





















- a. High apprehensive students generate shorter response and fewer words in writing. It also happens when people express orally. It was anticipated that high apprehension would generated fewer words in writing just as they express less orally. A simple word count was made to find the length of response. A word was considered any symbol, including a number, bound by white space on either side.
- b. High apprehensive students reveal less information or knowledge.
- c. High apprehensive students use more adjectives and prepositional phrases in proportion to nouns and pronouns; it is likely that the message produced-skill have fewer main ideas and more description and amplification.
- d. High apprehensive students use fewer words to write.
- e. High apprehensive students more rambling statements using nouns and adjectives in prepositional phrases rather than in noun phrases.

On the other hand, some attributes of low apprehensive students such as students who has low apprehensive are not afraid of majors which require writing. They have flexible, heuristic procedures to help to avoid writing block. They have fewer spelling errors, greater syntactic complexity and greater length than high apprehensive. They give an awareness audience, propose, and organizational writing strategies. They have planning methods and also delay writing to procedure better, can compress writing time or postpone it to avoid anxiety. They can take advantages of multiple drafts.

















