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PROFESSIONAL WRITING ANXIETY AMONG INDONESIAN EFL STUDENTS: TYPES, CAUSES, AND COPING STRATEGIES

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Abstract

This study investigated professional writing anxiety among English Education students at Pattimura University, examining anxiety levels, types, causes, and coping strategies in workplace communication contexts. Using a sequential explanatory mixed-methods design, 57 students completed adapted Professional Writing Anxiety Inventory and Professional Writing Anxiety Causes Inventory instruments, while 12 purposively selected participants engaged in semi-structured interviews. Results revealed moderate anxiety levels across the population ($M = 3.17$), with cognitive anxiety emerging as the dominant dimension ($M = 3.47$), followed by somatic anxiety ($M = 3.32$) and avoidance behavior ($M = 2.73$). Time pressure served as the primary trigger for somatic responses, with 66.6% of students experiencing heart palpitations during time-constrained professional writing tasks. Causal analysis identified insufficient practice in professional writing formats ($M = 3.67$), linguistic difficulties ($M = 3.63$), and time pressure concerns ($M = 3.60$) as primary contributing factors. Qualitative findings revealed four sophisticated coping strategies: systematic preparation and quality control, cognitive and environmental regulation, social support utilization, and emerging technology integration. The study demonstrates that professional writing contexts create distinct anxiety patterns compared to general academic writing, requiring specialized pedagogical approaches. These findings contribute theoretical understanding of context-specific anxiety manifestation while providing evidence-based guidance for Professional Writing curriculum development in Indonesian EFL contexts.

Keywords: *EFL students, Indonesian higher education, mixed-methods research, professional writing anxiety, workplace communication*

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Introduction

When English Education students sit down to write their first business proposal or formal report, many experience a familiar tightness in their chest and racing thoughts about making mistakes. This phenomenon extends beyond typical academic writing challenges, as professional writing demands different skills, audiences, and consequences than the essays and analyses students have practiced throughout their studies (Zhang, 2019). The transition from academic to workplace writing creates unique psychological barriers that affect how students approach these tasks, yet this specific context remains underexplored in writing anxiety research. Understanding these experiences becomes crucial as English Education programs increasingly incorporate Professional Writing courses to prepare graduates for workplace communication demands (Violanti et al., 2024).

Writing anxiety has been recognized as a significant factor that influences students' writing performance and overall academic success. Research consistently shows that anxious writers often struggle with both the writing process and their final products, experiencing a three-dimensional anxiety framework that includes cognitive anxiety (negative thoughts and worry), somatic anxiety (physical symptoms), and avoidance behavior (task postponement or withdrawal) (Cheng, 2004; Li, 2022). Cognitive anxiety typically involves concerns about writing quality, fear of negative evaluation, and worry about making mistakes. In contrast, somatic anxiety manifests through physical symptoms such as sweating, trembling, or increased heart rate during writing tasks. Avoidance behavior represents the behavioral dimension where students postpone writing tasks, skip voluntary writing activities, or withdraw from writing-intensive courses altogether (Patty, 2025; Rasool et al., 2023). These varied manifestations create complex challenges for educators who must address multiple dimensions of anxiety simultaneously.

The professional writing context introduces additional complications that distinguish it from general academic writing anxiety. Unlike traditional essay writing, where the primary audience is the instructor, professional writing requires students to consider real workplace audiences with specific needs and expectations (Vengadasalam, 2023). Students must navigate unfamiliar genres such as business correspondence, project proposals, and technical reports while meeting professional standards they may not fully understand. This shift from academic to professional writing contexts creates new sources of anxiety related to audience awareness, genre conventions, and the perceived consequences of poor communication in workplace settings (Patty & Lekatompeppy, 2025).

Indonesian research has provided valuable insights into writing anxiety patterns among EFL learners, though significant gaps remain in understanding professional writing anxiety. Several studies (Afdalia et al., 2023b; Nawawi et al., 2024; Nugraheni, 2023; Putra et al., 2024; Wahyuni et al., 2019; Yenti & Susanti, 2025) have consistently found that cognitive anxiety represents the most dominant type of writing anxiety among Indonesian EFL students, followed by somatic anxiety and avoidance behavior. These investigations revealed that students primarily experience cognitive anxiety through worries about grammar mistakes, negative evaluation, and their ability to express ideas clearly. In contrast, somatic anxiety appears as physical symptoms during writing tasks, and avoidance behavior manifests as procrastination or reluctance to engage in writing activities. However, all of these studies examined anxiety within general academic writing contexts such as essay writing or journal article composition, leaving professional writing anxiety largely unexplored in Indonesian EFL settings.

Several methodological and contextual limitations characterize existing research on writing anxiety in Indonesian contexts. The studies varied considerably in sample sizes and approaches, with some researchers examining small groups of students (Nawawi et al., 2024; Nugraheni, 2023; Yenti & Susanti, 2025) while others surveyed larger populations across different academic levels (Afdalia et al., 2023b; Putra et al., 2024; Wahyuni et al., 2019). Most investigations focused on identifying dominant anxiety types without systematically categorizing students into different anxiety level groups, which limits understanding of how anxiety severity affects different students (Afdalia et al., 2023b; Nawawi et al., 2024; Nugraheni, 2023; Yenti & Susanti, 2025). Additionally, previous research concentrated primarily on students in Sumatra, Kalimantan, Java, and Bali, creating a geographical gap regarding Eastern Indonesian contexts where different cultural and institutional factors may influence anxiety patterns.

The examination of anxiety causes in existing Indonesian studies, while informative, has not addressed the specific challenges of professional writing tasks. Researchers identified linguistic difficulties, time pressure, and teacher evaluation as primary anxiety sources (Afdalia et al., 2023b; Yenti & Susanti, 2025), but these findings emerged from studies of academic essays rather than workplace communication tasks like writing emails, reports, or business proposals. The absence of research specifically targeting Professional Writing courses means that educators lack evidence-based understanding of how workplace writing demands affect anxiety manifestation and what coping strategies students develop for professional communication contexts.

This mixed-methods study addresses these research gaps by examining writing anxiety among English Education students enrolled in Professional Writing courses at Pattimura University in Maluku. The investigation contributes to existing knowledge by extending writing anxiety research from general academic contexts to professional writing scenarios, providing a systematic analysis of anxiety levels across cognitive, somatic, and avoidance dimensions. The study employs adapted instruments from Cheng (2004) and Rezaei & Jafari (2014) to measure anxiety types and causes, followed by in-depth interviews to explore students' experiences and coping strategies. By focusing on Eastern Indonesian contexts, this research addresses both the geographical and contextual gaps in current literature while providing practical insights for Professional Writing curriculum development.

The study aims to determine the levels and types of writing anxiety experienced by students in Professional Writing courses, identify the primary causes of professional writing anxiety and how these manifest in workplace communication preparation, and explore the coping strategies students use to manage anxiety in professional writing situations. These findings will contribute theoretical understanding of writing anxiety in professional contexts while offering practical recommendations for English Education programs seeking to better prepare students for workplace communication demands. The research provides evidence-based insights for curriculum designers, writing instructors, and student support services working to enhance professional writing instruction in Indonesian EFL contexts.

Research Methods

This section outlines the methodological approach employed to investigate writing anxiety among English Education students in Professional Writing courses. The methodology includes five key components: research design, participant selection, instrumentation, data collection procedures, and analytical approaches. Each component was carefully designed to address the three primary research questions regarding anxiety types and levels, causal factors, and coping strategies in professional writing contexts.

Design

This study employed an explanatory sequential mixed-methods design, which involved collecting and analyzing quantitative data followed by qualitative data (Creswell & Creswell, 2023) to provide a comprehensive understanding of professional writing anxiety phenomena. The quantitative phase served as the foundation for measuring anxiety levels and types using

standardized instruments. In contrast, the qualitative phase provided an in-depth exploration of students' lived experiences, causal perceptions, and coping mechanisms. The explanatory design was particularly appropriate for this investigation because it allowed the researcher first to establish patterns of anxiety manifestation across the student population, then explore the underlying mechanisms and individual variations that explain these patterns.

Participants

The study involved English Education students enrolled in Professional Writing courses at Pattimura University during the 2025/2026 academic year. For the quantitative phase, 57 students from Class B participated in the survey administration, representing 95% of the total population (N=60) of students taking Professional Writing courses. Participant ages ranged from 18 to 25 years, with the majority being female students, reflecting the typical demographic composition of English Education programs. All participants had completed at least one semester of previous writing instruction and were currently engaged in professional writing tasks, including business correspondence, proposals, and reports. A pilot study was conducted with 20 students from Class A, who were excluded from the main study population to avoid contamination. For the qualitative phase, 12 students were purposively selected from the quantitative sample using a maximum variation sampling strategy. The qualitative participants were stratified across two anxiety level groups based on their questionnaire scores: six students from the high anxiety group and four from the moderate anxiety group. There were no students categorized in the low anxiety group.

Instrument

Two primary instruments were utilized to collect quantitative data addressing research questions one and two regarding anxiety patterns and causes. The Professional Writing Anxiety Inventory (PWAI) was adapted from Cheng's (2004) Second Language Writing Anxiety Inventory to measure three dimensions of anxiety: cognitive anxiety (8 items), somatic anxiety (7 items), and avoidance behavior (7 items). The adaptation process involved modifying item contexts from general L2 writing to professional writing scenarios, such as changing "writing English compositions" to "writing professional documents" and incorporating workplace communication contexts. The Professional Writing Anxiety Causes Inventory (PWACI) was adapted from Rezaei & Jafari's (2014) Causes of Writing Anxiety Inventory, containing 10 items that explore factors contributing to anxiety in professional writing contexts. Both instruments employed 5-point Likert scales ranging from 1 (strongly disagree) to 5 (strongly agree), with reverse-

scored items appropriately recoded during analysis. The pilot study with 20 students from Class A demonstrated that all items in both instruments were valid and showed acceptable reliability coefficients, with Cronbach's alpha values of 0.89 for PWAI total scale and 0.85 for PWACI. For the qualitative phase addressing research question three, a semi-structured interview protocol was developed specifically to explore coping strategies employed by students when experiencing writing anxiety in professional writing situations.

Data Collection

Data collection proceeded in two sequential phases during the 2025/2026 academic year. The quantitative phase began with a pilot study involving 20 students from Class A to validate the adapted instruments and assess their psychometric properties. Following successful pilot testing, the main quantitative data collection was conducted with 57 students from Class B during regular class sessions. Students completed both PWAI and PWACI instruments in approximately 20 minutes under standardized conditions. Participation was voluntary, and anonymity was maintained through coded identification systems to ensure ethical data collection procedures. Following quantitative data analysis, participants for the qualitative phase were identified based on their anxiety level scores and contacted for interview participation. Individual semi-structured interviews were conducted with 12 selected participants, lasting 45-60 minutes each. All interviews were audio-recorded with participant consent and conducted in a comfortable, private setting to encourage honest reflection on anxiety experiences and coping strategies. Member checking was employed by providing participants with interview summaries for verification and clarification of their responses to ensure accuracy of data interpretation.

Data analysis

Quantitative data analysis was conducted using SPSS version 28, focusing exclusively on descriptive statistical procedures to address research questions one and two. Data screening procedures included missing value analysis and outlier detection to ensure data quality. Descriptive statistics were calculated, including frequency distributions, percentages, and mean scores for demographic variables and anxiety measures across the three dimensions of cognitive anxiety, somatic anxiety, and avoidance behavior. Mean scores were also computed for each item in the PWACI to identify the most prominent causal factors. Internal consistency reliability was assessed using Cronbach's alpha coefficients for each subscale and total anxiety measures. Anxiety levels were categorized using the interpretation criteria

shown in Table 1, which provides clear-cut-off scores for determining low, moderate, and high levels of anxiety and causal factors.

Table 1. Interpretation Criteria for Anxiety Levels and Causal Factors

| Level Category | Score Range | Interpretation |
|----------------|-------------|-----------------------------------|
| Low | 1.00 - 2.33 | Minimal anxiety/causal influence |
| Moderate | 2.34 - 3.66 | Moderate anxiety/causal influence |
| High | 3.67 - 5.00 | High anxiety/causal influence |

Qualitative data analysis followed Naeem et al.'s systematic thematic analysis approach, enhanced through AI-assisted analysis using ChatGPT (Naeem et al., 2025). ChatGPT was first familiarized with the research context, including research objectives, theoretical underpinnings, participant demographics, and the systematic thematic analysis process. The analysis proceeded through six systematic steps: (1) familiarization with interview transcripts and selection of relevant quotations addressing coping strategies, (2) selection of keywords using the 6 Rs framework (realness, richness, repetition, rationale, repartee, and regal), (3) coding of keywords and quotations using the 6 Rs coding framework (robust, reflective, resplendent, relevant, radical, and righteous), (4) theme development by clustering related codes using the 4 Rs framework (reciprocal, recognizable, responsive, and resourceful), (5) conceptualization through interpretation of themes within the research's theoretical context, and (6) development of a conceptual framework linking identified coping strategies. Structured prompts were provided to ChatGPT to ensure consistency with the research objectives and theoretical framework. Member checking was employed to validate AI-generated themes with original interview participants, and the researcher maintained oversight of all analytical decisions to ensure alignment with research question three regarding students' coping strategies for managing professional writing anxiety.

Results and Discussion

This section presents and interprets findings from the mixed-methods investigation into professional writing anxiety among English Education students at Pattimura University. Results address three research questions through quantitative analysis of anxiety levels and causes using adapted inventories, followed by qualitative exploration of coping strategies via systematic thematic analysis. The discussion situates these findings within Indonesian EFL writing anxiety literature, examining theoretical contributions and practical implications for Professional Writing curriculum development.

Results

Levels and Types of Professional Writing Anxiety

The analysis of professional writing anxiety among 57 English Education students at Pattimura University reveals moderate anxiety levels across the study population. The overall mean anxiety score of 3.17 indicates that students experience meaningful psychological challenges when engaged in professional writing tasks, though these remain within manageable ranges for educational intervention. Table 2 shows the distribution of students across anxiety levels, with 82.5% of participants falling within the moderate anxiety category and 17.5% experiencing high anxiety levels. No students demonstrated low anxiety levels, suggesting that professional writing tasks universally generate some degree of psychological response among this population.

Table 2. Overall Writing Anxiety Levels and Student Distribution

| Anxiety Level | Number of Students | Percentage | Overall Mean Score |
|---------------|--------------------|---------------|--------------------|
| Low | 0 | 0.0% | - |
| Moderate | 47 | 82.5% | 3.00 |
| High | 10 | 17.5% | 4.05 |
| Total | 57 | 100.0% | 3.17 |

The examination of anxiety dimensions reveals distinct patterns across cognitive, somatic, and avoidance components. Table 3 presents the descriptive statistics and distribution patterns for each anxiety type, demonstrating that cognitive anxiety emerges as the most prominent concern among students. Cognitive anxiety achieved the highest mean score of 3.47, followed by somatic anxiety at 3.32 and avoidance behavior at 2.73. The distribution data indicate that 35.1% of students experience high levels of cognitive anxiety, compared to 26.3% for somatic anxiety and 17.5% for avoidance behavior. These findings suggest that mental and emotional aspects of writing anxiety pose greater challenges than physical symptoms or behavioral avoidance patterns.

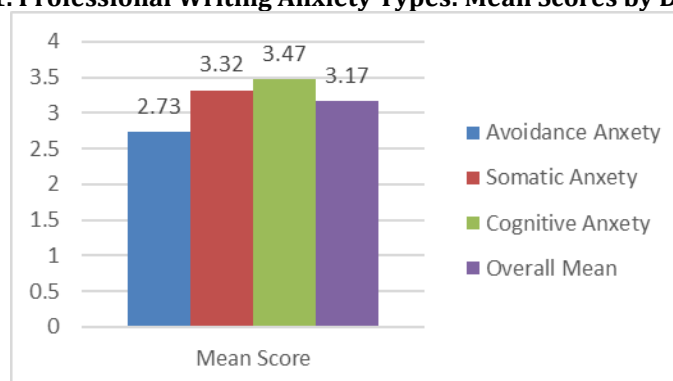
Table 3. Professional Writing Anxiety Types: Descriptive Statistics and Distribution

| Anxiety Type | Mean Score | Level | Low (n, %) | Moderate (n, %) | High (n, %) |
|-------------------|------------|----------|------------|-----------------|-------------|
| Cognitive Anxiety | 3.47 | Moderate | 4 | 33 | 20 |

| Anxiety Type | Mean Score | Level | Low (n, %) | Moderate (n, %) | High (n, %) |
|------------------------|-------------|-----------------|---------------|--------------------|----------------|
| Somatic Anxiety | 3.32 | Moderate | 4 (7.0%) | 38 (57.9%) | 15 (35.1%) |
| Avoidance Behavior | 2.73 | Moderate | 0 (0.0%) | 47 (66.7%) | 10 (26.3%) |
| Overall Anxiety | 3.17 | Moderate | | | |

The visual representation of anxiety types in Figure 1 illustrates the hierarchical pattern of anxiety manifestation, with cognitive anxiety clearly exceeding both somatic and avoidance dimensions. This pattern indicates that students' primary concerns center on evaluation fears, performance worries, and quality concerns rather than physical discomfort or task avoidance. The moderate classification across all dimensions suggests that professional writing anxiety manifests as a multifaceted experience requiring comprehensive intervention approaches.

Figure 1. Professional Writing Anxiety Types: Mean Scores by Dimension



The detailed analysis of somatic anxiety items reveals time pressure as the primary trigger for physical anxiety symptoms during professional writing tasks. Table 4 presents the complete response distribution for somatic anxiety items, showing that Item S1 (feeling heart pounding when writing professional documents under time constraints) achieved the highest mean score of 3.75, placing it in the high anxiety category. The response pattern for this item indicates that 66.6% of students either agree or strongly agree with experiencing heart palpitations during time-constrained professional writing tasks. Items S4 (thoughts becoming jumbled under time constraints) and S5 (feeling panic under time pressure) also demonstrate elevated scores of 3.65 and 3.67, respectively. These findings establish time constraints as a critical factor that transforms moderate writing challenges into high-intensity somatic responses. The predominance of time-related anxiety items in the moderate to high range indicates that temporal pressure represents a primary physiological stressor in professional writing contexts.

Table 4. Somatic Anxiety Item Analysis

| Item | Statement | 1 (n, %) | 2 (n, %) | 3 (n, %) | 4 (n, %) | 5 (n, %) | Mean | Level |
|---------------------|---|-------------|---------------|---------------|---------------|---------------|-------------|-----------------|
| S1 | I feel my heart pounding when writing professional documents under time constraints | 2 (3.5%) | 1 (1.8%) | 16 (28.1%) | 28 (49.1%) | 10 (17.5%) | 3.75 | High |
| S2 | My mind often goes blank when I start working on professional writing assignments | 1 (1.8%) | 12 (21.1%) | 23 (40.4%) | 12 (21.1%) | 9 (15.8%) | 3.28 | Moderate |
| S3 | I tremble or perspire when writing professional documents under time pressure | 1 (1.8%) | 14 (24.6%) | 16 (28.1%) | 19 (33.3%) | 7 (12.3%) | 3.30 | Moderate |
| S4 | My thoughts become jumbled when writing professional documents under time constraints | 0 (0.0%) | 8 (14.0%) | 10 (17.5%) | 33 (57.9%) | 6 (10.5%) | 3.65 | Moderate |
| S5 | I often feel panic when writing professional documents under time constraints | 1 (1.8%) | 5 (8.8%) | 14 (24.6%) | 29 (50.9%) | 8 (14.0%) | 3.67 | Moderate |
| S6 | I usually feel my whole body rigid and tense when writing professional documents | 5 (8.8%) | 25 (43.9%) | 17 (29.8%) | 9 (15.8%) | 1 (1.8%) | 2.58 | Moderate |
| S7 | I freeze up when unexpectedly asked to write professional documents | 4 (7.0%) | 14 (24.6%) | 21 (36.8%) | 14 (24.6%) | 4 (7.0%) | 3.00 | Moderate |
| Overall Mean | | | | | | | 3.32 | Moderate |

Cognitive anxiety demonstrates the most concerning patterns, with evaluation-related fears dominating student experiences in professional writing contexts. Table 5 displays the comprehensive response patterns for cognitive anxiety items, revealing that Item C4 (worrying about receiving a poor grade when professional documents are evaluated) achieved the highest mean score of 3.88 in the high anxiety category. The distribution data shows that 68.4% of students either agree or strongly agree with experiencing evaluation anxiety, establishing assessment concerns as the primary source of cognitive distress. Item C2 (feeling worried and uneasy when knowing professional writing will be evaluated) also demonstrates elevated anxiety levels with a mean score of 3.63. The pattern across cognitive items reveals a consistent focus on external judgment and performance evaluation as central anxiety triggers. The reverse-scored items (C1, C3, C6, C8) provide validation for the anxiety measurement, with

response patterns confirming genuine anxiety experiences rather than socially desirable responding. The predominance of evaluation-related concerns suggests that cognitive anxiety in professional writing contexts stems primarily from fear of judgment and assessment rather than general writing confidence issues.

Table 5. Cognitive Anxiety Item Analysis

| Item | Statement | 1 (n, %) | 2 (n, %) | 3 (n, %) | 4 (n, %) | 5 (n, %) | Mean | Level |
|---------------------|--|-------------|---------------|---------------|---------------|---------------|-------------|-----------------|
| C1 | While writing professional documents, I'm not nervous at all | 0 (0.0%) | 6 (10.5%) | 27 (47.4%) | 16 (28.1%) | 8 (14.0%) | 3.46 | Moderate |
| C2 | When writing professional documents, I feel worried and uneasy because I know they will be evaluated | 3 (5.3%) | 5 (8.8%) | 12 (21.1%) | 27 (47.4%) | 10 (17.5%) | 3.63 | Moderate |
| C3 | I don't worry that my professional writing is worse than others' | 3 (5.3%) | 9 (15.8%) | 21 (36.8%) | 17 (29.8%) | 7 (12.3%) | 3.28 | Moderate |
| C4 | If my professional document is to be evaluated, I worry about receiving a poor grade | 1 (1.8%) | 4 (7.0%) | 13 (22.8%) | 22 (38.6%) | 17 (29.8%) | 3.88 | High |
| C5 | I am afraid that other students would criticize my professional writing if they read it | 4 (7.0%) | 9 (15.8%) | 13 (22.8%) | 15 (26.3%) | 16 (28.1%) | 3.53 | Moderate |
| C6 | I don't worry at all about what other people think of my professional documents | 4 (7.0%) | 9 (15.8%) | 16 (28.1%) | 16 (28.1%) | 12 (21.1%) | 3.40 | Moderate |
| C7 | I'm afraid of my professional writing being chosen as a sample for class discussion | 2 (3.5%) | 12 (21.1%) | 22 (38.6%) | 9 (15.8%) | 12 (21.1%) | 3.30 | Moderate |
| C8 | I'm not afraid that my professional documents would be rated as very poor | 2 (3.5%) | 14 (24.6%) | 17 (29.8%) | 14 (24.6%) | 10 (17.5%) | 3.28 | Moderate |
| Overall Mean | | | | | | | 3.47 | Moderate |

The avoidance behavior dimension presents a paradoxical pattern where students experience behavioral anxiety tendencies while maintaining engagement with professional writing tasks. Table 6 illustrates the response distributions for avoidance behavior items, with all students falling into moderate or high anxiety categories for this dimension. Item A1 (often choosing to write down thoughts in professional formats) demonstrates the highest mean score of 3.11 among avoidance items, though when reverse-scored, this indicates positive engagement behavior despite anxiety. Items A2 (doing best to avoid writing professional documents) and A3 (avoiding situations requiring professional writing) receive moderate scores of 2.60 and 2.54 respectively, suggesting that students experience avoidance

tendencies without complete withdrawal from professional writing activities. The reverse-scored items (A1, A6, A7) reveal that students continue seeking writing opportunities and choosing professional formats when possible. This pattern indicates that, despite experiencing anxiety, many students demonstrate resilience by maintaining engagement with professional writing tasks rather than adopting complete avoidance strategies.

Table 6. Avoidance Behavior Item Analysis

| Item | Statement | 1 (n, %) | 2 (n, %) | 3 (n, %) | 4 (n, %) | 5 (n, %) | Mean | Level |
|--------------|---|--------------|---------------|---------------|---------------|-------------|------|----------|
| A1 | I often choose to write down my thoughts in professional formats | 1 (1.8%) | 13 (22.8%) | 26 (45.6%) | 13 (22.8%) | 4 (7.0%) | 3.11 | Moderate |
| A2 | I usually do my best to avoid writing professional documents | 1 (1.8%) | 29 (50.9%) | 21 (36.8%) | 4 (7.0%) | 2 (3.5%) | 2.60 | Moderate |
| A3 | I do my best to avoid situations requiring professional writing | 4 (7.0%) | 28 (49.1%) | 18 (31.6%) | 4 (7.0%) | 3 (5.3%) | 2.54 | Moderate |
| A4 | Unless I have no choice, I would not use professional writing formats | 4 (7.0%) | 16 (28.1%) | 25 (43.9%) | 8 (14.0%) | 4 (7.0%) | 2.86 | Moderate |
| A5 | I would do my best to excuse myself if asked to write professional documents | 9 (15.8%) | 25 (43.9%) | 17 (29.8%) | 5 (8.8%) | 1 (1.8%) | 2.37 | Moderate |
| A6 | I usually seek opportunities to write professional documents outside of class | 4 (7.0%) | 9 (15.8%) | 31 (54.4%) | 9 (15.8%) | 4 (7.0%) | 3.00 | Moderate |
| A7 | Whenever possible, I would choose to write using professional formats | 5 (8.8%) | 17 (29.8%) | 29 (50.9%) | 4 (7.0%) | 2 (3.5%) | 2.67 | Moderate |
| Overall Mean | | | | | | | 2.73 | Moderate |

These findings establish professional writing anxiety as a moderate but universal phenomenon among English Education students at Pattimura University. The dominance of cognitive anxiety, particularly evaluation fears and grade-related concerns, suggests that intervention strategies should prioritize addressing mental and emotional aspects of writing anxiety. The identification of time constraints as a critical trigger for somatic responses indicates that time management strategies and pressure reduction techniques may prove beneficial for managing physical anxiety symptoms. The continued engagement despite anxiety in the avoidance dimension represents a positive finding, suggesting that students remain motivated to develop professional writing skills despite experiencing meaningful psychological challenges. The comprehensive analysis across all three anxiety dimensions provides a foundation for developing targeted interventions that address the specific manifestations of professional writing anxiety in Indonesian EFL contexts.

Causes of Professional Writing Anxiety

The analysis of factors contributing to professional writing anxiety reveals a complex pattern of interrelated causes that operate at linguistic, pedagogical, and psychological levels. All ten identified causal factors demonstrated moderate levels of influence, with mean scores ranging from 3.19 to 3.67, indicating that multiple factors contribute simultaneously to professional writing anxiety rather than any single dominant cause. Table 7 presents the comprehensive analysis of causal factors as measured by the Professional Writing Anxiety Causes Inventory, showing that all factors achieve moderate influence levels among students. The absence of low-level causal factors suggests that professional writing anxiety stems from legitimate pedagogical and contextual challenges rather than minor concerns that could be easily addressed through simple interventions.

Table 7. Causes of Professional Writing Anxiety

| Item | Causal Factor | 1 (n, %) | 2 (n, %) | 3 (n, %) | 4 (n, %) | 5 (n, %) | Mean | Level |
|------|--|-------------|---------------|---------------|---------------|--------------|------|----------|
| 3 | I lack sufficient practice in professional writing formats. | 0 (0.0%) | 4 (7.0%) | 17 (29.8%) | 30 (52.6%) | 6 (10.5%) | 3.67 | Moderate |
| 6 | I experience linguistic difficulties (inadequate business vocabulary, formal sentence structure, professional tone). | 1 (1.8%) | 4 (7.0%) | 17 (29.8%) | 28 (49.1%) | 7 (12.3%) | 3.63 | Moderate |
| 9 | I worry about writing under time pressure typical in work environments. | 2 (3.5%) | 4 (7.0%) | 17 (29.8%) | 26 (45.6%) | 8 (14.0%) | 3.60 | Moderate |
| 7 | I feel pressure to produce perfect work, meeting professional standards. | 1 (1.8%) | 4 (7.0%) | 20 (35.1%) | 26 (45.6%) | 6 (10.5%) | 3.56 | Moderate |
| 5 | I have difficulty determining appropriate content for workplace communication scenarios. | 1 (1.8%) | 8 (14.0%) | 19 (33.3%) | 24 (42.1%) | 5 (8.8%) | 3.42 | Moderate |
| 10 | I have low self-confidence in my professional writing ability. | 1 (1.8%) | 10 (17.5%) | 17 (29.8%) | 25 (43.9%) | 4 (7.0%) | 3.37 | Moderate |
| 1 | I worry about negative feedback and evaluation from lecturers. | 1 (1.8%) | 7 (12.3%) | 25 (43.9%) | 20 (35.1%) | 4 (7.0%) | 3.33 | Moderate |
| 8 | I feel anxious about the frequency of | 1 (1.8%) | 11 (19.3%) | 18 (31.6%) | 25 (43.9%) | 2 (3.5%) | 3.28 | Moderate |

| Item | Causal Factor | 1 (n, %) | 2 (n, %) | 3 (n, %) | 4 (n, %) | 5 (n, %) | Mean | Level |
|------|---|-------------|---------------|---------------|---------------|-------------|------|----------|
| 4 | professional writing tasks. I lack adequate knowledge about professional writing techniques and conventions. | 1 (1.8%) | 10 (17.5%) | 22 (38.6%) | 22 (38.6%) | 2 (3.5%) | 3.25 | Moderate |
| 2 | I fear professional writing tasks and examinations. | 1 (1.8%) | 10 (17.5%) | 25 (43.9%) | 19 (33.3%) | 2 (3.5%) | 3.19 | Moderate |

The intensity ranking of causal factors presented in Table 7 reveals a hierarchical pattern where linguistic and practice-related challenges dominate the causal landscape of professional writing anxiety. The data shows that lack of sufficient practice in professional writing formats (Item 3, $M = 3.67$) emerges as the most significant contributor, followed closely by linguistic difficulties (Item 6, $M = 3.63$) and time pressure concerns (Item 9, $M = 3.60$). This pattern indicates that students recognize concrete skill deficits and authentic workplace conditions as primary sources of anxiety rather than general apprehension or minor concerns.

The examination of response distributions in Table 7 reveals significant variation in how students experience different causal factors, with practice and linguistic concerns demonstrating the strongest agreement patterns. Item 3 (lack of sufficient practice in professional writing formats) shows the most concentrated response pattern, with 63.1% of students indicating agreement or strong agreement, and no students disagreeing with this factor. This distribution pattern suggests widespread recognition that limited exposure to professional writing genres constitutes a fundamental barrier to confident performance. Item 6 (linguistic difficulties) demonstrates a similar concentration, with 61.4% of students acknowledging challenges with business vocabulary, formal sentence structures, and professional tone requirements. The strong agreement patterns for these items indicate that students accurately identify concrete skill deficits as primary sources of anxiety, distinguishing professional writing anxiety from generalized writing apprehension.

Time pressure and perfectionist concerns exhibit moderately strong response patterns that reflect authentic workplace conditions and student awareness of professional standards. Item 9 (worry about writing under time pressure typical in work environments) demonstrates 59.6% agreement or strong agreement, indicating that students understand temporal constraints as inherent features of professional communication contexts. The response distribution shows relatively few students disagreeing with time pressure as

a source of anxiety (10.5%), suggesting realistic awareness of workplace writing demands. Item 7 (pressure to produce perfect work meeting professional standards) achieves 56.1% agreement levels, reflecting students' recognition that professional writing operates under quality expectations that exceed typical academic standards. These workplace-contextual factors demonstrate students' sophisticated understanding of professional communication demands while highlighting their concerns about meeting these expectations efficiently.

Content determination and confidence factors reveal important but somewhat different response patterns that indicate strategic and psychological dimensions of professional writing anxiety. Item 5 (difficulty determining appropriate content for workplace communication scenarios) shows 50.9% agreement levels with relatively balanced response distributions, suggesting that while content determination represents a significant challenge for many students, others may feel more confident in this area. The moderate agreement pattern indicates that content selection skills vary among students, possibly reflecting different levels of workplace exposure or strategic thinking development. Item 10 (low self-confidence in professional writing ability) demonstrates similar agreement levels (50.9%), with response distributions indicating that confidence levels vary considerably across the student population. These patterns suggest that content determination and confidence represent individual difference factors that compound the more universal challenges of linguistic skills and practice opportunities.

Evaluation and institutional factors demonstrate the most distributed response patterns, indicating considerable individual variation in how students perceive external pressures and institutional demands. Item 1 (worry about negative feedback and evaluation from lecturers) shows 42.1% agreement levels with substantial representation across all response categories, suggesting that evaluation anxiety varies significantly among students. The distributed response pattern indicates that while some students experience considerable evaluation anxiety, others appear more resilient to assessment pressures in professional writing contexts. Item 8 (anxiety about frequency of professional writing tasks) demonstrates similar distribution patterns with 47.4% agreement levels, reflecting varied tolerance for professional writing task loads. These patterns suggest that evaluation and frequency concerns represent individual difference factors rather than universal challenges, distinguishing them from the more consistently problematic areas of linguistic skills and practice opportunities.

Knowledge and task-specific factors occupy the lower end of the causal intensity spectrum while maintaining moderate influence levels that warrant

instructional attention. Item 4 (lack of adequate knowledge about professional writing techniques and conventions) achieves 42.1% agreement with balanced response distributions, indicating that while some students recognize knowledge gaps, others may feel adequately prepared in the theoretical understanding of professional writing principles. The moderate agreement pattern suggests that knowledge deficits may be less problematic than practical application challenges, supporting the higher rankings of practice and linguistic factors. Item 2 (fear of professional writing tasks and examinations) demonstrates the lowest intensity (36.8% agreement) with the most distributed response pattern, indicating that task-specific fear represents the least universal concern among identified causal factors. This pattern suggests that students approach professional writing with realistic rather than debilitating anxiety levels, focusing concerns on legitimate skill and preparation challenges rather than generalized apprehension.

The comprehensive analysis of causal factors establishes a clear hierarchy where concrete skill deficits create the primary foundation for professional writing anxiety, followed by authentic workplace conditions and individual difference factors. The systematic response patterns indicate that students demonstrate realistic self-assessment of their professional writing preparation needs, focusing anxiety on legitimate educational challenges rather than easily addressed concerns. This evidence-based understanding of causal factors provides essential guidance for curriculum development and instructional prioritization in professional writing courses designed to prepare English Education students for authentic workplace communication demands. The moderate levels across all factors suggest that effective interventions must address multiple dimensions simultaneously while prioritizing the linguistic and practice-related foundations that contribute most significantly to professional writing anxiety.

Coping Strategies for Professional Writing Anxiety

The qualitative analysis of coping strategies employed by students to manage professional writing anxiety reveals four primary approaches that demonstrate active engagement with anxiety management rather than avoidance behaviors. Through systematic thematic analysis of interview responses from 12 purposively selected participants, clear patterns emerged regarding how students navigate professional writing challenges. The identified strategies encompass systematic preparation and quality control, cognitive and environmental regulation, social support utilization, and emerging technology integration. These findings indicate that students demonstrate problem-solving orientation and recognize the multifaceted

nature of professional writing anxiety, though the sophistication of strategies varies considerably across participants.

Systematic preparation and quality control strategies represent the most comprehensive approach employed by students to manage professional writing anxiety through structured planning and careful attention to standards. Students consistently prioritize preparation, with Student S01 explaining: *"I usually outline first before starting to write,"* and Student S05 describing: *"I usually write a summary first of what I'm thinking and want to write on scratch paper, then after I feel it's right, I can copy it again."* Reference seeking behaviors appear systematically across anxiety levels, with Student S07 noting: *"I look for several examples on the internet or similar sources before writing, then from what I write I check the grammar again."* Quality assurance practices integrate naturally with preparation strategies, as Student S12 demonstrates: *"I usually make a brief outline before writing so that the message I want to convey can stay structured. I also read my writing several times to ensure clarity, good grammar, and appropriate tone. Besides that, I try to compare it with examples of good professional writing as a reference, so I'm more confident."* The dominance of preparation-focused strategies indicates that students accurately identify skill development and systematic planning as primary means of anxiety reduction, reflecting a realistic assessment of their professional writing preparation needs.

Cognitive and environmental regulation strategies demonstrate students' awareness that both internal mental states and external conditions significantly influence anxiety levels and writing performance. Self-regulation approaches include basic calming techniques, with Student S03 explaining: *"I usually try to calm my mind first, then convince myself that I can do it,"* and Student S08 detailing: *"I personally just try to calm my heart and mind, with deep inhale and exhale. This way I feel calmer and more focused."* Environmental optimization appears as a sophisticated understanding of contextual factors, with Student S12 describing comprehensive atmospheric management: *"When I'm anxious, I don't want to add to the mental burden that can make me stressed and eventually disturbed for writing, so I'll work on the writing calmly, and the situation also usually has to be adjusted to the mood. Sometimes it has to be in a quiet environment, sometimes playing songs, and sometimes just playing instruments to help the mind be more concentrated and calm so it's not distracted by the anxiety."* Time management emerges as a critical component, with Student S10 noting: *"I'll try to manage my writing time earlier so I'm not rushed and can write more calmly."* These strategies indicate recognition of anxiety's psychological and contextual dimensions, though the relatively basic nature of cognitive techniques suggests a need for more sophisticated anxiety management training.

Social support utilization strategies reflect students' understanding that collaborative approaches enhance both writing quality and anxiety management in professional contexts. Peer review seeking appears consistently across participants, with Student S03 describing: *"I ask close friends to review my writing"* and Student S04 explaining: *"I give it to friends/colleagues to read first so that they can assess it, maybe there are things I can improve before submitting."* Collaborative problem-solving extends beyond simple feedback, with Student S08 noting: *"I look for other people's opinions and chat to get new ideas"* for addressing challenging writing tasks. Technology integration emerges within social support contexts, as Student S02 describes: *"Sometimes, I ask ChatGPT whether my writing is good enough or not,"* indicating recognition of digital tools as supplementary support resources. The prominence of social strategies indicates that students recognize professional writing as inherently collaborative and understand the value of external perspectives in reducing anxiety and improving outcomes.

The comprehensive analysis reveals that students employ diverse, interconnected strategies that address multiple dimensions of professional writing anxiety simultaneously. The predominance of systematic preparation approaches suggests accurate self-assessment of skill development needs. At the same time, the integration of cognitive, environmental, and social strategies demonstrates a sophisticated understanding of anxiety's multifaceted nature. However, the relatively basic cognitive regulation techniques and emerging status of technology integration indicate areas requiring enhanced instructional support. These findings provide evidence-based guidance for developing professional writing instruction that addresses both skill development and anxiety management components, recognizing students' existing problem-solving capabilities while identifying areas for strategic enhancement in preparing students for authentic workplace communication demands.

Discussion

This investigation examined professional writing anxiety among English Education students at Pattimura University, revealing distinctive patterns that extend current understanding of writing anxiety in Indonesian EFL contexts. The findings demonstrate that professional writing anxiety manifests as a moderate but universal phenomenon, with cognitive anxiety emerging as the dominant dimension, time pressure serving as the primary somatic trigger, and students maintaining engagement despite experiencing meaningful psychological challenges. These results provide empirical

evidence for the unique characteristics of professional writing anxiety while illuminating the specific challenges faced by Indonesian EFL students preparing for workplace communication demands.

The predominance of cognitive anxiety aligns consistently with established patterns in Indonesian EFL writing research, confirming findings from several studies (Afdalia et al., 2023b; Nawawi et al., 2024; Nugraheni, 2023; Putra et al., 2024; Wahyuni et al., 2019; Yenti & Susanti, 2025), all of whom documented cognitive anxiety as the most dominant type among Indonesian students. However, this study's professional writing context reveals intensified evaluation fears and grade-related concerns that extend beyond the general academic writing scenarios examined in previous research. While Wahyuni et al. (2019) found moderate anxiety levels among 132 EFL undergraduates in general writing tasks, and Nugraheni (2023) documented cognitive preoccupation in essay writing among 25 fourth-semester students, the current study demonstrates that professional writing contexts amplify these concerns through workplace-specific demands. The specific manifestation of evaluation fears identified here corroborates Li's (2022) meta-analysis of 84 effect sizes, which established moderate to strong associations between cognitive anxiety and performance concerns under evaluative conditions, while supporting Rasool et al.'s (2023) findings among Pakistani pre-service teachers, where cognitive anxiety achieved the highest mean scores.

The identification of time pressure as the primary trigger for somatic anxiety symptoms provides new insights into the physiological dimensions of professional writing anxiety that distinguish it from general academic writing contexts. The finding that 66.6% of students experienced heart palpitations during time-constrained professional writing tasks extends previous Indonesian research, where time pressure was identified as a contributing factor but not systematically analyzed as a primary somatic trigger. Nawawi et al. (2024) noted time pressure and rigid exam formats as heightening somatic arousal. Putra et al. (2024) found that tight time limits for classroom tasks exacerbated somatic responses among secondary students. However, the professional writing context appears to intensify these responses because students recognize that workplace communication operates under authentic temporal constraints that differ qualitatively from academic deadlines. This finding challenges assumptions emerging from previous Indonesian studies that focused primarily on cognitive manifestations, revealing that professional contexts activate physiological stress responses that may interfere with writing performance through increased cognitive load, as demonstrated by Wang et al.'s (2024) structural equation modeling research.

The moderate avoidance behavior scores coupled with continued student engagement represent a particularly noteworthy finding that both confirms and extends patterns observed in previous Indonesian research. Wahyuni et al. (2019) similarly found that despite widespread anxiety, many students employed active strategies to manage it. Nugraheni (2023) observed that while avoidance behaviors appeared in procrastination, eventual task completion occurred. This study's finding that students maintained engagement with professional writing tasks despite experiencing meaningful anxiety levels supports Yu & Zhou's (2022) observation that Chinese EFL learners demonstrated "relatively little avoidance behavior" despite experiencing high cognitive anxiety. The Indonesian educational context appears to foster resilience through cultural values promoting educational persistence, as students continue participating in professional writing activities rather than withdrawing completely. This pattern has important theoretical implications for understanding anxiety-performance relationships in collectivist educational cultures, suggesting that moderate anxiety levels may coexist with constructive engagement rather than inevitably leading to avoidance behaviors.

The systematic categorization of students across anxiety levels addresses a significant gap identified in previous Indonesian research. While only Wahyuni et al. (2019) and Putra et al. (2024) explicitly categorized anxiety into low, moderate, and high levels, other studies were limited to reporting dominant types without level classification. This study's finding that 82.5% of students fall within the moderate anxiety category and 17.5% experience high anxiety levels, with no students demonstrating low anxiety, provides crucial data for designing targeted pedagogical interventions. The comprehensive distribution analysis across cognitive, somatic, and avoidance dimensions offers unprecedented detail for Indonesian EFL contexts, revealing that 35.1% of students experience high cognitive anxiety, 26.3% high somatic anxiety, and 17.5% high avoidance behavior.

The causal analysis revealed a hierarchical pattern where concrete skill deficits create the primary foundation for professional writing anxiety, extending previous Indonesian findings to workplace-oriented contexts. The identification of insufficient practice in professional writing formats as the most significant contributing factor aligns with Wahyuni et al.'s (2019) identification of limited sustained practice as a contributing factor, while extending this finding to specialized workplace genres. The prominence of linguistic difficulties confirms patterns documented across Indonesian studies, where Nugraheni (2023) identified linguistic competence gaps as primary internal sources of cognitive anxiety, Nawawi et al. (2024)

highlighted limited vocabulary and unstable grammar knowledge as major contributors, and Afdalia et al. (2023b) noted perceived insufficiency in academic vocabulary and structure. However, this study's focus on professional writing reveals that linguistic challenges extend beyond general academic language to include business vocabulary, formal sentence structures, and professional tone requirements that previous research did not systematically examine.

The emergence of time pressure concerns as a primary cause provides empirical validation for observations made across previous Indonesian studies. Yenti & Susanti (2025) identified time constraints and high-stakes assessments as intensifying physiological arousal, while Putra et al. (2024) noted tight time limits as clear situational sources of stress. This study's quantitative confirmation of time pressure as a major anxiety cause in professional writing contexts demonstrates how workplace temporal demands create unique challenges that extend beyond traditional academic time pressures documented in previous research.

The systematic nature of student coping strategies reveals sophisticated problem-solving approaches that extend beyond the basic strategies identified in previous Indonesian research. While Wahyuni et al. (2019) found preparation strategies and positive thinking as common responses, and Afdalia et al. (2023b) documented coping strategies such as self-suggestion and seeking mentor advice, this study's identification of four distinct strategy categories demonstrates enhanced sophistication in professional writing contexts. The predominance of systematic preparation and quality control strategies confirms Busse et al.'s (2023) research demonstrating that writing self-efficacy for structure had large effects on text quality, while the integration of cognitive regulation, social support, and emerging technology reflects an understanding of anxiety's multifaceted nature. The emergence of AI-assisted tools as coping resources aligns with Song & Song's (2023) research documenting significant improvements in writing skills and anxiety reduction through ChatGPT integration. This represents an evolution beyond the traditional strategies documented in earlier Indonesian studies.

The mixed-methods design proved particularly effective for capturing the complexity of professional writing anxiety phenomena, addressing methodological limitations identified in previous Indonesian research. While some studies relied on relatively small samples, such as Nugraheni's (2023) 25 participants, Yenti and Susanti's (2025) 20 participants, or Nawawi et al.'s (2024) qualitative case study with 20 participants, this study's combination of 57 quantitative participants with 12 purposively selected qualitative participants provides both statistical stability and contextual depth. The

sequential explanatory approach supports Rasool et al.'s (2023) demonstration that mixed-methods provide enhanced reliability through methodological triangulation, while addressing the call for more rigorous designs in Indonesian writing anxiety research.

The geographical focus on Eastern Indonesian contexts addresses a significant research gap, as previous studies concentrated primarily on institutions in Sumatra, Java, and Bali. Wahyuni et al. (2019) conducted research at Universitas Negeri Padang in West Sumatra, Nugraheni (2023) examined students at a private university, Afdalia et al. (2023b) focused on a single Indonesian institution, and other studies remained geographically concentrated in western regions. This study's location at Pattimura University in Maluku provides the first systematic examination of professional writing anxiety in Eastern Indonesian contexts, revealing that patterns documented in Western regions apply across diverse geographical and cultural contexts while highlighting unique institutional and cultural factors.

The theoretical implications of these findings extend current anxiety frameworks by demonstrating that professional writing contexts create distinct psychological challenges that cannot be fully understood through general academic writing anxiety models established in previous Indonesian research. While the three-dimensional anxiety framework developed by Cheng (2004) and applied across Indonesian studies remains applicable, the professional context appears to modify the relative importance and manifestation of each dimension. The study provides empirical support for situational specificity in anxiety responses, suggesting that context-specific interventions may prove more effective than the general strategies documented in previous Indonesian research.

From a practical perspective, these findings offer evidence-based guidance that addresses limitations identified in previous Indonesian studies. The identification of practice deficiency as the primary causal factor suggests that increased exposure to authentic professional writing tasks should receive priority in instructional design, extending beyond the general academic writing focus of previous research. The prominence of linguistic challenges indicates the need for targeted support in business vocabulary, formal sentence structures, and professional tone development that previous studies acknowledged but did not systematically address in professional contexts. The effectiveness of systematic preparation strategies confirms patterns identified by Wahyuni et al. (2019) while extending these findings to workplace communication preparation.

Despite these contributions, several methodological limitations must be acknowledged when interpreting these results within the context of Indonesian writing anxiety research. The reliance on self-report measures, while consistent with previous Indonesian studies using the SLWAI, may introduce social desirability bias, particularly in Indonesian educational contexts where students may hesitate to report high anxiety levels to authority figures. The cross-sectional design, similar to limitations identified in Wahyuni et al. (2019) and other previous studies, prevents the determination of causal relationships between identified factors and anxiety manifestation. The focus on a single university, while providing necessary contextual depth for Eastern Indonesian representation, restricts generalizability to other Indonesian institutions or international EFL contexts. Additionally, the study examined students currently enrolled in Professional Writing courses, potentially excluding students who avoided such courses due to high anxiety levels, which could result in an underestimation of severe anxiety prevalence.

This investigation makes significant contributions to Indonesian writing anxiety research by establishing empirical evidence for the unique characteristics of professional writing anxiety in Eastern Indonesian EFL contexts. The findings challenge assumptions about anxiety patterns while demonstrating the importance of context-specific research in understanding psychological phenomena within Indonesian educational systems. The identification of concrete skill deficits as primary anxiety causes provides actionable guidance for instructional improvement that extends beyond previous research. At the same time, the documentation of sophisticated student coping strategies offers insights for developing comprehensive support systems in professional writing education. The study establishes a foundation for future research examining the effectiveness of targeted interventions addressing the specific challenges identified in professional writing contexts, while highlighting the need for continued investigation of technology-mediated support systems in Indonesian EFL writing instruction.

Conclusion

This investigation provides empirical evidence that professional writing anxiety among English Education students at Pattimura University manifests as a moderate but universal phenomenon with distinct characteristics that extend beyond general academic writing contexts documented in previous Indonesian research. The study's systematic analysis across cognitive, somatic, and avoidance dimensions reveals that cognitive anxiety dominates ($M = 3.47$), primarily driven by evaluation fears and grade concerns. At the same time, time pressure emerges as the principal trigger for

somatic responses, and students maintain constructive engagement despite experiencing meaningful psychological challenges. The hierarchical pattern of causal factors—insufficient practice in professional writing formats ($M = 3.67$), linguistic difficulties ($M = 3.63$), and time pressure concerns ($M = 3.60$)—demonstrates that professional writing anxiety stems from legitimate skill deficits and authentic workplace demands rather than easily addressed concerns. The identification of sophisticated coping strategies encompassing systematic preparation, cognitive regulation, social support, and emerging technology integration reveals students' problem-solving capabilities while highlighting areas requiring enhanced instructional support. These findings contribute to theoretical understanding by demonstrating context-specificity in anxiety manifestation and provide practical evidence for targeted interventions in professional writing curriculum development.

The study's limitations, including reliance on self-report measures, cross-sectional design, and single-institution sampling, indicate directions for future research employing longitudinal methodologies, physiological anxiety measures, and multi-institutional comparisons across diverse Indonesian contexts. The geographical focus on Eastern Indonesia addresses a significant research gap while highlighting the need for continued investigation of cultural and regional factors influencing writing anxiety patterns. Future research should examine the effectiveness of systematic preparation strategies identified in this study, investigate the role of emerging technologies in anxiety management, and explore the relationship between moderate anxiety levels and writing performance outcomes in professional contexts. The evidence-based recommendations emerging from this investigation—prioritizing authentic workplace writing practice, providing targeted linguistic support for business communication, and implementing systematic preparation strategies—offer concrete guidance for English Education programs seeking to enhance professional writing instruction. The study establishes professional writing anxiety as a distinct construct requiring specialized pedagogical approaches, contributing to a more nuanced understanding of writing anxiety phenomena in Indonesian EFL contexts while providing a foundation for developing comprehensive support systems that address both skill development and anxiety management in workplace communication preparation.

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