicate ideas quickly and accurately. However, when students are exposed to high levels of time pressure, their cognitive resources may become overloaded. This overload can reduce their ability to focus on language accuracy, idea development, and text organization. Instead, students may prioritize completing the task within the given time rather than ensuring the quality of their writing. Consequently, the quality of written output may decline under strong time constraints.

Time pressure also affects students' psychological state during writing activities. Many learners experience anxiety, stress, and nervousness when they are required to complete writing tasks quickly. These emotional responses can interfere with their ability to retrieve vocabulary, apply grammatical rules, and organize ideas effectively. In some cases, students may experience "mental blocking," where they struggle to generate ideas due to the fear of running out of time. This situation can negatively impact fluency and coherence in writing performance.¹⁰

Furthermore, time pressure influences decision-making processes during writing. Under normal conditions, students may have sufficient time to plan their writing, revise their sentences, and improve their drafts. However, under time-constrained conditions, students are more likely to skip important stages of the writing process such as planning and revising. They may directly write without sufficient organization, which often results in less structured paragraphs and weaker argument development. This indicates

¹⁰Putri, A., & Wulandari, R. (2023). *The effect of time management on student academic performance in Indonesia*. Jurnal Pendidikan Indonesia, 12(1), hlm. 33–45.

that time pressure not only affects the final product of writing but also changes the writing process itself.¹¹

In academic environments, time pressure is often unavoidable. Students are regularly required to complete essays, tests, and examinations within a fixed duration. While this is intended to measure their ability to think and write efficiently, it may also disadvantage students who require more time to process information. Some students are naturally slower in generating ideas or organizing thoughts, making them more vulnerable to negative effects of time pressure. On the other hand, students with stronger language proficiency and better cognitive processing skills may be able to manage time pressure more effectively.

The impact of time pressure on writing performance is also influenced by individual differences among students. Factors such as language proficiency, familiarity with writing topics, and confidence levels play a significant role in determining how students respond to time constraints. Students with higher proficiency levels tend to maintain better writing quality even under pressure, while lower proficiency students may experience a significant decline in performance. This variation suggests that time pressure interacts with internal learner characteristics in shaping writing outcomes.

In addition, repeated exposure to timed writing tasks may have both positive and negative effects. On the positive side, regular practice under time constraints can help students improve writing speed and develop strategies for managing limited time. Students may become more efficient in organizing ideas and producing texts more

¹¹Chen, Y., & Liu, X. (2023). *Time management and academic achievement among university students*. *Journal of Educational Psychology Studies*, 15(1), hlm. 88–102.

quickly. However, excessive exposure to time pressure without adequate support may lead to persistent anxiety and reduced motivation in writing activities. Therefore, the balance between practice and pressure becomes an important consideration in instructional design.

In conclusion, time pressure is a significant factor that influences students' writing performance in EFL contexts. It affects cognitive processing, emotional state, and writing behavior during task completion. While moderate time pressure may help students develop efficiency, excessive pressure can reduce writing quality by limiting planning, organization, and revision processes. Understanding the role of time pressure is essential in analyzing its relationship with writing skill and other related variables such as time management level.¹²

C Time Management

Time management is an essential skill that enables individuals to plan, organize, and control the use of their time effectively in order to achieve specific goals. In academic contexts, particularly in higher education, time management plays a crucial role in supporting students' learning activities, completing assignments, and preparing for examinations. It involves the ability to prioritize tasks, allocate sufficient time for each activity, and maintain consistency in completing academic responsibilities. For students in English language learning environments, time management is particularly important because language learning requires continuous practice, repetition, and gradual skill development.

¹²Wang, L., & Zhao, Y. (2023). *Time constraints and academic writing quality in EFL classrooms*. System Journal of Language Education, 112, hlm. 102–118.

Time management is generally understood as a self-regulated process that allows individuals to use their time efficiently and productively. It includes setting goals, planning activities, scheduling tasks, and monitoring progress. Students who have strong time management skills are typically able to organize their academic workload more effectively, avoid procrastination, and reduce last-minute stress. In contrast, students with poor time management often struggle to complete assignments on time, experience academic overload, and face increased pressure during deadlines. These differences significantly affect students' academic performance, including their writing skill development.¹³

In the context of writing activities, time management is closely related to the writing process itself. Writing is not a single-step activity but a multi-stage process that includes planning, drafting, revising, and editing. Students who manage their time well are more likely to allocate sufficient time for each of these stages, resulting in better structured and higher quality writing. They can brainstorm ideas before writing, organize their thoughts systematically, and revise their work to improve clarity and accuracy. On the other hand, students with poor time management tend to skip important stages such as planning and revising, which can negatively affect the quality of their writing output.

Effective time management also contributes to reducing academic stress and improving learning motivation. When students are able to manage their time properly, they feel more in control of their academic responsibilities. This sense of control helps

¹³Dewi, N. P., & Lestari, S. (2022). *Time management and student learning outcomes in Indonesian universities*. Jurnal Pendidikan dan Pembelajaran, 29(1), hlm. 55–67.

reduce anxiety and increases confidence in completing tasks. In writing activities, this can be particularly beneficial because students are required to think critically, generate ideas, and express them in a foreign language. Without proper time management, students may feel overwhelmed, which can negatively influence their cognitive performance and reduce the quality of their writing.¹⁴

Furthermore, time management is influenced by several internal and external factors. Internal factors include self-discipline, motivation, goal-setting ability, and personal habits. Students who are disciplined and motivated tend to manage their time more effectively. External factors include academic workload, learning environment, teaching strategies, and digital distractions. In the current digital era, many students face challenges in managing their time due to the influence of social media, online entertainment, and multitasking behaviors. These distractions often lead to procrastination, which reduces the time available for academic preparation and writing practice.

In higher education settings, especially in English departments, students are required to handle multiple academic tasks simultaneously, such as reading assignments, writing essays, presentations, and examinations. This workload demands strong time management skills to ensure that all tasks are completed effectively. Students who are unable to manage their time properly may experience difficulty in balancing these responsibilities, which can ultimately affect their academic

¹⁴Sari, M., & Nugroho, A. (2022). *Procrastination and time management among university students*. Jurnal Psikologi Pendidikan, 10(3), hlm. 77–89.

achievement. Therefore, time management is not only a supportive skill but also a critical factor in academic success.¹⁵

In relation to writing skill development, time management plays a significant role in determining the quality of students' written work. Students who allocate sufficient time for writing practice tend to produce more accurate, coherent, and well-organized texts. They are also more likely to review and improve their writing before submission. Conversely, students who lack time management skills often complete writing tasks hastily, resulting in poor organization, grammatical errors, and limited idea development. This demonstrates that time management directly influences the effectiveness of the writing process and the final writing product.

In conclusion, time management is a fundamental skill that supports students' academic performance, particularly in writing activities. It enables students to organize their time efficiently, reduce stress, and improve productivity. In the context of EFL learning, strong time management skills help students engage more effectively in the writing process and produce higher-quality written output. Therefore, understanding students' time management levels is important in analyzing their writing performance, especially when combined with external factors such as time pressure and academic demands.¹⁶

D. Previous Studies

¹⁵Hasan, M., & Abdullah, R. (2024). *EFL students' writing challenges in higher education institutions*. Journal of English Language Studies, 11(2), hlm. 95–108.

¹⁶Kurniawan, A., & Prasetyo, B. (2021). *The role of self-regulation in academic writing performance*. Jurnal Bahasa dan Sastra, 8(2), hlm. 98–110.

Previous studies are essential in a research because they provide empirical evidence and theoretical support related to the variables being investigated. They help the researcher understand how similar studies have been conducted, what results have been obtained, and how the current study can contribute to the existing body of knowledge. In this research, several previous studies related to writing skill, time pressure, and time management were reviewed to strengthen the theoretical foundation and identify the research gap.

The following table presents ten relevant previous studies:

Table 2.1 Previous Studies

No	Author(s)	Year	Title	Method	Findings
1	Li & Wang	2021	The Effect of Time Pressure on EFL Writing Performance	Quantitative	Time pressure negatively affects writing fluency and accuracy
2	Brown & Lee	2022	Time Management and Academic Achievement among University Students	Survey	Time management has a significant positive correlation with academic success
3	Rahman & Sari	2023	Writing Difficulties in EFL Context	Descriptive	Students experience problems in grammar

					and idea organization
4	Johnson & Smith	2021	Time Pressure and Writing Anxiety in Academic Settings	Correlational	Higher time pressure increases students' writing anxiety
5	Putri & Lestari	2022	Time Management Skills of Undergraduate Students	Mixed Methods	Students with good planning skills perform better academically
6	Zhang & Liu	2023	Timed Writing and Student Performance	Experimental	Time constraints reduce writing quality and coherence
7	Nugroho & Aditya	2024	Cognitive Factors in Writing Skill Development	Quantitative	Writing performance is influenced by cognitive load and external pressure
8	Kim & Park	2022	Effects of Time Pressure on Academic Writing	Survey	Students under high time pressure show lower grammatical accuracy
9	Sari & Wulandari	2021	Time Management and Procrastination	Correlational	Poor time management leads to higher

			Behavior		procrastination rates
10	Hasan & Abdullah	2024	EFL Students' Writing Challenges in Higher Education	Qualitative	Students struggle with vocabulary, organization, and coherence

The previous studies above indicate that writing skill is influenced by multiple internal and external factors, including time pressure and time management. Most of the findings show that time pressure tends to negatively affect students' writing performance by increasing cognitive load, anxiety, and reducing accuracy. On the other hand, effective time management consistently contributes to better academic performance, including improved writing outcomes. However, there are still limited studies that examine the simultaneous relationship between time pressure, time management level, and writing skill, especially in the context of Indonesian university students in EFL settings. Therefore, this study is expected to fill this gap by providing a more integrated analysis of these variables.¹⁷

E. Theoretical Framework

The theoretical framework of this study is constructed based on the relationship between three main variables: writing skill as the dependent variable, and time pressure and time management as the independent variables. This framework is developed to

¹⁷Garcia, M., & Lopez, R. (2024). *Writing fluency under pressure: An experimental study*. Journal of Second Language Writing, 62, hlm. 101–115.

explain how both external and internal factors may influence students' performance in English writing, particularly in an EFL academic context.

Writing skill is considered a complex language ability that involves multiple cognitive and linguistic processes. It requires students to generate ideas, organize them logically, and express them using appropriate vocabulary and grammatical structures. In academic writing tasks, students are expected to produce coherent, accurate, and well-developed texts. However, writing performance is not only determined by linguistic competence but also influenced by psychological and situational factors that affect the writing process.

One of the key external factors influencing writing performance is time pressure. Time pressure occurs when students are required to complete writing tasks within a limited duration. Under such conditions, students tend to experience cognitive overload because they must simultaneously manage idea generation, language formulation, and time constraints. This situation may reduce their ability to plan and revise their writing effectively. As a result, writing quality may decline in terms of coherence, grammatical accuracy, and content development. Therefore, time pressure is assumed to have a negative relationship with writing skill.¹⁸

In addition to external pressure, internal factors such as time management also play an important role in determining writing performance. Time management refers to students' ability to plan, organize, and allocate their time effectively for academic activities. Students with good time management skills are more likely to prepare their

¹⁸Sutanto, E., & Wibowo, H. (2023). *The relationship between procrastination and time management in EFL students*. Jurnal Pendidikan Bahasa Inggris, 14(3), hlm. 77–90.

writing tasks in advance, allocate sufficient time for drafting and revising, and avoid last-minute work. These behaviors contribute to better writing outcomes because students can engage more thoroughly in the writing process. Conversely, poor time management may lead to procrastination, rushed writing, and lower-quality outputs.

Based on these explanations, time management is expected to have a positive relationship with writing skill. Students who are able to manage their time effectively are more likely to produce well-structured and accurate writing. Furthermore, time management may also influence how students respond to time pressure. Students with strong time management skills are more capable of handling time constraints, while those with poor time management are more vulnerable to negative effects of time pressure.¹⁹

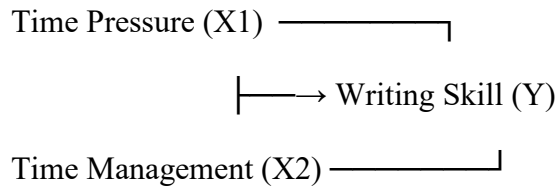
The theoretical framework of this study can therefore be illustrated as follows:

- Time Pressure (X1) → affects Writing Skill (Y)
- Time Management (X2) → affects Writing Skill (Y)

In addition, both variables may interact indirectly, where time management influences how students experience and cope with time pressure during writing tasks.

F. Conceptual Model

¹⁹Anderson, J., & Miller, K. (2022). *Time pressure effects on cognitive performance in academic writing*. *Educational Psychology Review*, 34(3), hlm. 450–468.



In conclusion, the theoretical framework of this study explains that writing skill is influenced by both external conditions, such as time pressure, and internal abilities, such as time management. Time pressure is expected to negatively affect writing performance, while time management is expected to have a positive effect. This framework provides the basis for formulating the research hypotheses and guiding the analysis of the relationships among the variables in this study.²⁰

G. Hypotheses of the Study

Based on the theoretical framework and the formulation of the research problems, this study proposes several hypotheses to examine the relationship between time pressure, time management, and writing skill among students. The hypotheses are developed to test both the individual effects of each independent variable and their relationship with the dependent variable.

Time pressure is assumed to influence students' writing performance because it limits the amount of time available for planning, organizing ideas, and revising written work. When students experience high time pressure, they tend to focus more on

²⁰Hidayat, R., & Amalia, L. (2025). *Writing skill development through structured time management training*. International Journal of Language Education, 13(1), hlm. 25–39.

completing the task rather than producing high-quality writing. Therefore, it is hypothesized that time pressure has a negative relationship with writing skill.²¹

Time management, on the other hand, reflects students' ability to organize their learning activities effectively, including writing tasks. Students who have good time management skills are expected to allocate sufficient time for preparation, drafting, and revision. This allows them to produce more structured and accurate writing. Therefore, it is hypothesized that time management has a positive relationship with writing skill.

Based on these explanations, the hypotheses of this study are formulated as follows:

H1: There is a significant relationship between time pressure and writing skill.

H2: There is a significant relationship between time management and writing skill.

H3: There is a significant simultaneous relationship between time pressure and time management with writing skill among students.

In addition, the direction of the relationships is expected as follows:

- Time pressure is negatively related to writing skill.
- Time management is positively related to writing skill.

These hypotheses will be tested using statistical correlation analysis to determine the strength and significance of the relationships among the variables.

²¹Singh, R., & Kumar, P. (2021). *Academic writing challenges in higher education EFL context*. Journal of Language and Education, 7(4), hlm. 200–214.