



## **EFL Students' Levels of Writing Anxieties and Their Probable Causes: A Study at SMKN 1 Payakumbuh**

**Yohana Marta<sup>1</sup>, Salam Mairi<sup>1</sup>**

<sup>1</sup> English Department, Faculty of Language and Arts, Universitas Negeri Padang

Correspondence Email: [yohanamarta2210@gmail.com](mailto:yohanamarta2210@gmail.com)

Volume 15, Number 1, 2026, 225-236

DOI: <https://doi.org/10.24036/b9tq7306>

---

### **Abstract:**

*This study examined the levels of each type of writing anxiety and its probable causes among EFL students at SMKN 1 Payakumbuh. Writing anxiety remains a significant issue among EFL learners, particularly in vocational high schools where students are required to complete various writing tasks under academic demands and time constraints. Using a descriptive quantitative design, the study involved 127 eleventh-grade students selected through cluster random sampling from four classes, namely Accounting 3, DKV 2, Marketing 2, and Office 1. Data were collected using the Second Language Writing Anxiety Inventory (SLWAI) and the Causes of Writing Anxiety Inventory (CWAI), both of which employed a four-point Likert scale. The findings revealed that students experienced high to very high levels of writing anxiety. Among the three types of writing anxiety, somatic anxiety was the most dominant (SLWAI = 3.27, Very High), followed by cognitive anxiety (3.05, High) and avoidance behavior (2.85, High). The main causes of writing anxiety were the high frequency of writing assignments (CWAI = 3.27, Very High), time pressure (3.25, Very High), and pressure to produce perfect work (3.05, High). Other contributing factors included topic difficulty, low self-confidence, limited writing practice, language difficulties, and fear of negative evaluation. Therefore, this study recommends reducing assignment overload, allocating sufficient time for writing activities, and fostering a supportive learning environment to minimize writing anxiety and improve students' writing.*

### **Keywords:**

Writing anxiety, EFL students, vocational high school, English writing

---

© The Author(s). Published by Universitas Negeri Padang. This is an open-access article under the Creative Commons License <https://creativecommons.org/licenses/by/4.0/>

### **1. INTRODUCTION AND LITERATURE REVIEW**

English is recognized as a foreign language in Indonesia, and its learning has become an essential part of the national education system. As EFL learners, students are required to master four fundamental language skills: listening, reading, speaking, and writing. Among these skills, writing is often perceived as the most challenging. Many students experience difficulty when attempting to produce written texts, and this difficulty frequently triggers feelings of anxiety. In practice, students must not only generate ideas but also translate these ideas from their first language into English with appropriate grammar and organization. This challenge is particularly

experienced by high school students who use their mother tongue in daily communication and encounter English mainly in classroom or international contexts (Fajrina, 2022). As a result, writing assignments often make students feel overly anxious, leading some of them to avoid writing tasks entirely.

Writing is a complex cognitive activity that requires mastery of various components (Fatsah et al., 2020). It demands high-level thinking and linguistic accuracy, making it difficult for second or foreign language learners to acquire writing skills effectively (Anwar & Ahmed, 2016). Moreover, writing is not a one-step activity but an iterative process that involves drafting, reviewing, and revising texts repeatedly. Consequently, even students who perform well in other language skills may still struggle with writing because writing involves a complex and iterative process (Oates & Johnson, 2025). In addition, fear of making mistakes and concern about evaluation further increase students' anxiety during the writing process (Jabali, 2018). When such fear occurs, students' anxiety levels increase and negatively affect their ability to express ideas effectively.

In language learning, students often experience emotional challenges that may disrupt their performance, and one of the most common challenges is anxiety. Horwitz et al. (1986) define anxiety as a feeling of tension, apprehension, and nervousness associated with the learning of a foreign language. In the context of second or foreign language learning, anxiety is closely related to language skills such as listening, reading, speaking, and writing (MacIntyre & Gardner, 1994; Putri, 2022). Writing is particularly affected because it requires students to organize ideas, maintain linguistic accuracy, and present thoughts coherently. Kráľová (2016) emphasizes that language anxiety is shaped by a combination of beliefs, thoughts, self-perceptions, and attitudes that arise during the learning process. These psychological factors make writing anxiety a significant issue not only for university students but also for high school learners, including those in vocational education settings.

Preliminary observations conducted at SMKN 1 Payakumbuh, a vocational high school, indicate that many students still experience difficulties in writing performance. Although students are required to complete various writing tasks, many of them do not consistently complete assignments, exercises, or examination questions, resulting in low writing achievement. These conditions suggest the possible presence of writing anxiety among students. According to Cheng (2004), writing anxiety can be classified into three types: somatic anxiety, which involves physiological reactions such as nervousness and tension; cognitive anxiety, which refers to negative thoughts, excessive worry, and fear of evaluation; and avoidance behavior, which reflects students' tendency to delay or avoid writing tasks. These types demonstrate that writing anxiety manifests both psychologically and behaviorally.

In addition to its types, writing anxiety is influenced by several probable causes. Bastug et al. (2017) state that writing anxiety may arise from limited time, topic difficulty, monitoring during the writing process, fear of criticism, insufficient writing knowledge, and vocabulary-related challenges. Zorbaz (2015) further explains that these causes may emerge either before or during the writing process. Psychological factors such as stress, academic pressure, and mental fatigue also contribute to the emergence of writing anxiety (Ahmed & Güss, 2022). Furthermore, writing anxiety may be influenced by behavioral tendencies, social factors such as limited feedback, rhetorical difficulties, and affective problems related to low self-confidence (Paltridge & Starfield, 2007; Nurkamto, 2024).

Previous studies have consistently shown that writing anxiety negatively affects students' writing performance. Huerta et al. (2017) found that anxious writers tend to produce lower-quality texts with limited idea development. Similar findings have been reported in both Indonesian and international contexts (Genç & Yaylı, 2019; Jawas, 2019; Kusumaningputri et al.,

2018; Salikin, 2019; Wahyuni et al., 2019). These studies indicate that cognitive anxiety often interrupts students' thinking processes and reduces creativity. Other research has shown that writing anxiety is influenced by various internal and external factors and may appear in different forms (Aripin, 2023; Ekmekçi, 2018). Classroom-based research also demonstrates that appropriate instructional strategies can help reduce students' writing anxiety (Jawas, 2019). Based on the discussion above, the present study focuses on writing anxiety among EFL students at SMKN 1 Payakumbuh. While many previous studies have examined writing anxiety at the university level, research conducted in vocational high school contexts remains limited. Vocational high school students are beginner writers who face similar writing demands despite differences in writing ability. In addition, observations during teaching practice revealed symptoms of writing anxiety, such as avoidance of writing tasks and delays in completing assignments. Therefore, this study aims to examine the level of writing anxiety and its probable causes among EFL students at SMKN 1 Payakumbuh.

## **2. METHOD**

This study employed a descriptive quantitative research design to examine the level of writing anxiety and its probable causes among eleventh-grade EFL students at SMKN 1 Payakumbuh in the 2024/2025 academic year. Descriptive quantitative research aims to present numerical data through statistical summaries such as frequencies, percentages, and means (McMillan as cited in Wiwin, 2022). The participants were selected using a cluster random sampling technique, in which four classes, Accounting 3, DKV 2, Marketing 2, and Office 1, were chosen through a lottery system, resulting in a total sample of 127 students. Data were collected through an online questionnaire distributed via Google Forms, consisting of the Second Language Writing Anxiety Inventory (SLWAI) adapted from Cheng (2004) and the Causes of Writing Anxiety Inventory (CWAI) adapted from Rezaei and Jafari (2014). Both instruments employed a four-point Likert scale, and the data were analyzed descriptively by calculating mean scores to classify the levels of writing anxiety into low, moderate, high, and very high categories.

The SLWAI consists of 22 items classified into three sub-indicators: somatic anxiety (Items 2, 6, 8, 11, 13, 15, and 19), cognitive anxiety (Items 1, 3, 7, 9, 14, 17, 20, and 21), and avoidance behavior (Items 4, 5, 10, 12, 16, 18, and 22).

The CWAI consists of 24 items classified into eight sub-indicators: fear of negative evaluation and fear of writing tests (Items 23, 31, and 45), problems with topic choice (Items 24, 32, and 39), low self-confidence in writing (Items 25, 33, and 40), time pressure (Items 26, 34, and 41), language difficulties (Items 27, 35, and 42), insufficient writing practice or techniques (Items 28, 36, and 43), pressure for perfect work (Items 29, 37, and 44), and high frequency of assignments (Items 30, 38, and 46).

### 3. RESULTS AND DISCUSSION

#### *Research Finding*

##### *Type of Writing Anxiety: Finding 1*

Table 1. Mean Scores of Indicators of Students' Types of Writing Anxiety

| No. | Indicators         | Number of Students | Mean | Category Level |
|-----|--------------------|--------------------|------|----------------|
| 1   | Somatic Anxiety    | 127                | 3.27 | Very High      |
| 2   | Cognitive Anxiety  | 127                | 3.05 | High           |
| 3   | Avoidance Behavior | 127                | 2.85 | High           |

Category Level:

|           |             |
|-----------|-------------|
| 1.00–1.74 | (Low)       |
| 1.75–2.49 | (Moderate)  |
| 2.50–3.24 | (High)      |
| 3.25–4.00 | (Very High) |

As shown in Table 1, somatic anxiety obtained the highest mean score (SLWAI = 3.27), which falls into the very high category, indicating that it was the most dominant type of writing anxiety experienced by the students. This was followed by Cognitive Anxiety, which recorded a mean score of 3.05 and was categorized as high. Avoidance Behavior showed the lowest mean score among the three types (SLWAI = 2.85), although it was also classified as high.

#### **a. Somatic Anxiety**

Somatic anxiety as measured by SLWAI obtained a mean score of 3.27, which falls into the very high category, indicating that students frequently experienced strong physical reactions during English writing activities. Anxiety was not only felt emotionally but was also manifested through significant bodily symptoms, particularly when students were required to write under time pressure. This tendency is also reflected in the statement that received the highest level of agreement, with a mean score in the range of 3.51, showing that an increased heart rate was one of the most common physical responses during writing tasks. In addition, students often reported feelings of nervousness, muscle tension, and confusion when classroom time was limited, highlighting the close connection between situational pressure and physical discomfort. Other symptoms, such as headaches and reduced appetite, further indicate that writing anxiety affected students both physically and mentally. Overall, these results demonstrate that somatic anxiety was highly significant among students and played an important role in their English writing experiences, especially in time-constrained classroom conditions.

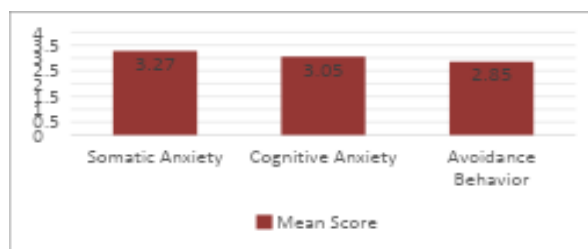
#### **b. Cognitive Anxiety**

Cognitive anxiety obtained a mean score of 3.05, which falls into the high category, indicating that students experienced considerable negative thoughts, worry, and concern during English writing activities. The findings show that cognitive anxiety was mainly associated with fear of evaluation, particularly in situations where students' writing was exposed to peer or public judgment. Students were also concerned about classmates' reactions, receiving low

scores, and making mistakes when completing writing tasks. Although some students demonstrated moderate confidence when comparing their writing with others, anxiety related to negative judgment remained evident. Overall, these results indicate that cognitive anxiety was prevalent among students and was strongly related to evaluative situations and concerns about writing performance.

### c. Avoidance Behavior

Avoidance behavior obtained a mean score of 2.85, which falls into the high category, indicating that students showed a considerable tendency to avoid English writing activities. The findings suggest that this avoidance was mainly reflected in limited engagement in writing practice outside the classroom and a reluctance to write even when opportunities were available. In addition, students tended to delay or avoid writing tasks under certain conditions, particularly when writing activities were perceived as demanding or frequent. Overall, these results indicate that avoidance behavior was present among the students and may reduce opportunities for practice, which can negatively affect the development of their English writing skills.



Graphic 1. Mean scores of Types of Writing Anxiety

### *Probable Causes of Writing Anxiety: Finding 2*

Table 2. Mean Scores of Indicators of Students' Probable Causes of Writing Anxiety

| No. | Indicators                                    | Number of Students | Mean | Level Category |
|-----|-----------------------------------------------|--------------------|------|----------------|
| 1.  | Fear of Negative Evaluation and Fear of Tests | 127                | 2.77 | High           |
| 2.  | Problem with Topic Choice                     | 127                | 3.01 | High           |
| 3.  | Low Self-Confidence in Writing                | 127                | 2.97 | High           |
| 4.  | Time Pressure                                 | 127                | 3.25 | Very High      |
| 5.  | Language Difficulties                         | 127                | 2.88 | High           |
| 6.  | Insufficient Writing Practice or Techniques   | 127                | 2.93 | High           |
| 7.  | Pressure for Perfect Work                     | 127                | 3.05 | High           |
| 8.  | High Frequency of Assignments                 | 127                | 3.27 | Very High      |

Category Level:

|           |             |
|-----------|-------------|
| 1.00–1.74 | (Low)       |
| 1.75–2.49 | (Moderate)  |
| 2.50–3.24 | (High)      |
| 3.25–4.00 | (Very High) |

**a. Fear of Negative Evaluation and Fear of Tests**

Fear of negative evaluation and fear of writing tests obtained a high mean score (CWA1 = 2.77), indicating that students experienced considerable anxiety related to how their English writing was evaluated. This anxiety was mainly associated with peer judgment and anticipation of negative evaluation, particularly when students' writing was visible to classmates. In addition, past critical feedback contributed to sustained anxiety during writing activities. However, the findings also indicate that supportive learning experiences may help reduce students' writing anxiety, highlighting the role of positive classroom feedback in alleviating evaluative concerns.

**b. Problem With Topic Choice**

Problem with Topic Choice obtained a mean score of 2.88, which falls into the high category, indicating that students experienced noticeable anxiety related to selecting and understanding writing topics in English assignments. The findings suggest that this anxiety was primarily influenced by unclear or uncertain topic requirements, which often made students feel pressured and unsure about how to begin or develop their ideas. Even when students were somewhat familiar with a topic, this familiarity did not always translate into confidence in writing different types of English texts. Furthermore, unfamiliar topics also contributed to anxiety, although not as strongly as issues related to unclear instructions or expectations. Overall, these results indicate that difficulties in choosing and interpreting writing topics played a significant role in increasing students' English writing anxiety.

**c. Low Self-Confidence in Writing**

Low Self-Confidence in Writing obtained a mean score of 3.25, which falls into the very high category, indicating that students experienced a strong sense of doubt regarding the quality of their English writing. This pattern is also reflected in the statement that received the highest level of agreement from students, with a mean score of approximately 3.31, suggesting that many of them frequently questioned whether their writing was good enough before submitting it to their teacher. In general, students did not consistently feel assured of their writing abilities when completing English assignments, reflecting uncertainty in evaluating their own performance. This hesitation also appeared in their limited confidence in producing high-quality English texts on a regular basis. Overall, these findings indicate that low self-confidence was a prominent factor influencing students' experiences and significantly contributed to their anxiety during English writing activities.

**d. Time pressure**

Time Pressure obtained a mean score of 3.25, which falls into the very high category, indicating that students experienced a high level of stress when completing English writing assignments within limited time. This pattern is also reflected in the statement that received the highest agreement from students, with a mean score in the range of 3.31, suggesting that time constraints were a common and significant source of pressure during writing activities. Working under strict deadlines often reduced students' ability to organize their ideas effectively and

tended to influence the overall quality of their writing performance. In addition, limited time conditions made some students feel less confident in completing writing tasks to the best of their ability. Overall, these findings indicate that time pressure played a prominent role in shaping students' stress levels, performance, and task management during English writing activities.

**e. Language Difficulties**

Language Difficulties obtained a mean score of 2.88, which falls into the high category, indicating that students experienced noticeable anxiety related to their linguistic abilities in English writing. The findings suggest that concerns about making grammatical mistakes were one of the main sources of difficulty, often causing students to hesitate or overthink their writing. In addition, students who perceived their English proficiency as limited tended to face greater challenges in expressing their ideas clearly. Confidence in vocabulary knowledge was also not consistently strong, which sometimes restricted students in choosing appropriate words while writing. Overall, these results indicate that grammatical concerns, perceived language limitations, and vocabulary issues played an important role in shaping students' anxiety and difficulties during English writing activities.

**f. Insufficient Writing Practice or Techniques**

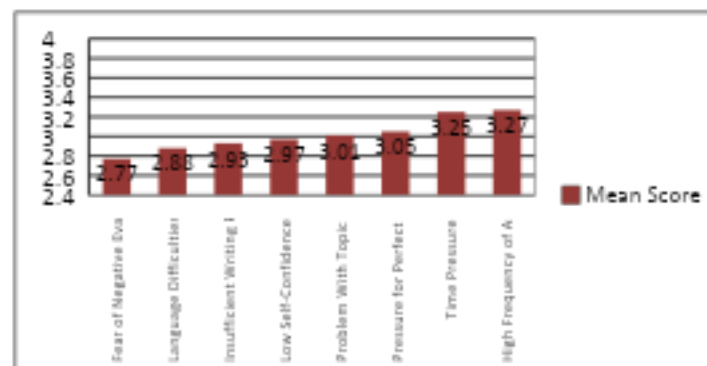
Insufficient Writing Practice or Techniques obtained a mean score of 2.93, which falls into the high category, indicating that students experienced noticeable anxiety due to limited writing experience and difficulties in applying appropriate writing techniques in English. The findings suggest that many students perceived their exposure to various types of English writing tasks as insufficient, which often led to uncertainty when they were required to use different writing strategies or structures. In addition, students did not always feel confident in their ability to express ideas clearly, showing that limited practice could affect both fluency and organization in writing. Comparisons with peers also contributed to self-doubt, as some students questioned their own writing abilities when they felt less experienced than others. Overall, these results indicate that lack of practice, limited familiarity with writing techniques, and reduced confidence collectively influenced students' anxiety during English writing activities.

**g. Pressure for Perfect Work**

Pressure for Perfect Work obtained a mean score of 3.05, which falls into the high category, indicating that students experienced considerable anxiety related to the personal standards and expectations they set for their English writing. This tendency is reflected in the statement with the highest level of agreement, which reached a mean score of approximately 3.33, showing that many students felt frustrated when their writing did not meet the high standards they expected from themselves. In addition, students often spent a substantial amount of time trying to ensure that their work was as accurate and flawless as possible, demonstrating a strong focus on perfection rather than progress. However, satisfaction with their final writing outcomes was not always consistently achieved, suggesting that even after considerable effort, students still felt their work was not good enough. Overall, these findings indicate that high personal expectations, perfection-oriented behavior, and ongoing dissatisfaction with writing results contributed to students' anxiety during the English writing process.

#### **h. High Frequency of Assignments**

High Frequency of Assignments obtained a mean score of 3.27, which falls into the very high category, indicating that students experienced considerable pressure due to the large number of English writing tasks they were required to complete. This tendency is also reflected in the highest-rated statement, which reached a mean score of around 3.20, showing that many students felt overwhelmed when they received multiple writing assignments within a short period of time. Such conditions often increased their anxiety and reduced their ability to focus on producing quality writing. In addition, continuous writing assignments were not always perceived as effective in improving their writing skills, as the quantity of tasks sometimes outweighed opportunities for meaningful practice and reflection. Overall, these results indicate that the frequency and workload of writing assignments played a significant role in shaping students' pressure and anxiety during the English writing process.



Graphic 2. Mean Scores of Probable Causes of Writing Anxiety

#### **Discussion**

The findings showed that the types of writing anxiety experienced by most eleventh-grade students at SMKN 1 Payakumbuh differed from those reported in previous studies (Saidah, 2023; Salikin, 2019).

The most dominant type of anxiety identified was somatic anxiety, with a mean score of 3.27. This was followed by cognitive anxiety, which obtained a mean score of 3.05, while avoidance behavior recorded the lowest mean score of 2.85. These findings indicate that eleventh-grade vocational high school students at SMKN 1 Payakumbuh experienced higher levels of anxiety related to physiological reactions and cognitive concerns during writing activities, whereas anxiety manifested through avoidance behavior was relatively less prominent. In particular, somatic anxiety emerged as the most dominant type, indicating that physical reactions were the primary manifestation of writing anxiety among eleventh-grade students at SMKN 1 Payakumbuh. This type of anxiety reflects students' physiological responses when they are required to complete writing tasks in English, particularly under academic demands such as time pressure or classroom evaluation. Students experiencing somatic anxiety may display physical symptoms such as panic, irregular heartbeat, trembling hands, muscle tension, or difficulty concentrating during writing activities. As previously noted, somatic anxiety is characterized by observable physical discomfort that emerges when students feel anxious about their writing performance (Wern & Rahmat, 2021).

The next type of anxiety identified was cognitive anxiety, with a mean score of 3.05, making it the second most common type experienced by eleventh-grade students at SMKN 1 Payakumbuh. Cognitive anxiety has been identified as a common type of writing anxiety among

ESL/EFL students (Rezaei & Jafari, 2014; Salikin, 2019). This type of anxiety involves negative thoughts and fears related to one's writing ability, such as concerns about failure or negative judgment. Students who experience cognitive anxiety often feel insecure and lack confidence in their writing abilities. Moreover, cognitive anxiety has a significant impact on the quality of students' English compositions, as reported by Kusumaningputri et al. (2018). Students tend to become more anxious when they are pressured to write accurately in terms of grammar and content.

The last type of writing anxiety identified was avoidance behavior, with a mean score of 2.85. Avoidance behavior refers to students' tendency to withdraw from or avoid writing tasks in English, particularly when they perceive the tasks as difficult or demanding. Students who experience this type of anxiety may show low engagement in writing activities, reluctance to participate in writing tasks, and limited practice opportunities. Although this type of anxiety appeared less dominant than somatic and cognitive anxiety, avoidance behavior may still hinder students' writing development if it leads to reduced exposure and practice in English writing (Solangi et al., 2021).

The findings of this research are partially consistent with and partially different from previous studies. This research aligns with the findings of Ekmekçi (2018), which also identified somatic anxiety as the most dominant type of writing anxiety among EFL students. However, the results differ from those reported by Kusumaningputri et al. (2018), who found cognitive anxiety to be the most dominant type. According to Min and Rahmat (2014), variations in research findings may be influenced by differences in participant characteristics and educational contexts. The participants in Kusumaningputri et al.'s (2018) study were university students, while the participants in the present research were vocational high school students. These differences in academic level and learning demands may contribute to variations in students' dominant types of writing anxiety.

The second purpose of this research was to identify the probable causes of writing anxiety experienced by eleventh-grade students at SMKN 1 Payakumbuh. Based on the findings, the indicators of probable causes showed different levels of influence on students' writing anxiety. High Frequency of Assignments recorded the highest mean score (3.27). This result indicates that students tend to experience heightened writing anxiety when they are repeatedly exposed to writing tasks in English, which may lead to feelings of overload and reduced readiness to complete writing activities. This finding is in line with Paramarti et al. (2023), who also identified High Frequency of Assignments as the indicator with the highest percentage (31%) among the causes of writing anxiety. Their findings suggest that continuous writing demands may intensify students' anxiety, especially when students feel that the amount of writing tasks exceeds their perceived ability.

Time Pressure appeared as the second prominent probable cause of writing anxiety, with a mean score of 3.25. This result indicates that students tend to feel anxious when they are required to complete writing tasks within a limited amount of time, which may reduce their focus, hinder idea organization, and affect overall writing performance. This finding is in line with Jawas (2019), who reported that Time Pressure was the second most influential cause of writing anxiety, with a percentage of 70.58%. This consistency suggests that limited time allocation is a significant factor contributing to students' writing anxiety across different contexts.

Pressure for Perfect Work appeared as a third prominent probable cause of writing anxiety, with a mean score of 3.05. This finding indicates that students feel mental stress when they are expected to produce error-free writing, which can increase their anxiety and affect

overall performance. This result differs from Wahyuni et al. (2019), who reported that Pressure for Perfect Work ranked as the second-to-last contributing factor to writing anxiety among senior students, with a percentage of 19.23%. The discrepancy may be due to differences in students' academic levels, expectations, or the nature of writing tasks. In summary, eleventh-grade students at SMKN 1 Payakumbuh experienced high levels of writing anxiety, with somatic anxiety as the most dominant type. The most prominent probable causes were High Frequency of Assignments, Time Pressure, and Pressure for Perfect Work, indicating that both internal and external factors contribute to students' writing anxiety.

#### **4. CONCLUSION**

In conclusion, the findings of this study indicate that EFL students at SMKN 1 Payakumbuh experienced writing anxiety at high to very high levels, which manifested in three forms: somatic anxiety, cognitive anxiety, and avoidance behavior. Among these types, somatic anxiety emerged as the most dominant at a very high level, showing that students frequently experienced strong physical reactions during English writing activities, especially under classroom constraints such as limited time and task demands. Cognitive anxiety and avoidance behavior were also found at high levels, indicating the presence of negative thoughts, fear of evaluation, and a tendency to delay or avoid writing tasks.

Regarding the probable causes, the results reveal that students' writing anxiety was mainly influenced by the high frequency of assignments and time pressure, both of which were identified at very high levels. Pressure for perfect work also contributed at a high level, suggesting that excessive personal expectations intensified students' anxiety. Overall, the dominant types of writing anxiety and their probable causes are closely interconnected, emphasizing the importance of reducing instructional pressure and fostering a supportive learning environment to promote more effective English writing instruction in vocational high schools.

#### **REFERENCES**

- Ahmed, S. J., & Güss, C. D. (2022). An analysis of writer's block: Causes and solutions. *Creativity Research Journal*, 34(3), 339-354.
- Al-Sawalha, Salem, A. M., Chow., & Foo, T. V. (2012). The effects of writing apprehension in English on the writing process of Jordanian EFL students at Yarmouk University. *International Interdisciplinary Journal of Education*, 1(1), 6-14.
- Anwar, M. N., & Ahmed, N. (2016). Students' difficulties in learning writing skills in second. *Science International*, 28(4), 735-739.
- Aripin, N. (2023) Apprehensive Writers: A Qualitative Study on Signs and Causes of Writing Anxiety in ESL Writing. *International Journal of Academic Research in Business & Social Science*, Vol13, 1774-1787.
- Bastug, M., Ertem, I. S., & Keskin, H. K. (2017). A phenomenological research study on writer's block: Causes, processes, and results. *Education+ Training*, 59(6), 605-618.
- Cheng, Y. S. (2004). EFL students' writing anxiety: Sources and implications. *English Teaching & Learning*, 29(2), 41-62.
- Ekmekçi, E. (2018). Exploring Turkish EFL students' writing anxiety. *The Reading Matrix: An International Online Journal*, 18(1), 158-175.

- Fajrina, D. (2022). Writing strategies, English proficiency and rhetorical patterns influences on the written outputs of Indonesian students with English as a foreign language. [Doctoral thesis, University of Canterbury]. University of Canterbury Research Repository.
- Fatsah, H., Ashrafiany, N. A., & Basalama, N. (2020). The students' writing difficulties in writing an essay based on cognitive process. *Lingua*, 16(1), 61-69.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern language journal*, 70(2), 125-132.
- Jabali, O. (2018). Students' attitudes towards EFL university writing: A case study at An-Najah National University, Palestine. *Heliyon*, 4, 1-25.
- Jawas, U. (2019). Writing Anxiety among Indonesian EFL Students: Factors and Strategies. *International Journal of Instruction*, 12(4), 733-746.
- Kráľová, Z. (2016). Foreign language anxiety. Undergraduate of Constantine the Philosopher University, Nitra, Slovakia, 93.
- Kusumaningputri, R., Ningsih, T. A., & Wisasongko, W. (2018). Second language writing anxiety of Indonesian EFL students. *Lingua Cultura*, 12(4), 357-362.
- Min, L. S., & Rahmat, N. (2014). English Language Writing Anxiety among Final Year Engineering Undergraduates in University Putra Malaysia. *Advances in Language and Literary Studies*, 5(4), 102-106.
- Nurkamto, J., Prihandoko, L. A., Putro, N. H. P. S., & Purwati, O. (2024). Academic writing apprehension in higher education: A systematic review. *Studies in English Language and Education*, 11(1), 247-266.
- Oates, A., & Johnson, D. (2025). ChatGPT in the classroom: Evaluating its role in fostering critical evaluation skills. *International Journal of Artificial Intelligence in Education*, 1-32.
- Oryza, T., & Wibowo, F. E. (2021). An Analysis of Students' Anxiety in Writing Skill at Tenth Grade Students of SMA N Jumapolo in Academic Year 2020/2021 (Doctoral dissertation, UIN Surakarta).
- Paramarti, P. F. A., Tusino, T., Widodo, S., & Masykuri, E. S. (2023). The Students' Writing Anxiety at The Fourth Semester Students in Academic Writing Class. *Edulitics (Education, Literature, and Linguistics) Journal*, 8(1), 19-26.
- Putri, D. D. (2022). The Analysis of The Student's Writing Anxiety in Their Academic Writing: The Case of University-Level Students. *Jurnal Penelitian, Pendidikan, dan Pembelajaran*, 17(32).
- Rezaei, M., & Jafari, M. (2014). Investigating the Levels, Types, and Causes of Writing Anxiety among Iranian EFL Students: A Mixed Method Design. *Procedia - Social and Behavioral Sciences*, 98, 1545-1554.
- Saidah, R. (2023). An Analysis of Students' English Writing Anxiety: Level, Dominant Type, and Possible Causes (Bachelor's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta).
- Salikin, H. (2019). Factors Affecting Male and Female Indonesian EFL Students' Writing Anxiety. *Indonesian Journal of Applied Linguistics*, 9(2), 316-323.

- Solangi, A. A., Memon, S., & Lohar, S. A. (2021). Figuring Out the Levels, Types, and Sources of Writing Anxiety among Undergrad ESL Students in Pakistan. *International Journal of Linguistics, Literature, and Translation*, 4(10), 73-78.
- Wahyuni, D., Oktavia, W., & Marlina, L. (2019). Writing anxiety among Indonesian EFL college students: Levels, causes, and coping strategies. *Lingua Cultura*, 13(1), 67-74.
- Wern, T. C., & Rahmat, N. H. (2021). An investigative study on the types and causes of ESL writing anxiety: A case study of learners from a Chinese independent middle school. *European Journal of English Language Teaching*, 6(3).
- Wiwin, W. (2022). An Analysis of Students' Writing Anxiety at the Eleventh-Grade of Science Class at UPT SMAN 11 Luwu. (Doctoral dissertation, Institut Agama Islam Negeri (IAIN) Palopo).
- Zorbaz, K. Z. (2015). The effects of various variables on university students' writer's block levels. *The Anthropologist*, 21(1-2), 311-322.