

**AN ANALYSIS OF LINGUISTIC AND
PSYCHOLOGICAL FACTORS INFLUENCING
STUDENTS' WRITING SKILL AMONG FOURTH
SEMESTER ENGLISH STUDENTS AT IKIP PGRI
BOJONEGORO**

SKRIPSI



Presented to
IKIP PGRI Bojonegoro
in partial fulfilment of the requirements
for the degree of Sarjana in English Education

By:
Sabrina Puspitasari
NIM 22120019

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO**

2026

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APPROVAL SHEETS

The Skripsi entitled "AN ANALYSIS OF LINGUISTIC AND PSYCHOLOGICAL FACTORS INFLUENCING STUDENTS' WRITING SKILL AMONG FOURTH SEMESTER ENGLISH STUDENTS AT IKIP PGRI BOJONEGORO" is completed by:

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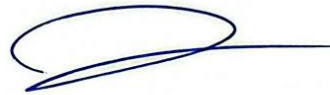
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This is to certify that this skripsi has been approved by the Board of Examiners as the requirement for the degree of Sarjana in English Education Department, Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro on 24 July 2026

Bojonegoro, 24 July 2026

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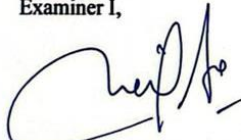
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MOTTO

Allah tidak pernah berkata semuanya mudah tapi dua kali Allah menegaskan
bahwa “Disetiap kesulitan pasti ada kemudahan”

(QS. Al-Insyirah ayat 5-6)

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1. To my beloved parents, who have provided endless prayers, affection, moral and material support, and unwavering encouragement throughout every step of the way. Thank you for all the sacrifices and patience you have given me.
2. To my advisor Dr. Fitri Nurdianingsih, M.Pd and Dr. Ima Isnaini Taufiqur Rohmah, M.Pd. who has patiently guided, provided input, and taken the time out of his busy schedule to help my skripsi complete this research.
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4. To myself, who has struggled, persevered, and never given up despite facing various obstacles, fatigue, and doubts during the process of writing this thesis. Thank you for your continued efforts and faith that this can all be completed successfully.

STATEMENT OF AUTHENTICITY

I, the undersigned below:

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In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the thesis entitled:

**“AN ANALYSIS OF LINGUISTIC AND PSYCHOLOGICAL FACTORS
INFLUENCING STUDENTS’ WRITING SKILL AMONG FOURTH
SEMESTER ENGLISH STUDENTS AT IKIP PGRI BOJONEGORO”**

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, I personally accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 7 July 2026



Sabrina Puspitasari
22120019

ABSTRACT

Puspitasari, Sabrina. 2026. An Analysis of Linguistic and Psychological Factors Influencing Students' Writing Skill Among Fourth Semester English Students at IKIP PGRI Bojonegoro. Skripsi. English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Dr. Fitri Nurdianingsih, M.Pd., Advisor (II) Dr. Ima Isnaini Taufiqur Rohmah, M.Pd.

Keywords: Writing Skill, Linguistic Factors, Psychological Factors

Writing is one of the productive language skills that might be a complex problem for all teachers and students, since there are several aspects that should be gained. Writing is such a valuable tool for communication, learning, and self-expression, therefore students who do not have adequate writing skills will be at a great disadvantage and will face limited chances for education and even for employment. The objective of this research was to find out linguistic and psychological factors out the faced by fourth-semester students. This research was a qualitative research design. The population of this study was fourth-semester English students at IKIP PGRI Bojonegoro. The data collection technique used was observation and interviews. The result show English writing difficulties experienced by fourth-semester students at IKIP PGRI Bojonegoro are the result of a complex and mutually reinforcing interaction between linguistic challenges in vocabulary, grammar, and difficulty connecting ideas and psychological barriers in the form of writing anxiety, motivation, and self-confidence.

ABSTRAK

Puspitasari, Sabrina. 2026. An Analysis of Linguistic and Psychological Factors Influencing Students' Writing Skill Among Fourth Semester English Students At IKIP PGRI Bojonegoro. Skripsi. Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, IKIP PGRI Bojonegoro, Pembimbing (I) Dr. Fitri Nurdianingsih, M.Pd., Pembimbing (II) Dr. Ima Isnaini Taufiqur Rohmah, M.Pd.

Kata kunci: Kemampuan Menulis, Faktor Linguistik, Faktor psikologi

Menulis adalah salah satu keterampilan berbahasa produktif yang mungkin menjadi masalah kompleks bagi semua guru dan siswa, karena ada beberapa aspek yang harus dikuasai. Menulis merupakan alat yang sangat berharga untuk komunikasi, pembelajaran, dan ekspresi diri, oleh karena itu siswa yang tidak memiliki keterampilan menulis yang memadai akan sangat dirugikan dan akan menghadapi peluang terbatas untuk pendidikan dan bahkan untuk pekerjaan. Tujuan penelitian ini adalah untuk mengetahui faktor linguistik dan psikologis yang dihadapi oleh mahasiswa semester empat. Penelitian ini menggunakan desain penelitian kualitatif. Populasi penelitian ini adalah mahasiswa semester empat jurusan Bahasa Inggris di IKIP PGRI Bojonegoro. Teknik pengumpulan data yang digunakan adalah observasi dan wawancara. Hasil penelitian menunjukkan kesulitan menulis Bahasa Inggris yang dialami oleh mahasiswa semester empat di IKIP PGRI Bojonegoro merupakan hasil dari interaksi yang kompleks dan saling memperkuat antara tantangan linguistik dalam kosakata, tata bahasa, dan kesulitan menghubungkan ide serta hambatan psikologis berupa kecemasan menulis, motivasi, dan kepercayaan diri.

PREFACE

Praise be to Allah SWT, the Most Gracious, the Most Merciful, allowing the author to complete this skripsi entitled “An Analysis of Linguistic and Psychological Factors Influencing Students' Writing Skill Among Fourth Semester English Students at IKIP PGRI Bojonegoro”.

My sincere gratitude goes to Ms. Dr. Fitri Nurdianingsih, M.Pd., as my first advisor, and Ms. Dr. Ima Isnaini Taufiqur Rohmah, M.Pd., as my second advisor, who have provided guidance, direction, motivation, and invaluable time in patiently guiding me. The guidance and input provided were invaluable to the author in compiling this thesis proposal.

The researcher realizes that this skripsi is far from perfect due to the limitations of his knowledge and experience. Therefore, he welcomes constructive criticism and suggestions from all parties for the improvement and perfection of this thesis. Finally, she hopes that this thesis will benefit the development of science, particularly in the field of English language education, and serve as a reference for future research.

Bojonegoro, 8 July 2026

Researcher

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CHAPTER I

INTRODUCTION

A. Background of Study

There are four main language skills in English, which are generally divided into two categories: receptive skills and productive skills. Reading and listening fall into the receptive category because through these activities, language learners absorb the ideas, thoughts, and perspectives of others. Conversely, writing and speaking are classified as productive skills because learners generate their own ideas, concepts, and meanings based on the existing context. As a productive skill, writing deserves special attention in education. English is now a very important language because it functions as an international and global language and has also become a second language in many countries. In Indonesia, English is studied as a foreign language and taught from elementary school to university, and is even introduced as early as kindergarten. This reflects the importance of the language for Indonesia as a developing country (Nurdianingsih & Yuniarta Ita, 2017).

Nevertheless, writing remains a demanding skill for most learners to master. In the process of writing, language learners are required to pay attention to several important aspects, such as applying punctuation correctly, selecting appropriate vocabulary, constructing proper sentence structures, and organizing paragraphs coherently (Chicho, 2022). Writing holds a vital role in academic achievement and represents a fundamental skill that students must develop. Writing tasks are often perceived as difficult and time-consuming, as they require students to manage multiple factors simultaneously. Examining students' writing abilities can be highly insightful, as it clearly reflects their creativity, comprehension, and capacity for situational analysis (Sophomore Talle Vacalares et al., 2023).

Writing represents one of the productive language skills, and it can pose a significant challenge for both teachers and students alike, given the numerous aspects that need to be mastered (Herdi, 2015). Writing is widely regarded as one of the essential skills learners need to master when acquiring a foreign language. Since developing and improving writing ability stands as the main goal of writing instruction, learners are expected to make steady progress in this area. Furthermore, to strengthen their writing proficiency, language learners need to actively engage with each of the three stages involved in the writing process—prewriting, while-writing, and post-writing (Bulqiyah et al., 2021). Based on this, this study examines the writing process of a group of students majoring in English. The subjects were selected from the English study program because this study focuses on the writing challenges students face. As EFL (English as a Foreign Language) learners, they are considered an appropriate representation of the target respondents (Nurdianingsih et al., 2025).

Writing is a specialized skill that enables writers to convey their ideas meaningfully and establish deeper connections with readers. Writing also plays an important role as part of broader learning activities, although the primary focus may lie on other aspects such as speaking, simulations, or language practice (Nurdianingsih et al., 2023). That said, becoming skilled at something is rarely straightforward. Writing stands out as one skill that learners still find especially demanding to acquire. Comparable claims have been made by Dakhi & Hutabarat (2018) that, since writing is widely regarded as the most advanced academic skill, since it mirrors an individual's linguistic proficiency, ability to develop ideas, and

capacity for abstract thinking. As a result, writing is inherently a complex process that demands the integration of multiple skills.

Writing, as one of the productive language skills, deserves particular attention in education. Even so, producing written work is far from simple for most learners. Language learners must attend to several elements while writing, including correct punctuation, appropriate vocabulary choices, proper sentence structure, and logical paragraph organization. Linking ideas back to the central theme is another hallmark of a well-constructed paragraph, a quality referred to as coherence in writing. In short, when these components are properly applied, learners are able to produce meaningful paragraphs Nur (2017). Writing ability represents a crucial component of language learning, one that students must cultivate alongside their reading skills and overall exposure to the language. Indeed, a person cannot truly be considered proficient in a language unless they are able to write in it effectively (Sophomore Talle Vacalares et al., 2023a).

Of all the language skills, writing stands out as an especially powerful means of communication, learning, and self-expression. Consequently, students who lack strong writing skills find themselves at a significant disadvantage, with reduced opportunities in both education and future employment. Developing communicative competence in writing is therefore a key element of language growth and academic achievement for learners at every stage of schooling (Eyob Kenta, 2019).

Writing can be understood as an act that carries a distinctly public dimension for both the writer and the reader. Once a piece of writing is shared, it effectively becomes public property, and the writer is judged on both the substance

and the craftsmanship of the work. Students' growth as writers hinges on thoughtfully designed curricula, consistent access to writing practice, strong models to learn from, effective teachers, well-structured lessons, and ongoing assessment across different writing styles (Drukpa, 2016). The rationale behind curriculum reform was to help students build competence in reading, writing, listening, and speaking, as well as grammar and overall language use. The revised curriculum specified how many instructional periods each skill would receive and outlined the core objectives students were expected to meet within its framework. It further clarified expectations for students' reading and writing abilities and defined the level of understanding they should demonstrate by the end of each stage (Sophomore Talle Vacalares et al., 2023b).

According to the writing curriculum and syllabus of the English Education Department, writing is explicitly identified as one of the language skills students are expected to master by the end of their coursework. The course is designed to give students hands-on experience writing paragraphs and essays in accurate, well-formed English, drawing on various writing types or genres and highlighting the importance of genre study in the writing process. The syllabus further specifies that students should be able to compose paragraphs and essays using a range of organizational patterns, such as classification, analysis, definition, process analysis, comparison and contrast, and exemplification, either individually or in combination, depending on the topic. Writing instructors are expected to keep the curriculum's goals in mind throughout their teaching so that students can apply their writing skills both within and beyond the university setting (Herdi, 2015). University instructors typically attribute the writing weaknesses they see in students

to limited language proficiency and underdeveloped critical thinking abilities. Poor academic writing skills among undergraduates are generally viewed as a gap that should have already been addressed before students entered the department (Altınmakas & Bayyurt, 2019).

In the Indonesian EFL context, writing remains a persistent challenge for university students. A study by Islami et al., (2022) indicated that Indonesian learners frequently struggle with generating ideas, organizing content logically, and producing grammatically accurate sentences. These difficulties are attributed to various factors, including limited exposure to English outside the classroom, inadequate writing practice, and the influence of first language interference (Amir & Pammu, 2023). Students often struggle to meet the required writing standards, which highlights the importance of developing their writing abilities by identifying the key factors that serve as benchmarks for English writing proficiency (Sophomore Talle Vacalares et al., 2023b). Brookes and Grundy (2017) argue that motivation plays the most critical role in improving writing skills, noting that motivated students tend to show stronger enthusiasm for writing, which in turn drives them to write more frequently. Such students are also more inclined to engage actively in classroom activities and to work on strengthening their writing competence.

Herdi (2015) points out that achieving strong writing skills is a challenging process that depends on two essential elements: coherence and cohesion. Coherence refers to how ideas are logically arranged within paragraphs and essays, allowing readers to follow the flow of thought without confusion. This is closely tied to affective factors such as inhibition, willingness to take risks, anxiety, empathy, and

extroversion. Motivation, meanwhile, is often regarded as the key explanatory factor behind success or failure in complex tasks, encompassing instrumental versus integrative orientation as well as intrinsic versus extrinsic motivation. Additionally, the neurobiological basis of affect covering neuroanatomy, neurochemistry, and neurophysiology also contributes to how these factors influence learning.

Writing anxiety together with a lack of motivation and self-confidence make up the psychological barriers that students experience while learning to write. The pressure to achieve scholarly standards causes writing blocks in students who end up becoming stressed and delaying their work (Pecorari, 2015). Writing obstacles stemming from cognitive abilities that prevent students from organizing their thoughts and expressing them clearly intensify the difficulty of writing tasks (Zamel, 2017). The psychological factors lead students into a damaging cycle that makes their tendency to avoid errors block their natural writing process thus worsening their writing challenges.

Moreover, each educational institution possesses unique characteristics including student demographics, curriculum design, instructional resources, and learning culture that may differentially affect writing skill development. IKIP PGRI Bojonegoro, as a teacher education institution, has the specific mission of preparing competent English teachers who must possess strong writing abilities both for their academic success and future professional practice. Therefore, identifying the specific factors that influence writing skills among students at this institution is essential for developing targeted interventions and improving instructional practices.

This study aims to investigate the linguistic and psychological factors influencing writing skills among fourth semester English students at IKIP PGRI Bojonegoro. The findings of this study are expected to benefit not only the students and faculty at IKIP PGRI Bojonegoro but also contribute to the broader understanding of writing instruction in Indonesian higher education contexts. In terms of writing skills, students faced several specific challenges, such as difficulties in sentence structure and tense usage, limited academic vocabulary, and a lack of ability to develop ideas. While some students demonstrated competent writing skills, others demonstrated significant difficulty in producing coherent and well-structured texts, suggesting that multiple factors may influence their writing performance.

Based on the concept of writing skill and the related phenomena discussed above, the researcher is interested in conducting a study aimed at examining the factors that influence students' English writing skill. Thus, this research is entitled *“An Analysis of Linguistic and Psychological Factors influence Students’ Writing Skill Among Fourth Semester English Students at IKIP PGRI BOJONEGORO”*. It is hoped that this study will provide substantial insight into English writing skill and the factors that influence it.

B. Formulation of the Problem(s)

Based on above explanation, this study tries to answer the following question:

1. What are linguistics factors that significantly influence the writing skills of fourth semester English students at IKIP PGRI Bojonegoro?

2. What are psychological factors that significantly influence the writing skills of fourth semester English students at IKIP PGRI Bojonegoro?

C. Objective(s) of the Study

Related to the formulation of the problem, the objective of the study:

1. To find out what linguistics factors that significantly influence the writing skills of fourth semester English students at IKIP PGRI Bojonegoro
2. To find out what psychological factors that significantly influence the writing skills of fourth semester English students at IKIP PGRI Bojonegoro

D. Significances of the Study

The result of the study is expected to give a contributing to the teaching and learning process of writing in English:

1. Theoretical Significance

This research was expected to enrich the understanding of how linguistic and psychological factors in the process of developing writing skills. This research can contribute to the development of a more comprehensive theoretical model about the factors that influence students' writing skills.

2. Practical Significance

- a. For teachers, the researcher hopes that this provides practical insight into the key factors that need to be considered in improving students' writing skills and allows teachers to diagnose students' writing difficulties more accurately.

b. For students, through this study the researcher expects that the findings can help them understand the factors that influence their writing skills, provide guidance on the aspects they need to improve to improve their writing skills and increase self-awareness of their own learning process.

c. For further researchers, the findings will provide empirical evidence to support or challenge existing theories about the role of linguistic competence (grammar, vocabulary, syntax) and psychological factors (motivation, anxiety, self-efficacy) in shaping students' writing performance. Furthermore, this study enriches the theoretical understanding of how these multifaceted factors interact and influence each other in the context of Indonesian tertiary education, particularly among pre-service English teachers.

E. Definition of Terminologies

The following of the main term definition of the terminologies:

1. Writing Skill

Drukpa (2016) describes writing as an act that inherently connects the writer to a public audience, since once a piece of writing is released, it no longer belongs solely to its author. Writers are judged not only on what they say but on how they express it in written form. The development of students' writing abilities relies on thoughtfully designed curricula, consistent access to writing resources, strong examples to learn from, effective teaching, well-structured lessons, and ongoing assessment across different writing genres. This view aligns with Brueggemann's observation that writing, despite being a demanding task, also serves as a powerful

way of learning one that takes real time to generate ideas, clarify goals, build an argument, structure content coherently, and revise. Within an Independent Writing approach, students take full ownership of the writing process while teachers step back into an observational role, tracking progress rather than directing it. Learners apply the strategies and techniques they've been taught through activities such as maintaining reading logs, working on projects, or producing books during writing workshops (Bawazir, 2019).

2. Linguistic Factor

Since the 1970s, researchers have examined how specific linguistic features of written texts relate to writing proficiency and development. Hundreds of studies have confirmed a straightforward idea: the vocabulary writers use, how that vocabulary is structured, and the broader patterns of coherence within a text all serve as reliable indicators of writing quality and growth. This overview centers on three key linguistic constructs—lexical sophistication, syntactic complexity, and text cohesion—and how each interacts with writing quality and development. It will also critically examine gaps in prior research related to writing context, individual variation among writers, and issues of reproducibility. (Crossley, 2020).

3. Psychological Factor

Investigating the psychological factors behind university students' writing anxiety offers value across three key areas. First, this research serves as a scientifically grounded reference point for understanding the difficulties students face when learning to write. Second, it offers insights that can raise awareness and help improve the overall quality of student writing. Third, from a practical

standpoint, the study benefits lecturers, students, and future researchers by shedding light on the psychological factors shaping students' writing anxiety. These findings can also help lecturers better understand students' individual traits, enabling them to design more effective, alternative strategies for teaching English writing (Umisara et al., 2024).