

## **High School Students' Perceptions of Flipped Writing Instruction to Reduce Writing Anxiety**

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### **Abstrak**

Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa SMA terhadap Flipped Writing Instruction untuk mengurangi kecemasan dalam menulis dan pilar mana dari empat pilar F-L-I-P yang dianggap paling berguna untuk mengurangi kecemasan siswa dalam menulis. Penelitian ini mengadopsi metode penelitian deskriptif kualitatif dengan desain penelitian studi kasus untuk menganalisis subjek pengguna FWI yang mengalami kecemasan menulis dengan lebih baik. Data diperoleh dari wawancara yang melibatkan 15 siswa kelas 12 dari salah satu SMA negeri di Sidoarjo. Hasil wawancara menyatakan bahwa sebagian besar siswa memiliki persepsi positif terhadap FWI yang disebabkan dan sebagian kecil lainnya memiliki persepsi negatif. Persepsi positif tersebut meliputi dua hal: 1.) fleksibilitas ruang dan waktu, 2.) pembelajaran materi yang spesifik dan 3.) pengurangan beban dan kecemasan yang disebabkan oleh pembelajaran kelompok. Sedangkan persepsi negatif mereka menunjukkan bahwa FWI tidak memiliki efek signifikan pada pengurangan kecemasan dalam menulis karena: 1.) ketidakmampuan dalam melakukan pembelajaran mandiri, 2.) kinerja kelompok belajar yang tidak aktif, dan 3.) kurangnya umpan balik guru. Selain itu, hasil wawancara menyatakan dari empat pilar F-L-I-P, yang dianggap siswa paling membantu dalam mengurangi kecemasan adalah pilar F dan I, karena fleksibilitas dan materi spesifik yang disesuaikan dengan kondisi belajar siswa membuat siswa terbiasa untuk membangun kebiasaan 'belajar' dan mempersiapkan diri sebelum aktivitas di kelas, sehingga kecemasan mereka jauh berkurang.

**Kata Kunci:** Siswa SMA, Persepsi, Menulis, Kecemasan Menulis, Flipped Writing Instruction, Flipped Classroom

### **Abstract**

The aim of this research is to find out High school students' perceptions of Flipped Writing Instruction to reduce anxiety in writing and which of the four pillars of F-L-I-P is considered the most useful for reducing students' anxiety in writing. This research adopts a qualitative descriptive research method with a case study research design for analysis FWI user subjects with anxiety wrote better. Data obtained from that interview involve 15 12th grade students from one of the state high schools in Sidoarjo. Results of the interview stated that Most students have a positive perception of FWI caused and a small number have a negative perception. This positive perception includes two things: 1.) flexibility of space and time, 2.) learning specific material and 3.) reduction of burden and anxiety caused by group learning. Meanwhile, their negative perception shows that FWI does not have a significant effect on reducing anxiety in writing due to: 1.) inability to carry out independent learning, 2.) inactive study group performance, and 3.) lack of teacher feedback. In addition, the interview results stated that of the four pillars of F-L-I-P, what students considered to be the most helpful in reducing anxiety were pillars F and I, because flexibility and specific material adapted to students' learning conditions made students accustomed to building 'study' habits and preparing themselves before activities. in class, so their anxiety is much reduced.

**Keywords:** High School, Writing, Writing Anxiety, Flipped Writing Instruction, Flipped Classroom

## **INTRODUCTION**

Writing is a fundamental skill that not only facilitates academic achievement but also reflects a student's thought process and critical thinking abilities. As an essential component of education, writing allows students to organize their ideas, articulate reasoning, and engage with complex problems. According to Harper and Dunn (2023), writing serves as a cognitive tool that

fosters higher-order thinking by requiring learners to analyze, synthesize, and evaluate information. This process enables students to construct arguments and develop informed perspectives, thereby enhancing their critical thinking capabilities. Also, According to Graham, S., et al. (2021), writing is now an important component for success in practically every subject, including school

and professional situations. However, the process of learning to write is inherently complex, involving a combination of linguistic knowledge, cognitive effort, and creative expression. These demands can overwhelm students, especially when they are required to meet high expectations within limited timeframes. As a result, many students struggle with writing, facing challenges not only in mastering the skill but also in managing the anxiety that often accompanies such a multifaceted task.

In response to this issue, one instructional approach that has gained attention is Flipped Writing Instruction (FWI), which emphasizes student-centered learning through pre-class preparation and interactive in-class activities. By allowing students to engage with learning materials before class and participate in collaborative activities during class time, FWI is expected to reduce the pressure associated with writing tasks and create a more supportive learning environment. Therefore, this study focuses on exploring students' perceptions of the implementation of Flipped Writing Instruction in relation to writing anxiety. Specifically, this study aims to (1) investigate students' perceptions towards Flipped Writing Instruction in reducing writing anxiety, and (2) identify which components of the four pillars of F-L-I-P are perceived as the most helpful in reducing writing anxiety. Accordingly, the research questions guiding this study are: (1) How do students perceive the use of Flipped Writing Instruction in reducing writing anxiety?; and (2) Which components of the four pillars of F-L-I-P are considered the most helpful in reducing writing anxiety based on students' perceptions? This study focuses on students' perceptions of Flipped Writing Instruction (FWI) in relation to writing anxiety, particularly on how its key components support students in the writing process.

The complexity of learning to write can significantly impact students' emotional and cognitive well-being. Writing involves synthesizing ideas, structuring arguments, and ensuring coherence, all of which require considerable cognitive effort (Kellogg, 2008). For learners, especially high school students, this complexity is often compounded by external pressures such as meeting academic standards and adhering to strict deadlines. Such demands can lead to frustration, reduced self-confidence, and, for many, writing anxiety. According to Fareed, et al (2016) as cited from Zhao & Yang (2023), One common definition of writing anxiety is a dislike of writing, situations where one feels like they must write, and the prospect of having to analyze the writing. Writing anxiety, characterized by apprehension or fear associated with writing tasks, affects students' ability to perform and can even hinder their overall learning process (Cheng, 2004). This issue is not merely

an emotional barrier but also a cognitive one, as high levels of anxiety have been shown to impair students' working memory and their capacity to focus on the task at hand (Cassady, 2010). Zhao & Yang (2023), stated that writing anxiety is caused by a person's skill level, willingness to complete the writing task, and fear of receiving negative feedback or criticism from others. Low self-esteem, worry, tension, procrastination, avoidance, and withdrawal are some of the symptoms he talked about that kids with writing anxiety go through. Additionally, Zhao & Yang (2023) argued that the fears associated with writing surpass the expected advantages of having writing skills. Addressing this widespread problem requires innovative approaches that not only simplify the writing process but also create supportive environments that alleviate anxiety.

One promising approach to address writing anxiety is Flipped Writing Instruction (FWI), which adapts the flipped classroom model to focus specifically on writing. According to Chuang et al (2018), as referenced by Fathi & Rahimi (2020), To become more interested and independent in class activities, students in flipped classrooms finish their pre-class homework. FWI reimagines traditional teaching by delivering instructional content outside the classroom—typically through videos, readings, or online modules—while reserving in-class time for interactive, student-centered activities such as discussions, peer reviews, and guided writing practice. According to Villegas (2021), FWI reduces the cognitive overload often associated with writing tasks by allowing students to engage with materials at their own pace before coming to class. This approach not only builds foundational knowledge but also prepares students to actively participate in collaborative and practical learning experiences. Furthermore, research by Liu et al. (2022) found that FWI fosters a supportive classroom environment where students feel more comfortable experimenting with their writing and receiving constructive feedback. Similarly, Alghasab (2020) explored the application of the flipped classroom with Kuwaiti student teachers of the English language. The study found that the flipped classroom provides a more effective learning environment, flexible paced learning capable of improving students' writing strategies, and enhances students' motivation and interaction. By addressing both the cognitive and emotional barriers to writing, FWI emerges as a highly effective strategy for enhancing students' writing skills while mitigating the challenges of writing anxiety.

The implementation of Flipped Writing Instruction (FWI) not only addresses writing anxiety but also actively shapes students' perceptions of the learning process. As the primary beneficiaries of this approach,

students engage deeply with the instructional design and its components, forming distinct preferences and opinions on which aspects they find most beneficial. The FWI model is guided by the F-L-I-P framework by FLN (2021):

1. **F** stands for 'flexible environment'. It offers a variety of learning approaches (such as physically changing the classroom and encouraging group work) as well as a flexible approach to student learning. Educators will commonly physically adjust their learning areas in order to tailor a course or unit for either group work or independent study. They provide customizable environments in which students can learn whenever and wherever they wish. Furthermore, instructors who flip their classrooms are flexible in their expectations for student learning timelines and assessment of student learning.
2. **L** stands for 'Learning Culture'. It refers to the process of transitioning education from a teacher-centered to a student-centered approach, in which students are encouraged to actively participate in discovering, discussing, and co-constructing knowledge through classroom activities. The teacher is the primary source of information in the traditional teacher-centered model. In contrast, the Flipped Learning paradigm consciously shifts instruction to a learner-centered approach, with in-class time dedicated to delving deeper into topics and providing rich learning opportunities. As a result, students actively contribute to knowledge generation by engaging in and evaluating their learning in a way that is personally meaningful to them.
3. **I** stands for 'Intentional content' that makes classroom activities easier (teachers choose the subject their students should research). Flipped Education Teachers are always thinking about how they may help students acquire procedural fluency and conceptual comprehension through the usage of the Flipped Learning approach. They make the decisions about what to teach and what resources students should look into on their own. Teachers use Intentional Content to make the most of class time so they can conduct student-centered, active learning activities based on the grade level and topic matter.
4. **P** stands for "Professional educator," highlights the need of the instructor to supervise and assess group work in addition to providing feedback. The role of a Professional Educator in a Flipped Classroom is often more important and demanding than in a standard classroom. They continuously monitor their students in class, giving them immediate feedback and evaluating their work. In addition to reflecting on their work, professional educators work together to

enhance instruction, welcome constructive criticism, and put up with orderly chaos in the classroom. Professional educators are an essential part of flipped learning, even though their duties are less obvious in a flipped classroom.

Each pillar plays a critical role in facilitating the flipped classroom experience, but their impact can vary depending on individual learners' needs and challenges. Recent studies, such as those by Rodriguez et al. (2023), emphasize that students often perceive the Flexible Environment—allowing them to learn at their own pace and time—as particularly helpful for managing anxiety and improving their understanding. Meanwhile, the emphasis on collaborative activities within the Learning Culture pillar has been shown to foster a sense of community and mutual support, which many students view as instrumental in reducing stress (Kim & Kang, 2021). The personalization offered through Intentional Content and the guidance of a Professional Educator further enhance students' confidence by aligning instructional materials with their specific learning goals. These preferences highlight the importance of understanding students' perceptions to optimize FWI's implementation and ensure it meets their needs effectively. Therefore, it is important to understand the students' perceptions towards the utilization of FWI. According to Akrim and Sulasmi (2020), perception is the process by which an individual uses his five senses to make sense of the world around him and is impacted by his experiences. This process makes him aware of what he has seen, which in turn influences his behavior and attitudes. In order to generate the perception itself, Qiong (2017) states that the following three steps must be completed; selection, organization, and interpretation. The perceptions were analyzed using the two kinds of perceptions result according to Irwanto (2002) and Robbins (2017).

### **Perceptions**

Perception can be classified as either positive or negative depending on the stages that are completed, according to Irwanto (2002) and Robbins (2017). These stages are as follows:

#### **1. Positive Perception**

Positive perception encompasses all knowledge that is maintained in the endeavor to utilise it. Positive perception is an individual's evaluation of information with a favorable view of what is expected from the current rules. All information and knowledge, whether known or unknown, are described positively in positive perception. Additionally, positive interpretations that include people evaluating something in their surroundings are referred to as positive perception.

## 2. Negative Perception

According to Demuth (2013), negative perception is a way of looking at someone in connection to issues that are out of balance with them. Perception that characterizes information as unfavorable or inappropriate for the experienced object, regardless of whether it is known or unknown, is known as negative perception. Stated differently, negative perception is the word used to describe people's negative assessments of the world around them.

## METHODS

Qualitative research was used in this study, particularly case studies. The approach of qualitative research was employed to explore problems that were best addressed through verbal explanations of the ways in which study participants saw and comprehended different facets of their environment. Cresswel (2023) also said that this method focused on problem exploration and a detailed understanding of the main phenomenon or root of the problem.

This research took place at one of the state high schools in Sidoarjo. The study's subjects were students in 12th grade who had been taught by an English teacher who consistently employed FWI when teaching English, particularly when it came to writing, for more than a year. The requirements for the participants were: 1.) 12th grade student from these specific three classes whose English subject was taught by 'Ms. D'; and 2.) student who had experienced or is experiencing 'Writing Anxiety', with several symptoms such as: tend to procrastinate a lot, having a physical discomfort while writing, such as having headache, or feeling nauseous, having no idea to start writing most of the time, feeling unmotivated when it comes to writing, and having the urge to be perfect, especially in writing.

The researcher used purposive sampling and there were 15 students matched the requirements from 78 students as the target population. The aim of this research is to analyze high school students' activity at one of Sidoarjo state high school about perception of FWI to reduce writing anxiety. To attain the aim, the following objectives are 1.) to find out students' perceptions towards the Flipped Writing Instruction (FWI) to reduce writing anxiety; and 2.) to find out which components from four pillars of F-L-I-P are considered the most helpful to reduce writing anxiety based on students' perceptions.

To get the data of the students perception of FWI to reduce writing anxiety, the researcher used interview questions adapted from Andika (2021), the interview questions has been used in their research and already

calculated for the validity. The interview question has been developed based on F-L-I-P pillars.

**Table 1**  
*Interview Questions*

No.	Interview Questions
1.	Do you experience anxiety when writing text in English? Can you describe what you feel when your anxiety or discomfort in writing comes? (The types of anxiety felt by the students)
2.	What do you think is the reason that causes you to feel anxious when writing in English? Why? (The Causes of students' writing anxiety)
3.	Through what media (video/audio/text/article) is the FWI material in your class most often provided and which one do you like the most? (The Pre-class and In-class activities)
4.	At what times do you study the material (video/audio/text/article) given before the lesson? (The Pre-class and In-class activities)
5.	Can you explain what activities the teacher provides in class after providing material to study at home? (The Pre-class and In-class activities)
6.	What is your perception of writing learning taught through the FWI approach? (The Positive and Negative Perceptions of FWI)
7.	In your opinion, does flipped writing help reduce writing anxiety? Why? (The Positive and Negative Perceptions of FWI)
8.	Which part of learning using the FWI approach best reduces writing anxiety in your opinion? (The Most Helpful F-L-I-P Pillars to Reduce Writing Anxiety)
9.	In your opinion, are there things that need to be improved in learning writing with FWI in your class? (The Positive and Negative Perceptions of FWI)

## RESULTS AND DISCUSSIONS

This research was conducted from September to October 2023. The semi structured interview was done to the participants. The purpose and structure of this interview questions were explained to the participants. The procedure of this research included the following steps: doing the interview; reducing the data, transcribing and conclusion drawing. The results of the interview as follows:

### 1. The Types of Writing Anxiety Felt by Students

There are three types of anxiety in students who write: avoidance behavior, somatic anxiety, and cognitive

anxiety. Students who experienced writing anxiety were shown to have the dominating cognitive type and avoidance behavior out of the three categories. This was supported by the results of interviews conducted with several students.

**Table 2**  
 Interview answers related to Anxiety Type

Participant code	Responses	Anxiety Type
P2	P2: "This feeling of anxiety often takes the form of insecurity, for example, I ask my friends back and forth about word order, sentences (grammar), and many other things. In the end, I was not satisfied with the results of my writing, kak (researcher). I feel like I don't really understand but I'm still worried about my score"	Cognitive Anxiety
P3	P2: "Whenever I write in English I don't like it and don't want to. In my head, I always say "no", because for me it is difficult and ultimately makes me feel very uncomfortable. I feel dizzy, worried and stressed if I have to write many paragraphs of text in English. I always look for ways to avoid it, sometimes forgetting not to do it or doing it but only producing a little"	Avoidance Behavior
P6	P6: "I feel like this anxiety makes me afraid to start writing. Getting started is the most difficult part, kak (researcher), because I'm used to having bad thoughts about my ability and the score of my writing in the future. So I often feel 'blank'".	Avoidance Behavior
P7	P7: "I also care about grades, assignments, and presentations. But I admit	Cognitive Anxiety

	that <u>my English is bad, and when I write, I feel really nervous, my heart pounds fast, because I realize that it is very difficult for me to get good grades in my writing. When I ask friends, there are always mistakes, and there will be even lots of mistakes if it has longer paragraphs.</u> "	
P8	P8: ".....I was so anxious that <u>I deliberately didn't do it several times and left out individual writing assignments. I was really 'blank' and didn't know where to start, and because I didn't know anything for too long, I finally chose not to do it.</u> "	Avoidance Behavior

According to students' answers to the interview questions, avoidance behavior and cognitive anxiety were the most common types of anxiety experienced by students. This means that these are the most common sorts of anxiety students experience when writing in a foreign language. The cognitive type is usually characterized by feelings of inferiority that arise when students feel they cannot compete with their friends. Students with this type also often think that they are unable to write and do not have good writing skills. Meanwhile, avoidance behavior is a type or a tendency that makes students 'avoid' any kind of things related to writing activity. They even stop themselves from doing it. The presence of avoidance behavior among students suggests that writing anxiety does not only affect students' feelings but also their actions. Students tend to delay or completely avoid writing tasks as a coping mechanism. This supports earlier findings from Saxena (2022) that anxious learners often engage in avoidance to avoid unexpected circumstances, thoughts, and sensations.

### 1.2 The Causes of Students' Writing Anxiety

There are students' perceptions regarding the causes of their writing anxiety. There are some causes that lead to their anxiety in writing, including lack of English skills, low self-esteem, time pressure, poor techniques, and fear of negative evaluation. Students who experienced writing anxiety were shown to be lacking of English skills, having low confidence, and pressured by

the time, out of the causes mentioned. This was supported by the results of interviews conducted with several students

**Table 3**  
*Interview answers related to Writing Anxiety Causes*

Participant code	Responses	Causes
P2	P2: <i>"I also couldn't develop ideas because I felt like I was blank from the start because I am not good at English".</i>	Lack of English Skills
P3	P3: <i>"Every time my work is checked, it always gets a lot of errors, lots of mistakes, and the feedback has more negative sides than the positive ones"</i>	Lack of English Skills and Self Confidence
P8	P8: <i>"it really burdens me when I have to write many paragraphs at once because the burden is quite a lot".</i>	Time Pressure
P7	P7: <i>"I feel burdened, having to come up with writing ideas, understand grammar, and keep up with the time"</i>	Time Pressure

These answers are part of a longer response which refers to students' reasons for writing anxiety. The findings reveal that students' writing anxiety is influenced by multiple interconnected factors, including lack of English skills, low self-confidence, and time pressure. This suggests that writing anxiety is a multidimensional phenomenon rather than being caused by a single factor as stated by previous findings by Cheng, as described in Saidah (2023). Students who perceived their English skills as insufficient tended to receive negative feedback and lower grades, which in turn reduced their confidence and increased their level of anxiety.

This indicates that external evaluation plays a significant role in shaping students' internal feelings of insecurity when writing. In addition, time pressure was found to intensify students' anxiety, especially when combined with their existing difficulties in developing ideas and using correct grammar. This supports earlier findings from Rezaei and Jafari (2014), that writing on English takes more time for students than writing in their mother tongue or first language. They needed more time to plan, write and revise. This implies that limited time does not only act as an external constraint but also

amplifies students' cognitive and emotional challenges during the writing process.

### 1.3 FWI Pre-class and In-class Activities

There are students' perceptions regarding the pre-class and in-class activities. Students gave answers related to the 'brought home' materials given by the teacher for pre-class activities and activities they did in the class. Furthermore, students also gave their perceptions regarding the materials and activities supported by the results of interviews conducted with several students

**Table 4**  
*Interview answers related to Given Materials in Pre-class activity*

Participant code	Responses	Given materials/activities
P14:	P14: <i>"I prefer videos, kak (researcher)."</i>	Video
P2:	P2: <i>"If it's a video, it's better, because it's practical"</i>	Video
P10:	P10: <i>"For text, it is more often from the internet than taken from books. I also think the text in the book is boring".</i>	Text
P2:	P2: <i>"Usually I study the material at home. Sometimes, in between lessons when there is an 'empty' gap, I watch the video (material)."</i>	Video
P1:	P1: <i>"I study material during breaks, usually while eating. Sometimes I also have the opportunity to ask questions or discuss with my friends about the content of the video"</i>	Video

The findings indicate that teachers commonly provide learning materials in the form of texts and videos as a starting point before writing activities, with students showing a clear preference for videos. Most participants

perceived videos as more engaging and practical due to the integration of audio, visuals, and subtitles, which made the material easier to understand. This suggests that multimodal materials as stated by O'Flaherty & Phillips (2015), may enhance students' comprehension and reduce the difficulty of processing information before writing tasks. In addition, students tend to access these materials flexibly, such as during breaks or in their free time, rather than only at home. This indicates that the accessibility of learning materials allows students to engage with the content more frequently, which may support better preparation for in-class activities. These findings imply that providing varied and flexible learning resources can play an important role in facilitating students' readiness and confidence in writing. This is in line with Flipped Learning Network (2014) which highlight the effectiveness of multimodal input and flexible learning environments in supporting students' learning engagement and preparation.

**Table 5**  
 Interview answers related to In-class Activity

Participant code	Responses	Given materials/activities
P10	"After given <b>material to study at home</b> (outside of teaching and learning activities), <b>in class it is explained again briefly, a kind of review</b> "	Discussions, group/pair works, presentations, and giving feedbacks
P5	"In other English language lessons (English literature), Mr. Z (teacher) doesn't apply FWI, kak (researcher). <u>He used the old methods, all the material was explained in class and that made me feel 'overloaded'.</u> Moreover, writing assignments are more often individual than in groups. ....the feedback is also only given in general after all	Discussions, group/pair works

	<i>students have submitted it. Usually he tells the most mistakes made. The rest, we had to look at our assignment paper, our 'wrongs' and the score. <u>I prefer to learn with Ms. D (teacher) who applies FWI, there are discussions, assignments in pairs, I feel more relaxed.</u></i>	
P8	"Usually when I <u>have been given material to study at home(outside of teaching and learning activities), in class it is explained again briefly, a kind of review. Then, we get group assignments, and discussions about the material while working on the text that must be produced for presentation.</u> .....during the presentation, as usual there will be a QnA session, <u>sometimes it's not questions but feedback and input from other group friends and the teacher. .</u> "	Discussions, group/pair works, presentations, and giving feedbacks
P7	" <b>We get group assignments, and discussions about the material while working on the text that must be produced for presentation</b> "	Discussions, group/pair works, presentations, and giving feedbacks

The findings reveal that in-class activities are primarily conducted through discussions, group or pair work, presentations, and feedback sessions, following the provision of materials in the pre-class stage. This structure indicates that classroom time is utilized for interactive and collaborative learning rather than direct instruction. The prominence of discussion and feedback suggests that students value opportunities to actively engage with the material and with their peers. This may imply that such activities help students feel more involved and present in the learning process, which can enhance their motivation and participation. In addition, receiving feedback from multiple sources (peers, other groups, and the teacher) appears to provide richer learning experiences and deeper understanding. This suggests that collaborative learning environments can support not only students' comprehension but also their confidence in expressing ideas. These findings are consistent with previous studies from Flipped Learning Network (2014) about student-centered learning culture that encourage students to actively participate in discovering, discussing, and co-constructing knowledge through classroom activities and professional educator to supervise and assess group work in addition to providing feedback. Those emphasize that interactive in-class activities and giving feedback play a significant role in promoting student engagement and improving learning outcomes.

#### 1.4 Students' Positive and Negative Perceptions

This part presented students' general perceptions, both positive and negative, towards the implementation of FWI in their classes to reduce their anxiety in writing. Based on the answers given by participants, the majority showed a positive perception of the influence of FWI in reducing students' writing anxiety. they also mentioned that forming groups, and discussion activities in them also helped them to ease the understanding process in the formation of ideas and writing structures, as well as language features, thus preventing them from feeling too heavy a burden and hampering their writing practice process. This was supported by the results of interviews conducted with several students

**Table 6**  
*Interview answers related to Positive Perceptions*

Participant code	Responses	Positive Perceptions
P1	"Learning using FWI is <u>flexible in terms of time</u> , because the material is given first before being discussed, so it can be	time flexibility

	<i>accessed at any time, in your free time, and doesn't have to be in class"</i>	
P3	<i>"Yes, <u>it's really reduced (anxiety in writing)</u>, kak (researcher). Because by bringing the material home, <u>I have my own time to understand</u>, and the <u>material is more specific</u>, so there's not too much to <u>learn</u>. So tomorrow when the teacher explains again, I already understand the 'basics'. Since I've been at home, <u>the ideas have been formed</u> for doing assignments (writing practice) at school, and I'm more enthusiastic"</i>	anxiety reduction, flexible time to study and specific material to study
P5	<i>"There is also <u>less anxiety</u>, because <u>the group work</u>, kak (researcher). There is discussion, and division of work, so <u>the burden is not carried alone</u>. I like group division in writing (producing written products) because the writing work is shared equally with my friends, and before receiving feedback from the teacher or other groups which might be negative, I first get feedback from my group friends who are smarter than me, so when we need to present (our works), <u>I don't worry too much</u> about the feedback from the teacher and other groups."</i>	less anxiety and beneficial group work
P6	<i>"I like it when I have to be in a group because I like to use that time to ask the 'smarter' friends. I also feel that's the only time I really learn to write, and it feels easier, because <u>my mind is not burdened with writing such long texts</u></i>	lesser burden caused of group work

	<i>with three or four paragraphs. I can learn to write little by little. For example, I only get to write one paragraph, so I only need to focus on that paragraph, and also the rules (grammar)”.</i>	
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These comments are part of a longer response which refers to students' positive perceptions regarding FWI to reduce their writing anxiety as well as highlighting which parts of FWI are considered very helpful in reducing writing anxiety. The majority of participants felt that it was very helpful in overcoming the writing anxiety they experienced by using FWI in their classes. This is supported by them choosing which part they feel provides the most significant role, namely flexibility of space and time in studying the material, as well as group work.

The real form of flexibility given to students is by giving them the freedom to understand the material without being bound by the rules of time and space. Time at home is not spent doing homework writing, but is for students to understand the material as well as formulate ideas that are prepared to be processed into writing while at school.

Group work is also beneficial for students because based on participant responses, apart from lightening the workload because there is a division of labor, they are also not burdened with the difficulty of writing long texts. Some of them have complex problems such as poor English, poor understanding of grammar, and developing ideas into structured writing. These problems will be more difficult to overcome and learn if they have to deal with long writing, but with group work, it becomes easier for them and they are not afraid to learn to write because the load is lighter. Apart from that, group work is also used by them to have more freedom to ask friends and not feel like they are bothering them.

Apart from the positive perception which was the response of the majority of participants, there was also a negative perception towards FWI which was considered less significant in reducing students' anxiety in writing.

**Table 7**

*Interview answers related to Negative Perceptions*

Participant code	Responses	Negative Perceptions
P5	<i>“I like the concept of FWI. Although in practice, it is not always as ideal as the concept.</i>	Less active group discussion and improper

	<i>Several group discussions in order to provide feedback were also not very active, sometimes when the students were very active during the discussion, the teacher did not provide feedback. But I like it (FWI)”</i>	teacher feedback
P13	<i>“I don't seem to feel any changes or reductions, kak (researcher). Maybe the methods implemented by the teacher using FWI did not overcome the reasons for my anxiety in writing. I don't know if other students feel it too, but not for me, kak (researcher). .....it's quite helpful with group work, reducing the load so you can still practice writing, but in my opinion it's still not enough (significant). ”</i>	No significant improvement in anxiety reduction
P15	<i>“Not really, kak (researcher). I think FWI is interesting, but in practice I still feel afraid of writing and also lazy. In fact, with groups, sometimes the assignments are not evenly distributed so that my writing portion is not much”</i>	Uneven group work distribution
P8	<i>“.....I find it quite difficult to organize myself to find time to study alone. So when the teacher asked me to study material outside of class hours, I usually could not make the most of it. It feels like it is not more than just homework but without any questions. It even makes me unmotivated to do it”.</i>	Inability to organize themselves to study by their own

These answers are part of a longer response which refers to students' negative perceptions towards FWI. As a result, some students have a negative perception of FWI in terms of reducing anxiety in writing, in addition to other students, the majority of whom have a positive perception of FWI. They may like the concept, but for them FWI has not yet reached the stage of 'helping' them in overcoming and reducing anxiety in writing. Some claimed that rather than allowing students to choose their own learning speed, the flexibility placed upon them burdened them because they were unaccustomed to it and even had trouble understanding the subject matter. As a result, they failed to learn anything at all. There are also students who feel that the material studied at home feels like homework that has not been done. This is of course contrary to the 'flipped' concept of FWI, where students should not be charged with doing things at home. Apart from that, some students also said that group work did make their work easier, but they didn't feel there was a significant effect. Apart from that, there are shortcomings that are considered disturbing, namely the unbalanced division of work between group members.

## 2. The Most Helpful F-L-I-P Pillars of FWI to Reduce Writing Anxiety

The reduction of writing anxiety by applying FWI would not be as effective without these four pillars of FLIP. Therefore, this section contained students' answers regarding which pillars of F-L-I-P they found most helpful in reducing their writing anxiety. Most of them said material flexibility was pillar F, where they had the freedom to organize their space and time in studying, including their pace for studying 'take home' material. This was supported by the results of interviews conducted with several students

**Table 8**

*Interview answers related to the most helpful pillars of FWI*

Participant code	Responses	Pillar
P2	"The part that I felt most useful (to reduce anxiety in writing) from FWI was <u>providing material to study first and writing in groups</u> , because the burden isn't carried alone and I could work together with other friends."	Intentional Content (I) and Flexible Environment (F)
P7	"I feel that somehow the	Intentional

	<i>material given is easier. <u>The material that was used as an 'assignment' to study previously was not difficult material, so I felt willing to watch it (referring to material in the form of videos).</u> After watching the video, the material is discussed again in class, and the assignments are often in groups, so it's not too difficult even though I don't feel very good at writing."</i>	Content (I)
P9	<i>"For me, it helped me because before the material was actually discussed in class, I could study the material that had already been discussed. <u>The material is usually specific, (in the form of) text or video, so it's not like studying a textbook which has extensive discussion.</u> I can also study the material at any time, in installments during breaks, at home."</i>	Intentional Content (I)
P10	<i>"<u>Material can be studied at any time.</u> To be honest, when I feel that the material I'm told to study is a little difficult, I usually study a little at a time, but if I feel (the material) is easy, I just study it at home the day before the scheduled English class. <u>I feel 'safe' because I feel like I have learned,</u> kak (researcher)"</i>	Flexible Environment (F)
P12	<i>"<u>The task (referred to the pre-class material) is easy,</u> kak (researcher). Just study, not answering any questions. The teacher rarely gave that</i>	Intentional Content (I)

	<p><i>(homework). I feel that with this assignment I am not doing homework. When I was in class it was also easier for me to understand because I had studied beforehand and had been given time to understand which I could organize myself. Then in class, when it's time to write, I can work together with friends. So, I am not worried or lazy because I don't feel difficult."</i></p>	
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These answers are part of a longer response which refers to students' perceptions of which F-L-I-P pillars are considered the most helpful to reduce their writing anxiety for them. The first pillar is the pillar most often mentioned, namely the 'F' or Flexibility pillar. The flexibility of time and space gives them the freedom to understand and organize how they learn. Apart from the 'F' pillar, the other pillar is 'I' or 'Intentional Content'. Intentional content refers to the teacher's selection of material content which is divided into two, namely pre-class activity material and in-class activity material. Based on the students' answers, it can be concluded that these two pillars complement each other because they make things easier for students. When students are given flexibility in learning, they show responses and explain positive behavior, namely being independent to organize their own learning activities, whereas with intentional content, students are made easy to learn because the material they are given to study themselves is material that they think is easy and light. understood, so there is a high willingness to learn and be ready to accept more difficult material when in class later.

## CONCLUSION

In order to lessen writing anxiety, this study looks at how high school students perceive FWI. Finding out how high school students view FWI as a means of lowering writing anxiety and which of its pillars they find most useful in doing so is the goal of this study. It was discovered, as was covered in the preceding chapter, that most students had a favorable opinion of FWI as a technique for lowering writing anxiety. This positive perception includes the good impact felt by students during writing practice in English classes that use FWI, because FWI forms students' habits of learning at their own pace, does not provide time and space limits in

learning, utilizes their own study time to explore the material so that it is more ready to write, and reduce the burden of writing by relying on group work and discussions so that each child is able to learn English while using it to follow up on ideas for writing products that will be worked on in small portions.

It was also found that there were several negative perceptions of implementing FWI to reduce anxiety in writing. Several participants said this during interviews, and the results boiled down to two things, namely, according to them, the implementation of FWI had not yet reached the stage of 'helping' them to feel less anxious in writing, so they did not feel any good impact or change in their anxiety in writing. Aside from that, the freedom to learn at their own pace, which is not limited by time or place, becomes a burden due to their inability to learn independently, resulting in pre-activity exercises not being completed.

The pillars of FWI (F-L-I-P) are thought to be the most beneficial and have experienced the greatest influence, according to the findings in the chapter that came before. The participants considered that the flexibility of FWI and the formation of study groups were the two things that had the most impact. These two things come from the F pillar (Flexible Environment) (FLN, 2014) and the I pillar (Intentional content) (FLN, 2014) which shape students into individuals who are able to determine their own learning pace and ultimately form a learning 'culture' where students 'build' the knowledge they have from low order thinking skills material at home, then developed in high order thinking skills material at school with the help of groups and of course accompanying teachers.

These findings are consistent with previous studies from Chuang et al. (2018), cited by Fathi & Rahimi, (2020) about the importance of creating a flexible environment and intentional content in flipped classroom to devote more time to opportunities for integrating and applying students' knowledge. These results suggest that high school students see FWI as a helpful tool for lowering writing anxiety. In this case, they need FWI to form study habits by building and preparing the knowledge they have before developing it into more complicated writing activities to produce decent written products.

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