

Psychological Challenges in Learning English among EFL Students at SMP Yapindo II



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ABSTRACT

Rizqi Amalia. 2026. *Psychological Challenges in Learning English among EFL Students at SMP Yapindo II Junior High School.* An undergraduate Thesis. English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.

English as a Foreign Language (EFL) learners often experience psychological challenges that influence their participation and learning experiences. This study aimed to investigate the psychological challenges experienced by students at SMP Yapindo II, the factors contributing to these challenges, and the coping strategies they employed during English language learning. A descriptive qualitative approach was employed. Data were collected from 108 students through *open-ended questionnaires* and from 10 *purposively selected* students through *semi-structured interviews*. The data were analyzed using Braun and Clarke's (2006) *thematic analysis*. The findings revealed five major psychological challenges: *anxiety, fear of making mistakes, low self-confidence, low motivation, and boredom or frustration*. *Anxiety* and *fear of making mistakes* were the most frequently reported challenges, particularly during speaking activities and classroom participation. The contributing factors included limited English proficiency, pronunciation and vocabulary difficulties, challenging learning materials, negative peer reactions, classroom conditions, and teacher-related factors. To cope with these challenges, students employed various strategies, including *self-calming*, praying, *independent learning*, using dictionaries and digital resources, seeking support from teachers and peers, and maintaining positive attitudes toward mistakes. The findings support previous theories highlighting the importance of psychological factors in EFL learning and demonstrate that students' emotional experiences are closely influenced by both individual and classroom-related factors. In conclusion, psychological challenges significantly affect students' English learning experiences. Therefore, English teachers and schools should foster supportive classroom environments, encourage positive peer interactions, and promote effective coping strategies to enhance students' confidence, participation, and overall engagement in English learning.

Keywords: *psychological challenges, EFL students, English language learning, coping strategies, qualitative study*

ABSTRAK

Rizqi Amalia. 2026. *Psychological Challenges in Learning English among EFL Students at SMP Yapindo II Junior High School*. A Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Peserta didik yang mempelajari bahasa Inggris sebagai bahasa asing (*English as a Foreign Language / EFL*) sering mengalami berbagai tantangan psikologis yang memengaruhi partisipasi serta pengalaman belajar mereka. Penelitian ini bertujuan untuk menginvestigasi tantangan psikologis yang dialami oleh siswa di SMP Yapindo II, faktor-faktor yang berkontribusi terhadap tantangan tersebut, serta strategi koping yang mereka gunakan selama pembelajaran bahasa Inggris. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Data dikumpulkan dari 108 siswa melalui kuesioner terbuka (*open-ended questionnaire*) dan dari 10 siswa yang dipilih secara purposive melalui wawancara semi-terstruktur. Data dianalisis menggunakan analisis tematik Braun dan Clarke (2006). Hasil penelitian mengungkapkan lima tantangan psikologis utama, yaitu kecemasan (*anxiety*), ketakutan melakukan kesalahan (*fear of making mistakes*), rendahnya rasa percaya diri (*low self-confidence*), rendahnya motivasi (*low motivation*), serta kebosanan atau frustrasi (*boredom or frustration*). Kecemasan dan ketakutan melakukan kesalahan merupakan tantangan yang paling sering dilaporkan, terutama ketika siswa mengikuti kegiatan berbicara dan berpartisipasi di kelas. Faktor-faktor yang berkontribusi terhadap tantangan tersebut meliputi keterbatasan kemampuan bahasa Inggris, kesulitan dalam pengucapan dan kosakata, materi pembelajaran yang menantang, respons negatif dari teman sebaya, kondisi kelas, serta faktor yang berkaitan dengan guru. Untuk mengatasi tantangan tersebut, siswa menerapkan berbagai strategi, seperti menenangkan diri, berdoa, belajar secara mandiri, menggunakan kamus dan sumber belajar digital, mencari dukungan dari guru dan teman sebaya, serta mempertahankan sikap positif terhadap kesalahan. Temuan penelitian ini mendukung teori-teori sebelumnya yang menekankan pentingnya faktor psikologis dalam pembelajaran EFL serta menunjukkan bahwa pengalaman emosional siswa sangat dipengaruhi oleh faktor individu maupun faktor yang berkaitan dengan lingkungan kelas. Sebagai kesimpulan, tantangan psikologis memberikan pengaruh yang signifikan terhadap pengalaman belajar bahasa Inggris siswa. Oleh karena itu, guru bahasa Inggris dan pihak sekolah perlu menciptakan lingkungan kelas yang suportif, mendorong interaksi positif antarsiswa, serta mempromosikan strategi koping yang efektif untuk meningkatkan rasa percaya diri, partisipasi, dan keterlibatan siswa secara keseluruhan dalam pembelajaran bahasa Inggris.

Keywords: *psychological challenges, EFL students, English language learning, coping strategies, qualitative study*

