

REFERENCES

- Anita, R., & Zulhermindra. (2022). Investigating the levels, types, causes and coping strategies of college students' foreign language writing anxiety. *Syntax Literate; Jurnal Ilmiah Indonesia*, 7(3), 3357–3364.
- Ariyanti, A. (2017). Foreign language anxiety in academic writing. *Dinamika Ilmu*, 17(1), 143. <https://doi.org/10.21093/di.v17i1.815>
- Balta, E. E. (2018). The Relationships among writing skills, writing anxiety and metacognitive awareness. *Journal of Education and Learning*, 7(3), 233–241. <https://doi.org/10.5539/jel.v7n3p233>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Cheng, Y.-S. (2004). EFL students' writing anxiety: Sources and implications. *English Teaching & Learning*, 29(2), 41–62.
- Clarke, V., & Braun, Vi. (2013). Teaching thematic analysis: Overcoming challenges and developing strategies for effective learning. *The Psychologist*, 26(2). <https://doi.org/10.4135/9781412963909.n451>
- Cronk-Raby, S. (2018). Writing anxiety: A new look at an old problem [Dissertation]. In *ProQuest LLC*. Grand Canyon University.
- Daly, J. A., & Miller, M. D. (1975). The empirical development of an instrument to measure writing apprehension. *Research in the Teaching of English*, 9(3), 242–249.
- Damaskinidis, G., & Christodoulou, A. (2019). Writing research proposals for social sciences and humanities in a higher education context. In *Cambridge Scholars Publishing*. Cambridge Scholars Publishing.
- Ekmekçi, E. (2018). Exploring Turkish EFL students' writing anxiety. *Reading Matrix: An International Online Journal*, 18(1), 158–175.
- Fang, Z. (2021). Demystifying academic writing: Genres, moves, skills, and strategies. In *Demystifying Academic Writing: Genres, Moves, Skills, and Strategies*. Routledge. <https://doi.org/10.4324/9781003131618>
- Fitrinada, D. M., Leoneto, B. A., & Fiftinova, F. (2018). Students' writing anxiety and its correlation with writing performance. *The Journal of English Literacy Education*, 5(2), 194–207.

- Genç, E., & Yaylı, D. (2019). The second language writing anxiety: The perceived sources and consequences. *Pamukkale University Journal of Education*, 45(45), 235–251. <https://doi.org/10.9779/puje.2018.231>
- Golda, T. L. (2017). Strategies for Coping with Writing Anxiety: An Experimental Study. *TJELLS / The Journal for English Language and Literary Studies*, 7(1).
- Haddad, M. T. A. (2018). Writing anxiety and the use of subordinate clauses in the written compositions of Jordanian EFL undergraduate students. *Theory and Practice in Language Studies*, 8(4), 404–409. <https://doi.org/10.17507/tpls.0804.07>
- Hamid, A. (2017). Agama dan kesehatan mental dalam perspektif psikologi agama. *Healthy Tadulako Journal (Jurnal Kesehatan Tadulako)*, 3(1), 1–14.
- Harahap, Y. O., & Syarif, H. (2022). Students' anxiety in writing introduction of thesis proposal at Universitas Muslim Nusantara Al-Washliyah Medan. *Advances in Social Science, Education and Humanities Research*, 624.
- Heigham, J., & Crocker, R. A. (2009). Qualitative Research in Applied Linguistics. In *Palgrave Macmillan*. <https://doi.org/10.1057/9780230239517>
- Ho, M. (2016). Exploring writing anxiety and self-efficacy among EFL graduate students in Taiwan. *Higher Education Studies*, 6(1), 24–39. <https://doi.org/10.5539/hes.v6n1p24>
- Hudayani, N., Husein, R., & Dirgeyasa, I. W. (2020). Reasons of EFL students' anxiety in writing scientific paper. *Proceedings of the 5th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020)*, 488(5), 163–166. <https://doi.org/10.2991/assehr.k.201124.036>
- Huerta, M., Goodson, P., Beigi, M., & Chlup, D. (2017). Graduate students as academic writers: Writing anxiety, self-efficacy and emotional intelligence. *Higher Education Research and Development*, 36(4), 716–729. <https://doi.org/10.1080/07294360.2016.1238881>
- Jawas, U. (2019). Writing anxiety among Indonesian EFL students: Factors and strategies. *International Journal of Instruction*, 12(4), 733–746. <https://doi.org/10.29333/iji.2019.12447a>
- Jennifer, J. M., & Ponniah, R. J. (2017). Investigating the levels, types and causes of second language writing anxiety among Indian freshmen. *Journal of*

- Asia TEFL, 14(3), 557–563.*
<https://doi.org/10.18823/asiatefl.2022.19.1.10.163>
- Johnson, L., Adams, B. S., Estrada, V., & Freeman, A. (2016). *NMC horizon report: 2016 higher education edition*. The New Media Consortium.
- Kiger, M. E., & Varpio, L. (2020). Thematic analysis of qualitative data: AMEE Guide No. 131. *Medical Teacher, 42*(8), 846–854.
<https://doi.org/10.1080/0142159X.2020.1755030>
- Kivunja, C. (2016). How to write an effective research proposal for higher degree research in higher education: Lessons from practice. *International Journal of Higher Education, 5*(2), 163–172.
<https://doi.org/10.5430/ijhe.v5n2p163>
- Kondo, D. S., & Ying-Ling, Y. (2004). *Strategies for coping with language anxiety: the case of students of English in Japan*.
<https://doi.org/https://doi.org/10.1093/elt/58.3.258>
- Kurniawati, A., & Atmojo, A. E. P. (2022). EFL thesis writing anxiety: Causes, effects, and coping strategies. *EnJourMe (English Journal of Merdeka) : Culture, Language, and Teaching of English, 7*(2), 137–151.
<https://doi.org/10.26905/enjourme.v7i2.8004>
- Kusumaningputri, R., Ningsih, T. A., & Wisasongko, W. (2018). Second language writing anxiety of Indonesian EFL students. *Lingua Cultura, 12*(4), 357–362. <https://doi.org/10.21512/lc.v12i4.4268>
- Mardiansyah, R. (2018). A Correlation between self-confidence and essay writing achievement. *Edukasi: Jurnal Pendidikan Dan Pengajaran, 5*(2), 154–166. <https://doi.org/10.19109/ejpp.v5i2.2326>
- Miri, M. A., & Joia, J. (2018). Writing anxiety in an Afghan EFL setting: Voices from five Afghan students. *Journal of Foreign Language Teaching and Learning, 3*(1), 14–29. <https://doi.org/10.18196/ftl.3125>
- Murray, R., & Moore, S. (2006). The handbook of academic writing: A fresh approach. In *McGraw-Hill Education*. McGraw-Hill Education.
- Parkhurst, E. (2021, October 25). *How hobbies improve mental health*. Utah State University Mental Health Education Extension.
<https://extension.usu.edu/mentalhealth/articles/how-hobbies-improve-mental-health>
- Rahim, S. A., Jaganathan, P., & Mahadi, T. S. T. (2016). An investigation on the effects of writing anxiety on readiness of writing among low proficiency undergraduates. *International Journal of Language Education and Applied Linguistics, 5*, 11–20.

- Razavi, S. A., Shahrabi, A., & Siamian, H. (2017). The relationship between research anxiety and self-efficacy. *Materia Socio Medica*, 29(4), 247–250. <https://doi.org/10.5455/msm.2017.29.247-250>
- Rehelmi, N. A. (2020). The relationship between writing anxiety and writing achievement: A case of one Islamic university in Palembang. *Ta'dib: Jurnal Pendidikan Islam*, 25(1), 21–31. <https://doi.org/10.19109/td.v25i1.5376>
- Rezaei, M., & Jafari, M. (2014). Investigating the levels, types, and causes of writing anxiety among Iranian EFL students: A mixed method design. *Procedia - Social and Behavioral Sciences*, 98, 1545–1554. <https://doi.org/10.1016/j.sbspro.2014.03.577>
- Rohmah, N., & Muslim, A. B. (2021). Writing anxiety in academic writing practice: Insights from EFL learners' perspectives. *Proceedings of the Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)*, 546, 348–354. <https://doi.org/10.2991/assehr.k.210427.053>
- Scott, E. (2022). *The Toxic Effects of Negative Self-Talk*. <https://www.verywellmind.com/negative-self-talk-and-how-it-affects-us-4161304>
- Syarifudin, S. (2020). Survey on EFL students' writing anxiety: Level, types, and causes. *Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra*, 4(2), 122–132. <https://doi.org/10.26858/eralingua.v4i2.13925>
- Toba, R., Noor, W. N., & Sanu, L. O. (2019). The current issues of Indonesian EFL students' writing skills: Ability, problem, and reason in writing comparison and contrast essay. *Dinamika Ilmu*, 19(1), 57–73. <https://doi.org/10.21093/di.v19i1.1506>
- Wahyuni, D., Oktavia, W., & Marlina, L. (2019). Writing anxiety among Indonesian EFL college students: levels, causes, and coping strategies. *Lingua Cultura*, 13(1), 67–74. <https://doi.org/10.21512/lc.v13i1.5239>
- Wahyuni, S., & Umam, K. M. (2017). An analysis on writing anxiety of Indonesian EFL college learners. *JEELS (Journal of English Education and Linguistics Studies)*, 4(1), 105–128.
- Wern, T. C., & Rahmat, N. H. (2021). An investigative study on the types and causes of ESL writing anxiety: A case study of learners from a Chinese independent middle school. *European Journal of English Language Teaching*, 6(3), 19–36. <https://doi.org/10.46827/ejel.v6i3.3553>

- Yee, Nicole L. F. (2020, March 19). *Part 1- Research methodology workshop- a qualitative data analysis with thematic analysis approach* [Video]. YouTube. <https://youtu.be/bPTfvLocQl8>
- Yin, R. K. (2018). Case study research and applications: Design and methods. In *Sage Publication* (6th ed.). <https://doi.org/10.1177/109634809702100108>
- Zainal, Z. (2007). Case study as a research method. *Jurnal Kemanusiaan*, 1–6.
- Zhang, Y., & Dong, L. (2022). A study of the impacts of motivational regulation and self-regulated second-language writing strategies on college students' proximal and distal writing enjoyment and anxiety. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.938346>