

The Level of Writing Apprehension on Students' EFL Writing Class: A Case Study

Fitri Nurdianingsih*, Ima Isnaini Taufiqur Rohmah, Sri Wahyuni, & Zilvia Nur Izzatisselim

English Education Department, IKIP PGRI Bojonegoro, Indonesia

*Corresponding email: fitri_nurdianingsih@ikippgribojonegoro.ac.id

Received: 25 March 2025

Accepted: 18 April 2025

Published: 16 May 2025

Abstract: The Level of Writing Apprehension on Students; EFL Writing Class: A Case Study. Objective: This study aims to investigate the level of writing apprehension among students enrolled in an English as a Foreign Language (EFL) writing class, specifically within the Expository and Argumentative Writing Course; **Methods:** The qualitative case study design involved 35 undergraduate students from the English Education Department IKIP PGRI Bojonegoro. Data was collected using a modified version of Daly and Miller (1975) Writing Apprehension Questionnaire (WAQ). Open-ended responses were analyzed using descriptive statistics and thematic coding. **Findings:** The results revealed varying levels of writing apprehension. Approximately 40% of the students experienced writing apprehension, which impacted their capacity to use language, structure their ideas, and use grammar. On the other hand, 63% of participants said they felt less nervous, which they attributed to their prior success and growing confidence in their writing. Qualitative research revealed several pertinent factors, such as poor language skills, past academic setbacks, and fear of a negative evaluation. It was discovered that methods like peer review, process writing, and self-control were effective in reducing apprehension. **Conclusion:** Writing apprehension is a prevalent issue in EFL settings that necessitates targeted instructional interventions. This study highlights the importance of using supportive writing pedagogies to help students become more confident and proficient writers. Further research into the long-term effectiveness of apprehension-reduction strategies is necessary, especially in digital or hybrid writing contexts, as the findings highlight the emotional challenges faced by EFL students.

Keywords: EFL writing, writing apprehension, writing achievement.

To cite this article:

Nurdianingsih, F., Rohmah, I. I. T., Wahyuni, S., & Izzatisselim, Z. N. (2025). The Level of Writing Apprehension on Students' EFL Writing Class: A Case Study. *Jurnal Pendidikan Progresif*, 15(1), 711-724. doi: 10.23960/jpp.v15i1.pp711-724.

■ INTRODUCTION

English is becoming more and more common in Indonesian daily life. Without language, human beings cannot communicate with one another. Additionally, language can be used to communicate verbally and in writing with another person. Business, advertising, international science, broadcast engineering, and diplomacy all use English. Additionally, it shows that among speakers of an incomprehensible

dialect, English has emerged as the most commonly spoken language. Castillo (2009) asserts that English is the best language accessible and that the country is currently embracing a global language. In Indonesia, English must also be taught as a second language. In Indonesia, English must also be taught as a second language. Using correct spelling, grammar, and paragraphing are all part of writing. Writing is a challenging and deliberate form of communication that is done

under time and place constraints. Speaking, listening, and reading are easier to master than writing. As a result, students typically lack a starting point (Nunan, 1991). Thus, a group of college students specializing in English language and literature had their writing processes investigated in this study. All of the subjects were picked from the English Language and Literature degree because the study's major focus was on writing problems among students learning L2 English. Since they were the EFL students who were the focus of this study, these students were a great representation of the target respondents.

The ability to write in a foreign language is essential for learners to attain the necessary level of proficiency in written communication (Ghufron & Nurdianingsih, 2021). Generally speaking, individuals find writing difficult and think they must persevere through it to pass an exam (Bulut, 2017). One phenomenon that is connected to the growth of writing abilities is writing apprehension. Writing an essay is a requirement for learning English especially for higher education. Students who experience high levels of worry typically have a lesser vocabulary than those who do not. For instance, they write with fewer word choices, make fewer statements, and use fewer words overall (Sakkir, Rahman, & Salija, 2016). Most people agree that language learners find writing challenging, especially when learning a foreign language (Nurdianingsih & Purnama, 2017). Students who take writing classes frequently experience increased anxiety because writing assignments are so challenging. Students may develop unfavourable attitudes toward writing as a result of this fear, which demotivates or discourages them. Negative experiences with writing instruction and evaluation may make the problems and dissatisfaction worse. Writer's block and other cognitive and affective aspects of the writing process, such as writing anxiety, can also be problematic (Lee, 2005). Writing takes more time and concentration.

One major psychological barrier to effective writing is writing apprehension, a term first used by (Daly & Miller, 1975) to characterize a person's tendency to avoid writing due to fear, insecurity, or unpleasant past experiences. Writing apprehension manifests as anxiety when students are asked to write, which negatively affects their performance, fluency, and willingness to engage in writing assignments (Asmari, 2013; Al Sawalha & Foo, 2012). Initially, it was defined as "the amount of writing-related apprehension that outweighs the projected gain from the situation." These days, it's used to indicate writing-related anxiousness. The anxious students won't be able to complete the writing duties given to them since they lack ideas and don't know how to compose an essay successfully. There seems to be a continuous association between various anxiety states and verbal fluency in both formal and informal situations when it comes to writing. Thus, the level of apprehension may have a significant impact on the emotional filter.

A few academics have also looked into the relationship between writing performance and writing apprehension. A Study showed that students with lower levels of writing apprehension perform better on assignments (Asmari, 2013). The score which determines a person's proficiency in writing apprehension, varies from 26 to 130. Three ranges need to be recognized for Low-Level Apprehension. This figure, which falls between 26 and 59, shows that students have a significant amount of writing apprehension. Compared to children in the 60–96 range, children at the next level often experience less writing apprehension. They are hence at the centre. Their average writing score is 78, which puts them in the middle or safe zone. In this range, High-Level is between 97 and 130 (Daly & Miller, 1975). This score range illustrates the level of apprehension that students experience when writing. Kara discovered that 150 first-year students at Turkey's Anadolu University have

writing apprehension (Kara, 2013). Writing was hard for them since they weren't used to it, but they were used to taking tests. This study is significant since it looked at the reasons why writers get anxious when writing about Middle Eastern nations. We pointed out that earlier studies looked at undergraduate students' writing apprehension. The results of this study indicate that graduate students frequently experience writing apprehension.

According to (Tighe, 1987), there are only two primary causes of students' writing anxiety, and they are as follows: (1) Criticism; (2) Assessment concerns. Similarly, (Latif, 2007) research of Egyptian EFL university students revealed the following causes of writing anxiety: Poor vocabulary and grammar, low foreign language proficiency, a lack of prior writing successes and a sense of improvement in writing performance, low self-efficacy in English writing, a lack of English writing instruction, and a fear of criticism are some of the issues that require attention. Despite the fact that both studies focused on the EFL context, particularly the Arab context, there are distinctions between them in terms of potential causes that Jordanian PhD students may find and supervisor-student interactions that may have an impact on their writing. In a study on writing anxiety among Jordanian Ph.D. students at the University Utara Malaysia, there are four main themes: a lack of academic writing experience, a negative attitude toward writing, a bad writing experience in the past, and a lack of knowledge about English grammar (Al-Shboul & Huwari, 2015).

Writing apprehension (WA) is, the term used by Daly and Miller, to describe a person's propensity to complete or avoid writing tasks (Daly & Miller, 1975). When forced to write, highly anxious writers experience above-average levels of fear and anxiety because they see writing as unpleasant and even punishing. On the other hand, people with low anxiety levels typically

enjoy writing, have faith in their writing skills, and don't shy away from writing environments. Some studies have suggested that causes of writing apprehension include lack of familiarity with academic writing conventions, mental anxiety, and too little support (Nurkamto, Prihandoko, Putro, & Purwati, 2024). Research confirms a substantial reverse correlation between writing apprehension levels and writing performance scores; students who have been found to suffer from a high degree of writing apprehension tend to report below-average marks on their compositions or examinations in writing skills (Sakkir, Suardi, Dollah, & Ahmad, 2022). This evidence was supported with the EEG results: Students who experience greater degrees of apprehension during writing processes see greater tension oscillations and lower theta power. In contrast, there is evidence from some studies suggesting that there are no significant correlations between levels of apprehension and writing skill ability within some contexts (Sundari & Febriyanti, 2017). Strategies to mitigate writing apprehension as per (Nurkamto, Prihandoko, Putro, & Purwati, 2024) include such measures as seeking assistance and honing one's writing skills. What is more, it has been advised to employ appropriate teaching methods, create an atmosphere for mutual assistance among students, and part ways from such factors as transcription performance (Sundari & Febriyanti, 2017). One large-scale study is essential to gain a fuller understanding of how writing apprehension affects learner performance at different stages and environments of education.

Writing apprehension is a common language learning issue that significantly affects English as a Foreign Language learners, particularly in Indonesia, where educational practices and cultural peculiarities interact to shape students' writing attitudes (Li, 2022). Because of the inherent differences in grammatical constructions, colloquial expressions, and linguistic features,

writing in a foreign language can be extremely difficult for Indonesian students. It is challenging to write texts that are impactful and coherent because of these differences (Hardi, 2020). Writing is regarded as a crucial skill that enables people to transcend being passive language consumers and fosters critical thinking abilities. It enables students to evaluate and express their thoughts and feelings, whether consciously or unconsciously (Alkodimi & Al-Ahdal, 2021). Nonetheless, Indonesian students have difficulty learning to write, which is sometimes attributed to a failure to understand linguistic components and schematic frameworks, which impairs their overall writing proficiency (Hakim & Sari, 2022). Additionally, the complexity of the writing process which includes idea generation, organization, and refinement often overwhelms EFL learners. Their motivation and engagement in writing assignments may suffer as a result of apprehension and feelings of inadequacy. Their incapacity to adhere to academic writing guidelines and their limited exposure to a range of writing styles exacerbate the challenges faced by Indonesian EFL learners, making them nervous and reluctant to finish writing assignments.

In the Indonesian EFL context, writing apprehension has also been found to be a significant barrier to academic writing performance. Writing apprehension is common among Indonesian university students, especially when writing is evaluated using strict, product-oriented criteria, according to studies by (Pratama & Astuti, 2021; Sundari & Febriyanti, Writing apprehension in the writing class: Indonesian EFL learners context, 2017). (Febrianto & Arianto, 2024) found that while writing apprehension is experienced by both male and female students, the effects vary slightly between the sexes, suggesting that socioemotional dynamics in the classroom may also play a role. In a similar vein, (Jawas, 2019) discovered that students' apprehension was primarily caused by their lack

of writing experience, low confidence, and fear of getting a bad grade. This is in line with (Rahmiati, Khoirunnisa, Emaliana, & Adi, 2019), who emphasized how students' learning practices and epistemic beliefs have a significant impact on their writing attitudes and performance. Additionally, (Nurdianingsih & Purnama, The effect of thematic progression pattern toward student's writing expository paragraph, 2017) showed that writing organization is a common difficulty, especially in expository forms, underscoring the need for organized instructional support. All of these findings demonstrate how critical it is that Indonesian EFL teachers implement context-sensitive interventions that boost students' writing confidence, encourage process-based learning, and reduce their emotional barriers to academic expression.

Regardless of the fact that writing apprehension has been extensively studied globally, there has not been much empirical research conducted on the topic in Indonesian EFL higher education, especially in writing courses like Argumentative and Expository Writing. While many studies have focused on general writing apprehension, few have looked at the particular classroom dynamics, instructional contexts, and local cultural elements that affect writing apprehension in Indonesian EFL settings. Additionally, prior research often treats writing apprehension as a general issue without considering factors that contribute, such as feedback styles, writing experience, or self-efficacy all of which are critical for understanding students' writing behaviour.

In order to address the gap, this study investigates the specific research question, "What are the levels and contributing factors of writing apprehension experienced by EFL students in the Expository and Argumentative Writing course at IKIP PGRI Bojonegoro?". By identifying the specific emotional, instructional, and linguistic factors that contribute to writing apprehension,

this study offers contextualized insights and pedagogical implications for writing instruction in Indonesian higher education.

■ METHOD

Participants

The participants in this study were 35 undergraduate students enrolled in the Expository and Argumentative Writing course in the English Education Study Program at IKIP PGRI Bojonegoro, East Java, Indonesia. Participants were selected through purposive sampling, with a focus on students who had completed at least one academic writing course and were working on argumentative writing assignments at the time of the study. Due to their direct exposure to EFL academic writing problems, this group was chosen as the ideal subjects for the study of writing apprehension.

Research Design and Procedure

This study employed a qualitative case study design to examine writing anxiety in a specific institutional setting. Following ethical clearance and informed consent procedures, data was gathered in three stages: (1) the distribution of the Writing Apprehension Questionnaire (WAQ); (2) open-ended survey responses; and (3) follow-up student interviews with five participants selected for further analysis. To protect privacy, all data was anonymized.

Instruments

The primary instrument used was the Writing Apprehension Questionnaire (WAQ), adapted from Daly and Miller (1975). The questionnaire consisted of 26 items on a 5-point Likert scale (Strongly Disagree to Strongly Agree) assessing students' levels of fear, confidence, and avoidance behaviors in writing. The WAQ was divided into the following indicators: Writing Evaluation Anxiety (Items 1–8): e.g., “*I worry that others will criticize my*

writing.”, Writing Avoidance (Items 9–17): e.g., “*I try to avoid writing whenever possible.*”, and Writing Confidence (Items 18–26): e.g., “*I enjoy expressing my ideas through writing.*”

Data Analysis

Quantitative data from the WAQ were analyzed using descriptive statistics (mean scores, frequency distributions) to determine the level of apprehension (low, moderate, high). Each student's score was interpreted based on the following WA scale: Low Apprehension: 26–59, Moderate Apprehension: 60–96, and High Apprehension: 97–130

Qualitative data from open-ended responses and interviews were analyzed using thematic analysis. The process involved (1) data familiarization, (2) open coding of student responses, (3) grouping codes into emerging themes (e.g., feedback anxiety, self-doubt, past experiences), and (4) interpretation supported by direct quotes from participants. The combination of both data types enhanced the validity and richness of findings.

■ RESULT AND DISCUSSION

The data collected from the Writing Apprehension Questionnaire (WAQ) analyzed to determine the levels of apprehension among students. The results can be seen below.

From the chart 1, it can be seen the results indicate varying degrees of writing apprehension among students, with some students experiencing high levels of apprehension that hinder their writing progress, while others display moderate or low levels of apprehension. Students' responses revealed varying levels of writing anxiety. Based on the WAQ scores, 40% of students had high apprehension, 37% moderate, and 23% low. Thematic analysis of qualitative data and questionnaire responses led to the identification of four main themes there are: (1) fear of negative evaluation, (2) low self-

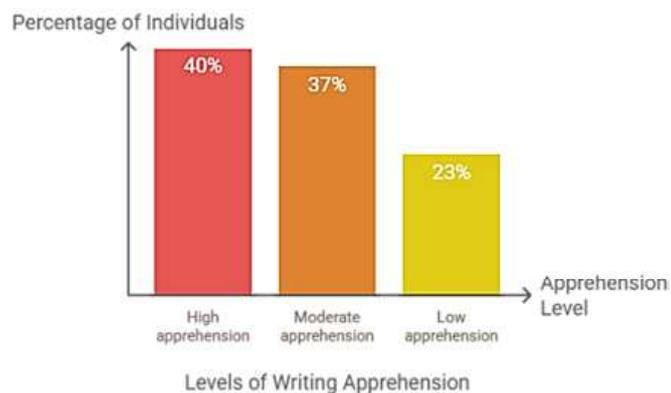


Figure 1. The level of writing apprehension

confidence and self-efficacy, (3) language proficiency barriers, and (4) impact of past experiences. Each theme is elaborated below with representative student responses.

Fear of Negative Evaluation

The fear of getting a bad grade from classmates or teachers was one of the primary

causes of writing apprehension. A lot of students expressed apprehension about having their work reviewed, particularly if they got negative or public comments. The quotes from interviews that follow provide insight into how students feel and respond to pressure to do well on exams.

Based on the response, most students fear getting a low grade, particularly when it comes

Table 1. Interview results of fear of negative evaluation

No	Theme	Interview excerpt	Source
1	Fear of negative evaluation	“I feel very nervous because I know there will be many mistakes”	Student 1
2	Fear of negative evaluation	“Honestly I feel afraid because my grammar is not good”	Student 2
3	Fear of negative evaluation	“I feel okay because the corrections can help me to improve my writing”	Student 3
4	Fear of negative evaluation	“I feel worried, especially when the lecturer corrects my writing”	Student 4
5	Fear of negative evaluation	“I don’t feel too anxious because I want to know how to do better”	Student 5

to grammar errors and public correction. Meanwhile, there are two students have a positive opinion of criticism. Less nervous students emphasize how lecturer feedback influences students’ emotional responses to writing assignments.

Low Self-Confidence and Self-Efficacy

Self-confidence is crucial in writing because it influences students’ willingness to express

themselves and take risks with language use. Because they believe they are not good writers, students with low self-efficacy often avoid situations and suffer from anxiety. Conversely, confident writers think they can overcome challenges. The responses that follow reflect this discrepancy in students’ perceptions of themselves as writers.

From the result, it can be found a discernible difference between students with low and high

Table 2. Interview results of low self-confidence and self-efficacy

No	Theme	Interview excerpt	Source
1	Low self-confidence and self-efficacy	"I feel not confident. I worry my ideas are not good"	Student 1
2	Low self-confidence and self-efficacy	"I feel unsure every time I write"	Student 2
3	Low self-confidence and self-efficacy	"I am quite confidence because I often practice my writing"	Student 3
4	Low self-confidence and self-efficacy	"I don't know if my sentences are correct or wrong"	Student 4
5	Low self-confidence and self-efficacy	"I got low marks before, so I do not feel confident"	Student 5

levels of self-efficacy. Students in grades S1, S2, S4 and S5 express skepticism about their writing abilities because of past failures or a fear of making mistakes. As demonstrated by the higher positive self-perception shown by S3, who credit practice and constructive criticism for their confidence, it is imperative to build self-efficacy through supportive learning environments.

Language Proficiency Barriers

It is well known that poor language proficiency, especially in vocabulary and grammar, makes writing anxiety worse for EFL students. Students who struggle with language resources often feel stuck when attempting to express their ideas. However, students who speak English more fluently usually have an easier time

Table 3. Interview results of language proficiency barriers

No	Theme	Interview excerpt	Source
1	Language proficiency barriers	"Grammar is very difficult for me"	Student 1
2	Language proficiency barriers	"Sometimes I don't know the right words or grammar"	Student 2
3	Language proficiency barriers	"I usually find ways to work around it using online tools"	Student 3
4	Language proficiency barriers	"I can't explain my ideas well"	Student 4
5	Language proficiency barriers	"I often make mistakes about grammar and vocabulary"	Student 5

with writing assignments. The following responses illustrate this disparity.

Students with high apprehension (S1, S2, S4, dan S5) often struggle with language skills, which often results in discontent and a broken writing flow. Conversely, S3 demonstrate

adaptive strategies that allow them to effectively overcome linguistic barriers, like paraphrasing and utilizing resources. This suggests that writing apprehension related to language limitations can be reduced by promoting creativity and language-learning strategies.

Past Experiences and Teaching Style

Prior experiences with writing instruction and classroom procedures have an impact on students' attitudes regarding writing assignments. Strict, error-focused instruction can leave students with lasting fear, but process-oriented

and supportive training can promote resilience and enjoyment. The following student responses reflect these disparate educational backgrounds.

The responses show a clear division between students who were exposed to more process-focused, supportive environments (S3,

Table 4. Interview results of past experiences and teaching style

No	Theme	Interview excerpt	Source
1	Past experiences and teaching style	"I think that I have no chance to revise"	Student 1
2	Past experiences and teaching style	"We just wrote for the final test"	Student 2
3	Past experiences and teaching style	"I practice writing often"	Student 3
4	Past experiences and teaching style	"The lecture was stressful"	Student 4
5	Past experiences and teaching style	"My lecturer encouraged us to express our ideas first"	Student 5

S5) and those who were shaped by traditional, correction-heavy education (S1, S2, S4). Students with positive prior experiences developed healthier attitudes toward writing, demonstrating the long-term effects of instructional approaches on writing confidence and anxiety (S3, S5).

Discussion

This study showed that some learners feel confident and comfortable about doing their written work. The implication is that while quite a number of students have lowered levels of writing apprehension, a large part still has difficulty when writing. From the result, it can be said that writing apprehension has a significant impact on students' writing performance (Al Sawalha & Foo, 2012; Majidifar & Oroji, 2015). It is then from a teaching perspective technique like providing writing assistance and fostering a supportive writing atmosphere are extremely helpful. For in such an environment, students have the chance to exercise what they know, make mistakes without being criticized or laughed at, and gradually discover for themselves their level

of accomplishment as writers in English. With time and practice under these conditions, many will become confident international writers. Nevertheless, what with all the grammatical mistakes we found together—and after soliciting your help in order to improve both our writing—perhaps we'll soon be calling it a "pervasive writing atmosphere." Thus, many learners are likely to require assistance in writing if nothing more than, say, encouragement from classmates—to help them become more confident, less anxious persons capable of writing. According to this study, a variety of factors influence EFL students' writing apprehension, including self-confidence, language proficiency, fear of evaluation, and prior educational experiences. Both internal beliefs and external classroom dynamics have an impact on students' emotional responses to writing assignments.

Since many students expressed a fear of criticism, fear of evaluation was one of the primary contributing factors. Some students were fearful of making mistakes (Sundari and Febriyanti, 2017; Daly and Miller, 1975). However, less anxious students (S3) viewed feedback as helpful,

showing that both the way teachers give feedback and the way students view themselves can help reduce writing anxiety (Bandura, 1995). If a student has unattainable expectations for his or her work, that person's writing fear stands less at a simple barrier than some ridge path and is more closely related to it than those students whose expectations were up to the mark (Sabti, Rashid, Nimehchisalem, & Darmi, 2019). These findings are consistent with those of other studies, which showed writing fear had a negative correlation to almost all measures of writing achievement (Daly & Miller, 1975; (Kara, 2013). On the other hand, when students with less writing trepidation dared to release their feelings on paper, more bountiful was the fruit of their labours.

Low self-confidence and self-efficacy made writing apprehension even worse. Students with high levels of anxiety expressed doubts about their writing abilities, in line with Krashen's (1982) Affective Filter Hypothesis. Meanwhile, confident students emphasized the importance of practice and feedback, echoing the findings of (Pratama & Astuti, 2021; Kirmizi & Kirmizi, 2015). The significance of self-efficacy in writing anxiety is no less important. One writer with a high level of results expects to feel less anxiety than other writers. In a great many findings, scholars have pointed out the fact that students who exhibit low self-efficacy invariably experience more anxiety as they work away diligently to resolve their problems (Kirmizi & Kirmizi, 2015; Majidifar & Oroji, 2015; Morali & Boran, 2021). Better writing results are seen by self-efficient students. Thus, (Majidifar & Oroji, 2015) said that students today are not as anxious about tests on account of their confidence in their ability to complete writing tasks.

Language proficiency barriers were also significant. Latif (2007) and Umiati (2019) found that writing disturbances were common among students who had trouble with grammar and vocabulary. However, employing strategies like

paraphrasing and online resources helped some students feel less anxious. They also found respite from apprehension through wholehearted attempts at regular practice, peer review at school/homework clubs, and using online grammar checkers to catch errors before sending documents off for printing or publication. Still, there are those students who suffer from self-doubt, and as a result of this fear, they lack any enthusiasm at all for writing assignments. Augmenting previous research conducted by Al-Shboul and Huwari shows that criticism, and not enough experience of academic writing, are the two main reasons for writing orientation in English as a foreign language at the undergraduate (and even postgraduate) level (Al-Shboul & Huwari, 2015). Therefore, teachers should use supportive instructional strategies, such as the system of process writing pioneered by (Murray, 1972), scaffolding into intermediate and advanced forms as well as creating a relaxed writing environment.

Finally, students' past experiences with writing instruction had an effect on their present apprehension levels. Traditional, error-focused instruction increased anxiety while supportive, process-based approaches reduced it. This outcome is in line with (Murray, 1972; Rahmiati, Khoirunnisa, Emaliana, & Adi, 2019; Pratama & Astuti, 2021). Past experiences, especially negative ones, frequently produce much of a student's current level of writing fear because, after all, students always bring their disappointments with them from the past into subsequent writing situations (Bulut, 2017; Ho, 2016). If students regularly practice writing, their anxiety will be greatly lessened, and they may look upon the process of writing more optimistically (Kirmizi & Kirmizi, 2015). By getting students to learn techniques such as expressive writing, it might be possible to turn their feelings of anxiety into outlets for composing something emotionally worthwhile. A person is able to be more engaged, productive, and successful as long as they can manage their anxiety

(Baskan, 2021). The studies proposed that writing might be used as a means to help reduce writing anxiety by putting your feelings into words. Writing-related bad feelings decrease when students engage in writing exercises that allow an unrestricted outflow of thought (Powel & Brand, 1987; Langens & Schuler, 2007). Numerous studies have proven that promoting positive emotional experiences and then writing about them individually can improve students' writing abilities as well as self-image, thus bridging the gap between highly and less anxious writers (Salem & Dyiar, 2014; Rezaei & Jafari, 2014; Saedpanah & Mahmoodi, 2020).

External factors also have a huge impact on writing apprehension. This can lead to students losing confidence, and very negative or harsh feedback will cause students' next writing assignments to get longer and longer on average—suggesting they fall into soon-to-be punishing cycles of ever-increasing levels of fear and distress, unknown to persons who have never seen such patterns in their pupil writing (Cocuk & Yelken, 2021). At the same time, positive criticism could raise self-efficacy and quell fear in other words, the influence of a teacher is very important in promoting students' emotional response to writing (Baskan, 2021). Peer comparison is also one of the factors causing writing anxiety; for decades now, students have had to conform to that which their classmates expect. It is found that well-meaning criticism, given between peers, directly reduces anxiety by providing students with a sense of belonging and backbone (Latifi, Hatami, Noroozi, & Biemans, 2019). So much so that high-stakes exams cannot be underestimated: since students usually perform such significant writing tests under pressure, in fact, the very act of writing assignments causes them stress and anxiety (Tabari & Goetze, 2024). In the end, students may simply prevent themselves from writing altogether out of fear that they might get a bad grade thus keeping up a vicious circle of avoidance and apprehension. While learning a new language

can be stressful for some students because they have to adjust to the stress and anxiety that students go through in language classes. The incorporation of language instruction within the classroom offers genuine support and enhances opportunities for students to engage in additional practice (Mohseniasl, 2014). The nature of the language classroom itself may also contribute to the development of anxiety in the students, in addition to the language itself. The evaluative nature of the foreign language classroom, where students are assessed by their lecturers, peers, and themselves, causes a significant amount of anxiety in students (Fischer, Meyers, & Dobelbower, 2017). The high expectations for student performance and achievement, coupled with the fact that the students are English language learners, intensify the evaluative nature of the assignment.

The importance of the local context in influencing writing anxiety is further highlighted by this study. Writing is commonly taught in Indonesian classrooms with a strong emphasis on exam success and grammatical accuracy, which can increase students' anxiety levels. In contrast to some international contexts where writing is more prevalent, it's possible that many Indonesian students haven't experienced it as an encouraging and iterative process. This discrepancy emphasizes the need for context-sensitive pedagogical interventions in EFL contexts such as Indonesia (Sundari & Febriyanti, 2017; Umiati, 2019).

In conclusion, the interaction between internal (e.g., self-efficacy or security syndrome) and external demands on students, such as peer comparisons or teacher evaluations, are shaping the writing anxiety they feel overall; teachers need to pay attention to these factors in order to provide an environment that is less stressful for students but more accommodating, where writing can be enjoyed (Qadir, Bostanci, & Kurt, 2021). Such interventions can help reduce writing apprehension and support students in becoming more confident writers.

■ CONCLUSION

According to this study, writing apprehension is a common and serious issue among EFL students, particularly those enrolled in IKIP PGRI Bojonegoro's Expository and Argumentative Writing course. Grammar, word choice, and idea organization are common problems for students who suffer from severe writing apprehension. Internal problems like low self-efficacy and external ones like fear of being judged and bad experiences exacerbate these difficulties. On the other hand, students who received supportive instruction and felt more confident about their writing showed less anxiety and better writing results. These findings improve our understanding of how teaching strategies, language competency, and emotional factors interact to affect students' writing abilities.

For curriculum designers and EFL teachers, the study's conclusions are important. It highlights the need for apprehension-reduction techniques, such as process-oriented writing instruction, constructive criticism, and peer cooperation. Institutions should encourage a writing environment that boosts self-esteem and emphasizes writing as a developmental process. However, because of its case study methodology and concentration on a single institution, this research has limitations in terms of its applicability and reach. To better understand how writing apprehension evolves over time and in various educational contexts, future research should incorporate experimental interventions, use larger and more diverse samples, and perform longitudinal tracking. Further research is necessary to determine how to reduce writing-related apprehension in EFL contexts using digital writing platforms and emotional support networks.

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