

**EXPLORING ENGLISH AS A FOREIGN LANGUAGE (EFL)
UNIVERSITY STUDENTS' FEELING EMOTIONS IN
WRITING ARGUMENTATIVE TEXTS: A NARRATIVE
STUDY**

A THESIS

Submitted In Partial Fulfilments of the Requirements for the Degree of *Sarjana
Pendidikan* at English Education Department



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
2026**

**EXPLORING ENGLISH AS A FOREIGN LANGUAGE (EFL)
UNIVERSITY STUDENTS' FEELING EMOTIONS IN
WRITING ARGUMENTATIVE TEXTS: A NARRATIVE
STUDY**

A THESIS

Submitted In Partial Fulfilments of the Requirements for the Degree of *Sarjana
Pendidikan* at English Education Department



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
2026**

SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertandatangan di bawah ini:

Nama : Saevia Izzatun Atiqoh

NIM : 20522072

Program Studi : Tadris Bahasa Inggris

Menyatakan bahwa yang tertulis dalam skripsi yang berjudul "**EXPLORING ENGLISH AS A FOREIGN LANGUAGE (EFL) UNIVERSITY STUDENTS' FEELING EMOTIONS IN WRITING ARGUMENTATIVE TEXTS: A NARRATIVE STUDY**" ini benar-benar karya saya sendiri, bukan jiplakan dari karya orang lain atau pengutipan yang melanggar etika keilmuan yang berlaku, baik sebagian atau seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam skripsi ini dikutip berdasarkan kode etik ilmiah. Apabila skripsi ini terbukti ditemukan pelanggaran terhadap etika keilmuan, maka saya secara pribadi bersedia menerima sanksi hukum yang dijatuhkan.

Demikian pernyataan ini, saya buat dengan sebenar-benarnya.

Pekalongan, 12 Juni 2026
Yang membuat
pernyataan,



Saevia Izzatun Atiqoh
NIM. 20522072

Nama Pembimbing
Alamat Pembimbing

NOTA PEMBIMBING

Lamp : 3 (Tiga) Eksemplar
Hal : Naskah Skripsi
Sdr. Saevia Izzatun Atiqoh

Kepada

Yth. Dekan FTIK UIN K.H. Abdurrahman Wahid Pekalongan
c.q. Ketua Program Studi Tadris Bahasa Inggris

Assalamu 'alaikum Wr.Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi :

Nama : Saevia Izzatun Atiqoh
NIM : 20522072
Jurusan : FTIK/Tadris Bahasa Inggris
Judul : EXPLORING ENGLISH AS A FOREIGN LANGUAGE (EFL)
UNIVERSITY STUDENTS' EMOTIONS IN WRITING ARGUMENTATIVE TEXTS: A
NARRATIVE STUDY

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 10 Juni 2026
Pembimbing

Dr. Dewi Puspitasari, S.Pd., M.Pd.
NIP. 19790221 200801 2 008



KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI

K.H. ABDURRAHMAN WAHID PEKALONGAN

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Pahlawan KM. 5 Rowolaku, Kajen, Kabupaten Pekalongan

Website : ftik.uingusdur.ac.id Email : ftik@uingusdur.ac.id

APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, approved this undergraduate thesis by:

Name : SAEVIA IZZATUN ATIQOH

SN : 20522072

Title : EXPLORING ENGLISH AS A FOREIGN LANGUAGE (EFL) UNIVERSITY STUDENTS' FEELING EMOTIONS IN WRITING ARGUMENTATIVE TEXTS: A NARRATIVE STUDY

Has been established through an examination held on Wednesday, 24th June 2026 and accepted in partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners

Examiner I

Ahmad Burhanuddin, M.A.
NIP. 19851215 201503 1 004

Examiner II

Riskiana, M.Pd.
NIP. 19760612 199903 2 001

Pekalongan, 29th June 2026

Assigned by

The Dean of Faculty of Education and Teacher Training

Prof. Dr. H. Muhlisin, M.Ag.
NIP. 19700706 199803 1 001

ACKNOWLEDGEMENT

With heartfelt devotion, I offer endless gratitude to Allah, The Almighty, the supreme teacher of all mankind, through the divine will that has enabled the completion of this undergraduate thesis. May this humble endeavor bring blessings and benefits to the realm of English education. Sholawat and salaam are also extended to our beloved Prophet Muhammad (PBUH), the truthful and trustworthy, for illuminating the path of truth and guiding us from ignorance and selfishness. May Allah's peace and blessings be upon him. My thanks and appreciation are eternally insufficient for his bravery and greatness in guiding us to the truth. I would also like to express my deepest gratitude to all those who have contributed to the completion of this work. Without your unwavering support and selfless contributions, this thesis would have remained a distant dream.

1. The first gratitude goes to my thesis supervisor, Mrs. Dr. Dewi Puspitasari, S.Pd., M.Pd., for her invaluable guidance and support throughout the completion of this thesis.
2. Furthermore, I would like to express my deepest gratitude to my beloved parents, Mr. Junaedi and Mrs. Marfuah, as well as my sister, Ms. Ismi Nurrurizqi, for their boundless support, love, prayers, and encouragement in every step of my journey.
3. I also appreciate the contributions of the lecturers, previous researchers, participants, and examiners, whose efforts have made this thesis written.
4. To all of my friends at Islamic Boarding School who became my fellow partners in struggling through the thesis journey, thank you for always supporting and encouraging each other.

5. To my partner, initials F, whom I often troubled and who truly understands my struggles, thank you for your endless support and encouragement throughout this journey.
6. I would also like to express my gratitude to Kopi Kenangan, the place that often accompanied me while working on my thesis, with its cozy atmosphere and delightful menu that made the writing process more comfortable.
7. Lastly, thank you to my friends whom I previously bothered with countless questions regarding my thesis. I truly appreciate all of your help and patience.



ABSTRAK

Menulis teks argumentatif dianggap sebagai salah satu aktivitas yang menantang bagi siswa EFL karena mengharuskan siswa untuk mengatur ide, mengembangkan argumen, dan menggunakan fitur linguistik yang tepat secara bersamaan. Selama proses penulisan, siswa dapat mengalami berbagai emosi yang membentuk keterlibatan dan pengalaman mereka dalam belajar. Oleh karena itu, penelitian ini bertujuan untuk mengeksplorasi pengalaman emosional siswa EFL dalam menulis teks argumentatif. Penelitian ini menggunakan pendekatan kualitatif dengan desain penyelidikan naratif. Partisipan penelitian ini adalah tiga mahasiswa Pendidikan Bahasa Inggris di sebuah universitas di Pekalongan, Jawa Tengah, yang memiliki pengalaman menulis teks argumentatif di kelas penulisan akademik. Data dikumpulkan melalui wawancara semi-terstruktur dengan para partisipan. Data dianalisis menggunakan prosedur penyelidikan naratif yang diusulkan oleh Clandinin dan Connelly, termasuk membaca teks lapangan, menganalisis pengalaman partisipan, dan menyusun kembali narasi. Temuan menunjukkan bahwa partisipan mengalami emosi positif dan negatif selama proses penulisan teks argumentatif. Emosi positif meliputi kenikmatan, minat, dan kepercayaan diri, sedangkan emosi negatif meliputi kecemasan, kebosanan, kekecewaan, dan rasa malu. Emosi-emosi ini terkait dengan keakraban topik, tata bahasa, referensi, umpan balik, dan pengalaman menulis di kelas. Untuk mengatasi tantangan ini, para peserta menerapkan beberapa strategi seperti beristirahat, mengatur waktu, menggunakan alat digital, dan mengeksplorasi topik lebih dalam. Temuan ini diinterpretasikan melalui Teori Kontrol-Nilai Pekrun, yang menjelaskan bahwa emosi siswa berkaitan dengan bagaimana mereka mempersepsikan nilai suatu tugas dan tingkat kontrol mereka selama kegiatan pembelajaran. Studi ini berkontribusi pada pemahaman tentang pengalaman emosional siswa dalam penulisan argumentatif dalam konteks EFL. Temuan ini diharapkan dapat memberikan wawasan bagi dosen, mahasiswa, dan peneliti masa depan mengenai pentingnya mempertimbangkan aspek emosional dalam pengajaran dan pembelajaran penulisan argumentatif.

Kata kunci: pengalaman emosional, penulisan argumentatif, mahasiswa EFL, penyelidikan naratif, Teori Kontrol-Nilai.

ABSTRACT

Writing argumentative texts is considered one of the challenging activities for EFL students because it requires students to organize ideas, develop arguments, and use appropriate linguistic features simultaneously. During the writing process, students may experience various emotions that shape their engagement and experiences in learning. Therefore, this study aimed to explore the emotional experiences of EFL students in writing argumentative texts. This research employed a qualitative approach with a narrative inquiry design. The participants of this study were three English Education students at a university in Pekalongan, Central Java, who had experience in writing argumentative texts in academic writing classes. The data were collected through semi-structured interviews with the participants. The data were analyzed using narrative inquiry procedures proposed by Clandinin and Connelly, including reading field texts, analyzing participants' experiences, and restorying the narratives. The findings revealed that the participants experienced both positive and negative emotions during the process of writing argumentative texts. Positive emotions included enjoyment, interest, and confidence, while negative emotions involved anxiety, boredom, disappointment, and shame. These emotions were related to topic familiarity, grammar, references, feedback, and classroom writing experiences. To deal with these challenges, the participants applied several strategies such as taking breaks, managing time, using digital tools, and exploring topics more deeply. These findings were interpreted through Pekrun's Control-Value Theory, which explains that students' emotions are related to how they perceive the value of a task and their level of control during learning activities. This study contributes to the understanding of students' emotional experiences in argumentative writing within the EFL context. The findings are expected to provide insights for lecturers, students, and future researchers regarding the importance of considering emotional aspects in the teaching and learning of argumentative writing.

Keywords: *emotional experiences, argumentative writing, EFL students, narrative inquiry, Control-Value Theory*

PREFACE

All praises and gratitude are directed to Allah SWT, who has bestowed His blessings, guidance, health, and patience to complete my thesis, entitled "Exploring English as a Foreign Language (EFL) University Students' Emotions in Writing Argumentative Text". This thesis is submitted to the English Education Department of UIN K.H. Abdurrahman Wahid Pekalongan as one of the requirements for obtaining a Bachelor of Education degree in the English Education Department, Faculty of Teacher Training and Education, UIN K.H. Abdurrahman Wahid Pekalongan. I acknowledge that this thesis is not perfect. Therefore, suggestions and corrections are highly appreciated to improve the quality of this thesis. I would like to express my deepest gratitude to:

1. Prof. Dr. H. Zaenal Mustakim, M.Ag. as the Rector of UIN K.H. Abdurrahman Wahid Pekalongan.
2. Prof. Dr. H. Muhlisin, M.Ag. as the Dean of the Faculty of Teacher Training and Education, UIN K.H. Abdurrahman Wahid Pekalongan.
3. Mr. Ahmad Burhanuddin, M.A. as the Head of the English Education Department, Faculty of Teacher Training and Education, UIN K.H. Abdurrahman Wahid Pekalongan.
4. Furthermore, I would like to extend my sincerest gratitude to my thesis supervisor, Mrs. Dr. Dewi Puspitasari, M.Pd. for her invaluable guidance and support along the way.
5. Furthermore, I would like to express my deepest gratitude to my beloved parents, Mr. Junaedi and Mrs. Marfuah as well as my sister, Ms. Ismi

Nurrurizqi for their boundless support, love, prayers, and encouragement in every step of my journey.

6. I also appreciate the contributions of the lecturers, previous researchers, participants, and examiners, whose efforts have made this thesis written.
7. To all of my friends at Islamic Boarding School who became my fellow partners in struggling through the thesis journey, thank you for always supporting and encouraging each other.
8. To my partner, initials F, whom I often troubled and who truly understands my struggles, thank you for your endless support and encouragement throughout this journey.
9. I would also like to express my gratitude to Kopi Kenangan cafe, the place that often accompanied me while working on my thesis, with its cozy atmosphere and delightful menu that made the writing process more comfortable.
10. Lastly, thank you to my friends whom I previously bothered with countless questions regarding my thesis. I truly appreciate all of your help and patience.



MOTTO

"Success doesn't belong to the clever. Success belongs to those who keep trying."

B. J. Habibie.

"Your future is created by what you do today, not tomorrow."

Saevia Izzatun Atiqoh

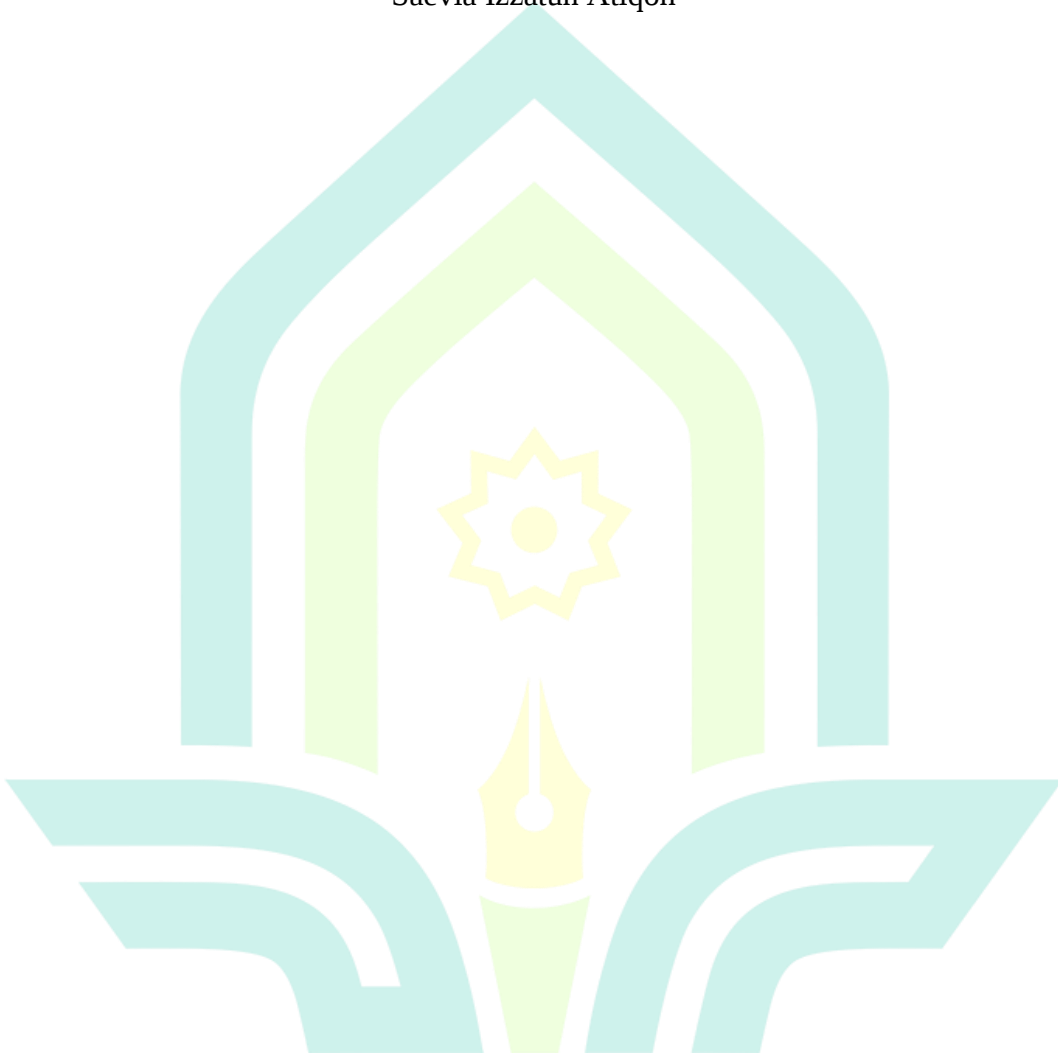


TABLE OF CONTENTS

SURAT PERNYATAAN KEASLIAN SKRIPSI.....	ii
NOTA PEMBIMBING.....	iii
APPROVAL SHEET	iv
ACKNOWLEDGEMENT	v
ABSTRACT	viii
PREFACE	ix
INTRODUCTION.....	1
1. 1. Research Background.....	1
1.2. Formulation of the Problem	2
1.3. Aim(s) of the Study	2
1.4. Operational Definitions.....	3
1.5. Significance of the Study	3
CHAPTER II.....	5
THEORETICAL BACKGROUND	5
2.1 Literature Review	5
2.2 Previous Studies	9
2.3 Conceptual Framework	12
CHAPTER III	13
RESEARCH PROCEDURE	13
3.1. Research Design.....	13
3.2. Setting and Participants.....	13
3.3. Data Collection.....	14
3.4. Data Trustworthiness.....	14
3.5. Data Analysis	15
CHAPTER IV.....	18
RESULTS AND DISCUSSION	18
4.1 Results	18
4.2 Discussions.....	33
REFERENCES.....	44

CHAPTER 1

INTRODUCTION

1. 1. Research Background

In the context of language learning, there are four main skills that should be mastered by EFL learners, namely reading, listening, speaking, and writing. Among these skills, writing is often considered one of the most difficult to develop. Writing is a process of expressing ideas and thoughts in written form to communicate meaning clearly to the reader. In educational contexts, writing plays a crucial role as it serves as a primary tool for communication and academic development (Hyland, 2003). However, writing is a complex activity that requires the integration of multiple cognitive processes such as planning, organizing, and revising (Kellogg, 2008). Writing in a foreign language is more demanding because it requires learners to manage several components at the same time, including linguistic knowledge and idea development (Ferris, 2002). Therefore, writing not only depends on linguistic knowledge but also involves cognitive, psychological, and critical thinking abilities.

Writing skills are interrelated with academic levels. In writing activities, a writer needs to have the ability to organize ideas, analyze data, and construct convincing arguments. This process contributes to the development of cognitive intelligence and the ability to think deeply (Harmer, 2004). Critical thinking skills and language skills are closely related, as language enables individuals to understand the world and express their thoughts (Halpern, 2014). In the context of English education as a foreign language in Indonesia (EFL), this is relevant to the existence of a type of text, namely argumentative text, because to produce effective argumentative writing, learners need to demonstrate higher-order thinking skills and a strong command of the target language (Hyland, 2003).

Argumentative texts need skills in how to write them in order to influence the readers of the text, so that the readers can be confident in the author's opinions or ideas. Therefore, the argumentative text includes opinions that are based on concrete evidence and accompanied by valid information or background so that the reader can believe in that opinion (Dewi et al., 2024).

Meanwhile, according to Özdemir (2018) in an argumentative text, the writer not only conveys their own opinion, but also tries to convince the reader by refuting opposing views. Through writing argumentative texts, students are expected to be able to implement their knowledge and skills in understanding and composing various types of texts, both oral and written. This process is related to real phenomena, by paying attention to the meaning in context, social function, text structure, and linguistic characteristics of the texts they read or write. Strong argumentative texts are produced through a series of stages, including researching a topic, composing a coherent discourse, and pouring ideas into writing (Pei et al., 2017).

Based on the relevant research mentioned above, this study focused on exploring students' emotions when writing argumentative texts, ranging from positive to negative emotions. This study was conducted with English Education students at a university in Pekalongan, Central Java, who had taken writing classes and understood argumentative texts in their lectures. By conducting this research to explore these emotional experiences, the researcher aimed to provide and broaden insights for researchers and readers in understanding students' experiences in writing.

1.2. Formulation of the Problem

This study presents the following research question, consist of:

1. How do students experience emotions when writing argumentative texts?
2. What challenges do students face and what strategies do they use when writing argumentative texts?

By using these research questions, the researcher aims to gain a deeper understanding of the types of emotions experienced by students, as well as the challenges they face and the strategies they use during the process of writing argumentative texts.

1.3. Aim(s) of the Study

The purpose of this study is to explore and understand the emotional experiences engaging in the process of writing argumentative texts, by documenting the narratives they construct around their writing experiences, and gaining deeper insights into the cognitive, affective, and social dimensions involved in their writing process. Eventually, this study aims to enrich learners' pedagogical understanding

and self-awareness by explaining how emotional involvement of text writing shape writing development in an EFL context.

1.4. Operational Definitions

To prevent misunderstandings regarding the terminologies used in this study, the researcher gives the following definitions:

1. **Argumentative Text:** Argumentative text is a type of writing in which the writer expresses an opinion on a topic and supports it with relevant evidence. The purpose of writing argumentative text is to explain and convince the claim or argument being presented (Barbee, 2015).
2. **EFL Students:** English as a Foreign Language is a language learned in a context or environment where it is not used as the primary language in everyday communication. Therefore, EFL Students refer to learners who learn English in a country or environment where English is not the primary language (Oxford, 2003).
3. **Emotional Learning:** A feeling felt by person which includes sadness, joy, anger or happiness. In the context of education, the word feeling is used to express a student of how emotions can engage a learning process (Pekrun, 2006).

1.5. Significance of the Study

1. **Theoretical:** This research contributes to the development of the Control-Value Theory of Achievement Emotions proposed by Pekrun (2006) by applying it in the context of EFL writing, particularly in argumentative text writing. This study provides insights into students' emotional experiences in the writing process and expands the application of the theory in English language education.
2. **Empirical:** This research can provide broad insight based on the data that has been generated about students' experiences of writing argumentative texts.
3. **Practical:** This research provides practical significance, as the findings of this study can serve as a reference for English teachers in designing teaching strategies and other aspects of instruction based on students' experiences,

including their emotional responses during the writing process. In addition, the results of this study help teachers evaluate students' performance in writing argumentative texts.



CHAPTER V

CONCLUSION

5.1. Conclusion

This study explored EFL university students' emotional experiences in writing argumentative texts through a narrative inquiry approach. The findings revealed that the participants experienced both positive and negative emotions throughout the writing process. The positive emotions included enjoyment, interest, and confidence, while the negative emotions consisted of anxiety, shame, and boredom. These emotions emerged from various aspects of the writing process, such as topic familiarity, opportunities to express opinions, grammatical concerns, fear of evaluation, difficulties in finding references, and unfamiliar topics. The findings also showed that students' emotional experiences were dynamic and varied depending on their personal perceptions and writing situations.

Overall, the findings indicate that emotions play an important role in students' experiences of writing argumentative texts. Understanding these emotional experiences can help create a more supportive writing environment and encourage students to engage more positively in argumentative writing activities.

5.2. Recommendation

Based on the findings of this study, several recommendations are proposed. First, for lecturers, it is recommended to provide more flexible and meaningful writing topics that allow students to connect the task with their interests and experiences. Lecturers are also encouraged to create a supportive learning environment by providing constructive feedback that helps students improve their writing without increasing negative emotions.

Second, for students, it is recommended to develop effective strategies for managing emotional experiences during the writing process. Students may improve their writing engagement by enhancing their grammar knowledge, expanding their reading of academic sources,

managing their time effectively, and utilizing available learning resources appropriately.

Third, for future researchers, this study can serve as a reference for further investigations on emotions in EFL writing. Future studies may involve a larger number of participants, explore different types of writing, or examine emotional experiences in different educational contexts to gain broader insights into students' writing experiences.



REFERENCES

- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. New York, NY: Pearson Education.
- Hyland, K. (2003). *Second language writing*. Cambridge, UK: Cambridge University Press.
- Kellogg, R. T. (2008). Training writing skills: A cognitive developmental perspective. *Journal of Writing Research*, 1(1), 1–26.
- Harmer, J. (2004). *How to teach writing*. Harlow, UK: Pearson Education Limited.
- Halpern, D. F. (2014). *Thought and knowledge: An introduction to critical thinking* (5th ed.). New York, NY: Psychology Press.
- Ferris, D. R. (2002). Treatment of error in second language student writing. *Ann Arbor, MI: University of Michigan Press*.
- Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge, UK: Cambridge University Press.
- Agung, G., & Purnama, V. (2021). Journal analysis on difficulties of EFL students' argumentative paragraph writing. *Sphota: Jurnal Linguistik dan Sastra FBA Unmas Journal*, 13(2), 54–64.
- Ali, M., & Nodoushan, S. (2014). Assessing writing: A review of the main trends. *Iranian Institute for Encyclopaedia Research*, 1(2).
- Arias, J. J. (2023). What is language and why does this matter to English teachers? *Argentinian Journal of Applied Linguistics*, 11(1), 4–12. <https://edm.parliament.uk/early-day-motion/56852/future-of-the-british-council>
- Clandinin, D. J. (2006). *Narrative inquiry: A methodology for studying lived experience* (Vol. 27).
- Dewaele, J.-M., & MacIntyre, P. D. (2014). The Two Faces of Janus? Anxiety and enjoyment in the foreign language classroom. *Studies in Second Language Learning and Teaching*, 4(2), 237–274. <https://doi.org/10.14746/ssllt.2014.4.2.5>
- Dewi, C., Sulaeman, Y., Nugraha, R. A., & Mustakim, U. S. (2024). Meningkatkan Hasil Belajar Siswa Dalam Keterampilan Menulis Teks Argumentasi Pada Pelajaran Bahasa Indonesia Dengan Menggunakan Media Video Animasi. *Serumpun Mendidik*, 01, 106.
- Ghiasvand, F., & Banitalebi, Z. (2023). Undergraduate EFL Students' Perceived Emotions in Assessment: Disclosing the Antecedents and Outcomes. *International Journal of Language Testing*, 13(2), 112–113.

- John W. Creswell. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). SAGE Publications.
- Kane, E. F., & Denzin, N. K. (n.d.). *Cover design The Researcher Act A Theoretical Introduction to Sociological Methods*. Retrieved June 13, 2025, from <https://doi.org/10.4324/9781315134543>
- Martina, F., & Liska Afriani, Z. (2020). Pelatihan Pendekatan Genre-Based Pada Pembelajaran Keterampilan Menulis Bagi Guru Bahasa Inggris SMPN 10 Kota Bengkulu. In *Jurnal Inovasi Pengabdian Masyarakat Pendidikan* (Vol. 1, Issue 1). <https://doi.org/10.33369/jurnalinovasi.v1i1.13523>
- Nadia, F. M. B. (2023). An Analysis of Students' Cohesion and Coherence in Writing Argumentative Essay. *Jurnal Pendidikan Dan Konseling*, 5(1). <https://doi.org/10.31004/jpdk.v5i1.11833>
- Özdemir, S. (2018). The Effect of Argumentative Text Pattern Teaching on Success of Constituting Argumentative Text Elements. *World Journal of Education*, 8(5), 112. <https://doi.org/10.5430/wje.v8n5p112>
- Patton, M. Q. (1999). *Enhancing the Quality and Credibility of Qualitative Analysis* (p. 1189).
- Putwain, D. W., Schmitz, E. A., Wood, P., & Pekrun, R. (2021). The Role of Achievement Emotions in Primary School Mathematics: Control-value Antecedents and Achievement Outcomes. *British Journal of Educational Psychology*, 91(1), 347–367. <https://doi.org/10.1111/bjep.12367>
- Refnaldi. (2018). Appraisal in Student Academic Writing. *Qspdffejoh Pg Jofsobujpobm Tfnjobs Po Mbohvbhft Boe Bsut;)JTMB**.
- Sembiring Pandia, B. B., & Sibarani, B. (2021). EFL Learner's Thinking in Argumentative Writing. *International Joint Conference on Arts and Humanities 2021 (IJCAH 2021)*, 618. 10.2991/assehr.k.211223.038
- Rarastuti Tri Pratiwi., Zainal Arifin., & Sumarni., (2014). The Student's Language Learning Strategies in English Foreign Language (EFL) Reading. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, Vol 3, No 8 (2014). <https://doi.org/10.26418/jppk.v3i8.6589>
- Evi Rusmita Dewi Ratna Sari, Inayah, A., & Sutami Dwi Lestari. (2023). AN Analysis of Students Difficulties In Writing Argumentaitve Essays At The Sixth Semester Of English Educational Departement In PGRI University Of Banyuangi. *Lunar*, 7(2), 15–27. <https://doi.org/10.36526/ln.v7i2.3110>
- Sritrakarn, N.-O. (2021). English as a Foreign Language International Journal. *Academics Education International Journals*, 25(4). <https://www.researchgate.net/publication/354065550>

- Tambusai, A., & Nasution, K. (202). Tingkat Pemahaman Bahasa Inggris bagi Siswa Sekolah Menengah Atas (SMA). In *Jurnal PEMA Tarbiyah* (Vol. 26, Issue 1). <http://jurnaltarbiyah.uinsu.ac.id/index.php/pematarbiyah>
- Bungin, B. (2020). *Penelitian kualitatif: Komunikasi, ekonomi, kebijakan publik, dan ilmu sosial lainnya* (3rd ed.). Kencana.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125–132
- Bacha, N. N. (2001). Writing evaluation: What can analytic versus holistic essay scoring tell us? *System*, 29(3), 371–383.
- Hartono, D. A., & Prima, S. A. B. (2025). Emotional dynamics in EFL writing: The interplay of proficiency, enjoyment, and boredom. *EJI (English Journal of Indragiri): Studies in Education, Literature, and Linguistics*, 9(1), 198–203. <https://doi.org/10.61672/eji.v9i1.2891>
- Setyowati, L. (2016). EFL Indonesian students' attitude toward writing in English. *Arab World English Journal*, 7(4), 365–378. <https://doi.org/10.24093/awej/vol7no4.24>
- Moesarofah, F., & Rahayu, D. V. (2023). Emotional engagement in undergraduate thesis writing: A systematic review. *Indonesian Journal of Educational Research and Technology*, 3(1), 47–60.
- Ro'ufiyati, D. F., & Mahbub, M. A. (2023). Students' essay writing anxiety: A narrative study of Indonesian tertiary EFL learners. *Journal of English Educators Society*, 8(1), 24–31. <https://doi.org/10.21070/jees.v8i1.1717>
- Weigle, S. C. (2002). *Assessing writing*. Cambridge University Press.
- Hyland, K. (2003). *Second language writing*. Cambridge University Press.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. SAGE Publications.
- Oshima, A., & Hogue, A. (2006). *Writing Academic English* (4th ed.). Pearson Longman. <https://doi.org/10.1177/003368829002100105>
- Renninger, K. A., & Hidi, S. (2011). Revisiting the conceptualization, measurement, and generation of interest. *Educational Psychologist*, 46(3), 168–184.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman.
- Cheng, Y.-S. (2002). Factors associated with foreign language writing anxiety. *Foreign Language Annals*, 35(6), 647–656.