

CHAPTER VI CONCLUSION

A. Conclusion

This study has explored the relationship between time pressure, students' time management behavior, and writing performance among English language learners. The results reveal that time pressure significantly affects students' cognitive and emotional states, influencing their ability to plan, organize, and produce written work effectively. Students who perceived higher levels of time pressure tended to experience anxiety, reduced focus, and hurried responses, which often compromised the quality of their writing.

Furthermore, the study found that strong time management skills played a critical role in mitigating the negative effects of time pressure. Learners who applied effective strategies—such as setting priorities, allocating specific time blocks for tasks, and maintaining self-discipline—were more likely to manage stress and complete their writing tasks with greater clarity and coherence.

The typology analysis also illustrated varied student responses under pressure, ranging from avoidance and procrastination to resilience and task-focused behaviors. These differences indicate that while time pressure is a common academic challenge, individual approaches to managing time and stress greatly affect outcomes in writing performance.

Overall, the study concludes that time management is not only a practical skill but also a vital psychological buffer that supports students' academic achievement, particularly in writing. Incorporating time management training into the English

language learning process could significantly enhance students' productivity, confidence, and writing quality under timed conditions.

B. Suggestions

Based on the findings of this study, several suggestions are proposed for future practice and research:

1. For Educators

It is recommended that teachers incorporate time management training into writing instruction. By equipping students with tools to prioritize tasks, set goals, and manage deadlines, educators can help reduce the adverse effects of time pressure and enhance writing performance. Moreover, offering guided writing sessions under timed conditions may help students develop confidence and strategies for managing stress.

2. For Students

Students are encouraged to develop personal time management strategies that suit their learning styles. Regularly practicing timed writing tasks, breaking larger assignments into manageable parts, and reflecting on time usage can help students build habits that support academic success. Students should also be mindful of their mental and emotional well-being, seeking support when overwhelmed by academic pressure.

3. For Future Researchers

Future studies could explore interventions that improve time management behavior and examine their long-term effects on academic performance. Additionally, it would be beneficial to conduct similar research in different contexts (e.g., various academic disciplines, age groups, or cultural settings) to validate and expand upon the current findings. Qualitative studies exploring students' lived experiences of time pressure could also provide richer insights into this phenomenon.