



Psychodynamic Approach in Learning English at Junior High School

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ABSTRACT

This research aimed to the students' learning components with the psychodynamic approach by identifying the students perceive the psychodynamic approach in learning English, how students implement the psychodynamic approach in learning English, and how students' implementation of the psychodynamic approach impacts the students' English learning achievement. This research occurred in SMP Negeri 3 Sungguminasa, Gowa, and employed qualitative research methods with the observation checklist and semi-structured interview instruments. The participants of the research are six students in the VIII grade. The result of the research concluded that the subconscious mind of students plays a fundamental role in shaping their attitudes toward learning. Student perceptions of learning English indicate that it is difficult, leading to two significant outcomes: motivation and a lack of self-efficacy. This perception also impacts their learning achievements, as the ineffective classroom learning process prevents students from mobilizing their mental energy to perform cognitive functions effectively.

Keywords: *Learning Theory, Psychodynamic Theory, Psychodynamic Approach*

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1. INTRODUCTION

Language is essential for human life in everyday interactions. (Lyons, 1981) stated language is the main form of communication particular groups use within a society. People use language to interact with others around them, and in monolingual societies, speaking the native language is usually enough to meet the needs for communication, education, and employment within that country.

Learning can be broadly defined as any process that in a living organism leads to permanent capacity change and is not solely due to biological maturation or aging (Illeris, 2007). Learning English is crucial as it facilitates global communication, provides access to extensive knowledge and diverse cultures, boosts educational and career prospects, supports involvement in international collaborations, and aids in personal and cognitive development. English is the most commonly spoken second language worldwide and acts as a shared mode of communication between individuals who do not speak the same native language. Therefore, this is particularly crucial when traveling internationally. Good English is vital in these scenarios, as it allows travelers to communicate clearly, manage unfamiliar surroundings, and interact with people from various cultures. Whether it's asking for directions, ordering

meals, or getting assistance in an emergency, proficiency in English empowers travelers to handle diverse situations confidently.

English has increasingly become the global language for communication, and it is used in science, information, business, technology, entertainment, education, and diplomacy. It means English plays an essential part in society. Therefore, mastering English is necessary, especially for the High and Junior School students.

The psychodynamic approach to learning English is based on psychodynamic theory, which highlights the impact of unconscious processes, early life experiences, and emotional dynamics on behavior and learning. This approach explores how students' internal psychological states, such as their emotions, motivations, conflicts, and self-perceptions, affect their ability to acquire and use English.

Focusing on the factor within the psychodynamic approach delves into how students' past experiences and subconscious influences shape their current learning experiences. For instance, a student's emotional responses to language learning can be tied to past experiences or underlying conflicts, affecting their motivation and self-efficacy in learning English. Similarly, a student's self-perception, influenced by their earlier interactions and experiences, can significantly impact their confidence and engagement with the language.

Many previous studies have been carried out on psychological issues in the learning process. Hogain (2019) conducted the research titled "Psychodynamic Incidents in Teaching: Researching Relational Aspects of Classroom Practice." This study explored the psychodynamic concept of transference, which challenges how we set boundaries around ourselves and presents particular difficulties for classroom teachers. By examining this concept, it becomes apparent how these inherent archetypal processes, complex and multifaceted, demonstrate the significant impact of psychodynamic forces when they are not consciously addressed. These forces can disrupt and hinder rational thinking. In educational settings, psychodynamic forces are influential and merit further examination; however, their exploration involves aspects of our personality and relationships that are deeply entrenched and sometimes closely guarded. Therefore, investigating these forces requires careful framing and thorough consideration.

Abdel-Al Ibrahim et al. (2022) conducted the Psychological Factors Affecting the Language-Learning Process in Saudi Arabia: The Effect of Technology-Based Education on High School Students' Motivation, Anxiety, and Attitude through Flipped Learning. This research discovered that using flipped learning as a technology-based instructional method in English language classrooms in Saudi Arabia positively affected students' motivation, decreased their anxiety, and produced effective results. These findings indicate that incorporating technology into language teaching can improve learning outcomes and inspire instructors to use similar methods.

Yang (2023), in research titled "An Investigation of Connections between Junior High School Students' Self-Efficacy, Motivation, and Anxiety in Learning English,". This research aimed to investigate how learning anxiety affects motivation and the underlying mechanisms within the context of English education. A quantitative analysis of the paper utilized questionnaires to collect data from 263 students, and descriptive statistical analysis, correlation studies, and regression analysis were conducted using SPSS 26.0. The findings revealed a significant negative relationship between English learning anxiety and self-efficacy, while self-efficacy was positively correlated with motivation. Furthermore, the study found that self-efficacy partially mediated the relationship between English learning anxiety and learning motivation among junior high school students.

Based on the initial observation made by the researcher at SMP Negeri 3 Sungguminasa, in classroom observation, the researcher is interested in analyzing the psychological issues in learning English. Next, the researchers became curious and tried to explore this research entitled "Psychodynamic Approach in Learning English at Junior High School."

2. METHOD

2.1. Research Design

To answer the research questions, the researcher used a qualitative method with a case study design based on Tomaszewki et al. (2020), which explains that qualitative research values people's lived experiences. Furthermore, they explain that the case study can be complete research such as community studies or programs. In addition, Freenkel & Norman (2012) also state that case study is a qualitative study approach that studies a single individual, event, school, or program, an important example to formulate interpretations of the specific case or to provide helpful generalization.

2.2. Research Subject

The subjects of this research were the six students of VIII grade at SMP Negeri 3 Sungguminasa, particularly in the academic year of 2023-2024.

2.3. Research Instruments

2.3.1. Observation Checklist

Observation is the most basic method for obtaining data in qualitative research. In this research, the researcher uses nonparticipant observation. Nonparticipant observation means the observer does not participate or actively participate in the situation (Ary, 2002).

2.3.2. Interview Guide

In qualitative research, interviews provide a flexible approach to exploring phenomena of interest and can reveal unexpected aspects that were not anticipated at the study's onset. This verbal communication method involves asking participants direct questions to gather specific information. Interviews are particularly effective for collecting detailed insights into individuals' opinions, thoughts, experiences, and feelings.

2.3.3. Documentation

Documentation is the instrument used for taking pictures and audio recordings in the classroom, which can be evidenced by research. Moreover, Lodico et al. (2006) declared that documentations created before the research by the individuals commonly consist of public records, personal writing, and instructional resources. This research used documentation to collect information about the Psychodynamic Approach to Learning English at Junior High School.

2.4. Procedure of Data Collection

2.4.1. The researcher submitted a formal permission letter to SMP Negeri 3 Sungguminasa, Gowa, seeking authorization to conduct the study.

2.4.2. The researcher observed the English learning process in the classroom, focusing on elements relevant to the Psychodynamic Approach. This includes attention to students' attitudes toward learning motivation, self-efficacy, independent learning, and overall learning achievements.

2.4.3. The researcher interviewed selected students to explore the psychological aspects of their English learning. The interviews explored students' attitudes toward learning motivation, self-efficacy, independent learning, and overall learning achievements.

2.4.4. The researcher analyzed the data gathered from observations and interviews to identify patterns and draw conclusions regarding the influence of psychodynamic factors on the students' English learning process.

2.5. Data Analysis

According to Miles et al. (2018), data in qualitative research was used when the data was collected, and it was explained that activity in qualitative data analysis was used interactively and passed continuously until complete, so the data had already saturated.

2.5.1 Data Collection

The researcher collected the data related to the research question by using the instrument of the research. In collecting the data, the researcher observed the situation and condition of the class during the teaching-learning process.

2.5.2. Data Display

After collecting the data through observation, document analysis, and interview, the researcher transcribed the audio recording from the interview session by listening carefully and writing the transcript on the paper. Then, the researcher checked the results of the document analysis.

2.5.3. Data Consideration

After transcribing the data into text, the researcher identified (coding), selected (labeling), and classified the data based on the analysis of the research question of this research.

2.5.4. Drawing and Verifying Conclusion

Verification involves reviewing data considerations and displays to ensure the accuracy and validity of research conclusions. Researchers confirm their findings are reliable by examining how data is presented and interpreted. This thorough review ensures that findings are based on accurate and credible information.

3. RESULTS

The research focused on applying the psychodynamic approach to learning English in Junior High School. Data were collected through observations, interviews, and documentation conducted in the classroom. Six eighth-grade students from SMP Negeri 3 Sungguminasa in Gowa were observed and interviewed about their experiences with the psychodynamic approach to learning English. The study used semi-structured interviews to investigate the students' perceptions, the implementation of the approach, and its impact. Their responses were categorized according to various themes for analysis.

3.1. Students perceive the psychodynamic approach in learning English at Junior High School.

3.1.1. Attitude toward Learning

Some students showed their attitude toward learning. They explained how they responded that English is difficult to understand, leading to the negative perception that English is a complex subject due to various factors in their consciousness.

Extract 1 (S1 28th May 2024)

“Tidak adaji yang gimana-gimana kak, kayak itu ji tadi susah menurutku karena beda juga cara penyebutan sama tulisannya.”

(There's nothing but too difficult for me because the words and pronunciations are different)

The students' statements also showed that they feel no challenge despite considering that difficulties in learning English are also a conscious factor. This awareness leads to a lack of interest and motivation to study English further.

Extract 2 (S2 28th May 2024)

“Tidak tau kak, banyak mungkin karena susah.”

(I do not know, it seems like there are a lot because it's difficult)

The most notable aspect of students' attitudes toward learning is how they respond without concrete reasons, merely stating that learning English is difficult due to differences between vocabulary and pronunciation. The students' experiences are no longer scrutinized (based on their experience that learning English is difficult because most students only start learning when they enter Junior high school), and their perceptions arise from their consciousness.

Extract 3 (S2 28th May 2024)

“Paling kayak kalau telatka kumpul tugas, tidak tuntas tapi ibu seringji kasi keringanan cuma iya nilai standar ku dapat.”

(It's more like I often submit assignments late so I failed but the teacher allows me to take remedial even I only got standard grades)

This tendency also causes students to underestimate their learning outcomes by considering learning English difficult. On the other hand, they do not consider the benefits or drawbacks of the learning process.

3.2. Students' implementation of psychodynamic approach in learning English at Junior High School.

3.2.1. Lack of Self-efficacy

In this case, students often experience a lack of self-efficacy in achieving higher performance. This is caused by limited learning experiences and a lack of understanding of the upcoming material outlines, making students unsure of how to ask questions related to the material. Students explain that they are confused about how to ask questions, and some lack confidence because they have never been involved in question-and-answer sessions during the learning process.

Extract 4 (S1 28th May 2024)

“...susah tapi tidak tauka bertanya eh maksudnya tidak tauka bagaimana caraku bertanya. Biasa ji juga mauka bertanya tapi langsung ji ku tulis kalau ada penjelasan karena ku liatji dari bukunya temanku.”

(Yes, it is but I don't know how to ask. Sometimes, I want to ask questions, but I choose to write them down. I look at my friend's book)

Extract 5 (S2 28th May 2024)

“Tidak pernah kayak ku bilang tadi tidak tauka bagaimana mau bertanya.”

(No, never like I said before I don't know how to asked)

Extract 6 (S3 29th May 2024)

“Karena tidak tau apa mau kutanyakan kak, bingungka juga bagaimana bertanya.”

(Because I don't know what to ask, I'm also confused about how to ask)

Extract 7 (S4 29th May 2024)

“...cuma tidak percaya diri ka mau bertanya bagaimana.”

(No, it's not but I just don't feel confident to ask) (S4)

Conversely, this tendency is also caused by the teacher not mentioning or pointing to students who want to ask questions during the learning process.

Extract 8 (S3 29th May 2024)

“Tidak pernah kak, saya juga tidak pernah ditunjuk.”

(No, I never. The teacher never mention me)

Extract 9 (S4 29th May 2024)

“Pernah tapi jarang karena jarangka juga ditunjuk.”
(Yes, I do but the teacher rarely points on me)

Many students express confusion about how to formulate questions related to the material. This confusion stems from not knowing where to start or what aspects of the content require further exploration. For some, the issue is compounded by a lack of confidence, mainly if they have never been actively involved in question-and-answer sessions during the learning process. Without this engagement, students miss opportunities to practice and develop their questioning skills, which are vital for effective learning.

This lack of experience and confidence can create a cycle of self-doubt, where students avoid asking questions altogether, further limiting their learning opportunities. As a result, their ability to achieve higher academic performance is compromised, reinforcing their initial lack of self-efficacy.

The researchers' observations indicated a lack of students' confidence during the learning process. This is not only due to possibly ineffective learning behavior but also influenced by the classroom learning system. A system that does not actively involve students in the learning process can reduce their participation and engagement, affecting their self-efficacy and learning achievement.

3.2.2. Motivation

Motivation refers to the internal drive and desire to engage in learning activities. It is crucial in determining how actively and persistently students participate in their educational pursuits (Deci & Ryan, 1985). Students believe they are motivated to learn English for future needs, such as continuing their education and traveling abroad.

Extract 10 (S5 3rd June 2024)

“Karena cita-citaku mau keluar negeri terus nanti kalau lanjut kuliah.”
(Because I have dream to visit abroad then take my university degree)

Extract 11 (S6 3rd June 2024)

“Ada karena kan rencana mauka masuk nanti SMK Perhotelan jadi perluka lebih belajar lagi atau ada kesempatan bisa keluar negeri.”
(Yes I do because I have plan to continue my study in vocational high school for hospitality, so I need to study more. Also, if I have the opportunity to go abroad)

Some students have the motivation to learn English, but despite this, they currently lack interest in studying it further. This situation suggests that while students may have an initial drive to learn English, their interest or enthusiasm may not be sustained over time.

Extract 12 (S1 28th May 2024)

“Iye, ada ji kalau semisal nanti SMA/SMK atau masuk kuliah, jalan-jalan ke luar negeri suatu saat ini cuma bukan ji yang penting sekali kak mungkin karena masih susah ku pahami.”
(Yes, I do like it when I enter high school, vocational school, or maybe college someday. Could it be for traveling abroad as well but for me, it's not important now because I still find it difficult to understand)

This shift in attitude can result from various factors, including the difficulty of the material, a lack of relevance to their personal or academic goals, or insufficient support and encouragement. Students may struggle to continue their studies effectively without strategies to maintain engagement. This lack of sustained interest can hinder their progress and impact their overall learning experience.

To address the issue, it is essential to implement strategies that help maintain and enhance students' interest in learning English. This could involve incorporating more engaging and relevant content, providing ongoing encouragement, and creating opportunities for students to see the practical applications of their language skills.

3.2.3. Motivation

Deci and Ryan (1985) defined motivation as the absence resulting from an individual's helplessness and incompetence when faced with a task but due to a lack of starting interest. Some students experience a lack of motivation due to laziness and a lack of interest in learning English.

Extract 13 (S2 28th May 2024)

“Tidak ada iya kak karena tidak terlalu tertarik ka dengan bahasa Inggris.”
(Nothing because I have no interest to English)

Extract 14 (S3 29th May 2024)

“Jujur iya kak, tidak ada. Kalau nanti lanjut ka sebatas ku suka ji saja tidak tertarik untuk ku pelajari lebih jauh.”

(I'll be honest, no. Someday, if I continue my studies, I'll only learn but I'm not interested in learning further)

There are also students who, despite having a little motivation to learn English, believe there is too much material in it.

Extract 15 (S4 29th May 2024)

“Adaji sedikit, karena bahasa inggris banyak harus di pelajari apalagi menurutku juga susah terlalu banyak materinya.”

(There's a bit of that because English has a lot to learn, and I find it difficult too. There's just so much material to cover)

Despite being motivated to learn English, some students feel overwhelmed by the material volume. This perception of excessive content can lead to frustration and a sense of burden, which may diminish their enthusiasm for studying. As a result, even a small initial motivation can be overshadowed by the perceived complexity and breadth of the material. Addressing this issue involves breaking the content into more manageable segments and providing support to help students navigate and engage with the material effectively, ensuring their motivation and learning experience remain positive.

3.2.4. Lack of Independent Learning

According to Bandura (2006), Independent learning is a self-directed educational process that operates with minimal structure and without external assistance. One contributing factor to students' lack of independence in learning is their sense of uncertainty, stemming from not being provided with an overview of the material to be studied. Consequently, they do not have a strategy or plan before the lesson, negatively affecting their approach to assignments and academic performance.

Extract 16 (S1 28th May 2024)

Karena tidak tau materi mana yang akan dipelajari, karena ibu biasa masuk langsung kasi materi ini yang dipelajari tidak di bilangki ini yang dipelajari besok

(Because I don't know which material will be covered, since the teacher enters directly and provides the material of the day without tell us before)

Extract 17 (S2 28th May 2024)

Tidak ada kak, hari itu ji belajar ki belajar ka juga

(There's nothing, I learn English at the day we do learning in class)

Extract 18 (S3 29th May 2024)

Langsung belajar saja hari itu juga

(I started learning right away that day)

Extract 19 (S4 29th May 2024)

Tidak, kak karena ibu tidak bagi materinya langsung hari itu ji di kasiki walaupun ada grup chat whatsapp

(Nothing because the teacher never shared the material directly on group chat, she give the learning material at the day on schedule)

Extract 20 (S5 3rd June 2024)

Tidak ada iya kak, ibu banyakan langsung masuk kasi materi jadi belajar ki hari itu saja tidak di kasi tauki kalau selesai materi ini nanti materi yang lain lagi atau carika di hape di google kalau tidak lengkap yang di buku

(Not at all. The teacher often gives us new material on the same day, so I do not have any clue about the next lesson. Besides that, I usually read books or search on the internet)

Extract 21 (S6 3rd June 2024)

Tidak ada kak karena biasa toh ibu masukpi baru bilang ini yang di pelajari jadi baruki tau materi hari itu juga walaupun ada paling ku pelajari kira-kira ini materi selanjutnya.

(No, because the teacher gives the material on the same day without giving any clues beforehand, so I only find out about the material on that day. If there is any clue, I just guess what the next material would be)

Without a structured plan or understanding of the learning objectives, students may struggle to organize their study time efficiently or prioritize essential concepts. This can result in a fragmented learning experience, where students are unsure how to approach the material or measure their progress. To foster more effective independent learning, providing students with clear outlines and overviews of upcoming content is crucial. This preparation helps them develop strategies and plans, ultimately enhancing their ability to manage their learning process and achieve better academic outcomes.

3.3. Implementing the psychodynamic approach impacts the students' achievement of English learning.

3.3.1. Students' Learning Achievement

According to the students, their achievements in learning English are not very significant. They find understanding English slightly easier but have not yet seen more concrete effects.

This suggests that while students are experiencing some improvement in their English skills, the progress is minimal and not yet translating into more tangible outcomes. It highlights a need for further enhancement of the English teaching methods to ensure that students can achieve more substantial and noticeable improvements in their language proficiency.

Extract 22 (S1 28th May 2024)

“Pas kelas VII yang sekarang kayak sulit ku rasa, lebih gampang waktu kelas VII, materinya lebih mudah ku pahami dibanding sekarang jadi kayak belum terlalu ada efeknya kurasa sejauh ini, kak.”
(When I was in grade VII... Comparing now and then, it's easier back then. I see, there are still no effect for me so far)

According to other students' achievements in learning English, some students have low knowledge. This indicates that while some students may gain a basic understanding of English, their proficiency remains limited. This highlights the need for more effective not from teaching strategies but also student learning behavior and resources to help students achieve a higher level of mastery of the language.

Extract 23 (S2 28th May 2024)

“Tidak tau ka kak, tidak tertarik ka sama bahasa inggris, yang ku tau juga sedikit sekali ji, beberapa kata saja itupun ku terjemahkan dulu baru ka mengerti.”
(I don't know, I'm not interested in English at all. I only know a little, just a few words, and even then I have to translate them to understand)

Extract 24 (S6 3rd June 2024)

“Iye tidak pernahka ikut lomba, paling mengertika sedikit-sedikit kalau ada tulisan yang kudapat.”
(I never participated in any competition but at least I understand when I see a sentence or some words)

However, some students say that the English lessons they receive at school enable them to share their knowledge, such as teaching their siblings at home, even if the way they share their knowledge is limited in scope.

This indicates that while the school's English program has positively impacted some students by boosting their confidence and enabling them to apply what they have learned in real-life situations, there are still limitations in how students can share and use this knowledge. This demonstrates the effectiveness of students' learning behavior in certain contexts and highlights the need for further development and adaptation to enhance students' ability to disseminate their knowledge more broadly and effectively.

4. DISCUSSION

This part of the discussion is the findings from the research questions. The discussion is divided into three parts based on the research questions of this research (1) Students perceive the psychodynamic approach in learning English at Junior High School; (2) Students implement the psychodynamic approach in learning English at Junior High School; and (3) The implementation of the psychodynamic approach impact the students' English learning achievement.

First, student perceptions of learning English showed quite significant results. For example, the average student's attitude towards learning can be influenced by factors such as a lack of learning experience or interest. This attitude is also related to the difficulties faced in learning and directly affects self-confidence and motivation. Considering how student attitudes are influenced by the subconscious, where thought processes significantly regulate behavior, it becomes clear that student attitudes toward learning significantly impact their learning outcomes. This suggests that it is essential to address students' underlying attitudes and motivations to improve learning outcomes. This, in turn, can enhance students' self-confidence and motivation, leading to better academic performance and more significant achievements in learning English.

The second was shown that students often experience a lack of self-efficacy in achieving higher performance. (1) Limited Learning Experiences primarily cause this issue: Insufficient exposure to various learning opportunities can hinder students' ability to develop confidence in their skills and knowledge; (2) Lack of Understanding of Upcoming Material Outlines: When students do not have a clear understanding of what is expected or what will be covered in future lessons, they may struggle to prepare effectively and feel unsure about their ability to engage with the material.

Therefore, implementing the psychodynamic approach in this context revealed students' attitudes toward learning and highlighted two significant outcomes: motivation and motivation. Motivation can be intrinsic or extrinsic. Intrinsic motivation arises from an internal drive or interest in the subject, while extrinsic motivation is influenced by external rewards or recognition. Both types of motivation interact and collectively play a crucial role in encouraging students to study diligently and engage actively with their learning. In contrast, motivation stems from a lack of learning experience and ineffective classroom interactions. It leads to a failure to mobilize mental energy and engage cognitive functions effectively. Students experiencing motivation may feel helpless or unsure about their ability to succeed, resulting in disengagement and a lack of effort.

Another result showed the students' independent learning. In this research, without a clear outline or understanding of what to expect, students may struggle to develop a strategy or plan before the lesson begins. This lack of preparation can negatively impact their approach to assignments and academic performance.

The third psychodynamic approach impacts students' learning achievement. Students believe that their achievements in learning are not very significant, primarily due to internal factors such as difficulties and a lack of motivation. However, external factors also play a crucial role, including (1) Limited Implementation of English Learning: There is a lack of opportunities to practice and use English both within the school environment and outside of it. This limits students' ability to apply their knowledge and develop their skills; (2) Learning System Constraints: The current learning system may not provide adequate opportunities for students to engage actively or express their opinions. This lack of engagement can lead to reduced motivation and lower self-efficacy; (3) Absence of Opportunities: The learning environment may not offer enough chances for students to practice their language skills, participate in discussions, or explore the subject in depth.

For example, if students are not allowed to express their opinions during class, it can result in a lack of engagement and lower self-efficacy. Students may feel less confident in their abilities and less motivated to participate in future learning opportunities.

5. CONCLUSION

Throughout this research, the researcher explored the incentive factor of learning with a Psychodynamic approach to students' learning English that can be seen as mental energy that can be mobilized by individuals to be involved in the learning process, as well as encourage the process of cognition in acquiring the knowledge and skills.

In the previous chapter, the research concluded with an examination of various components of learning, including (1) Attitudes Towards Learning that is students' perspectives and feelings about their learning experiences; (2) Motivation is the driving forces behind students' engagement in learning activities; (3) Lack of Self-Efficacy is insufficient confidence in one's ability to succeed in learning tasks; (4) Lack of Independent Learning that limited ability of students to direct their learning with minimal guidance; (5) Students' Learning Achievement showed the outcomes and performance levels achieved by students. Conversely, the research highlighted motivation issues that defined a lack of motivation characterized by helplessness and disinterest.

These findings illustrate how internal and external factors influence students' learning experiences and outcomes. Internal factors include subconscious influences that affect students' attitudes and behaviors toward learning. External factors encompass contextual elements such as the learning environment, teaching methods, and social interactions.

In addition, it is essential to understand and mitigate the impact of both psychological and contextual factors. This involves recognizing how subconscious influences, such as personal anxieties or previous experiences, can affect students' engagement and performance. Additionally, it is crucial to consider how external factors, such as classroom dynamics or instructional strategies, impact students' learning experiences. By addressing internal and external influences, educators can develop strategies to enhance students' engagement and improve their overall performance in learning English. This approach ensures that interventions are tailored to address the specific needs of students, promoting a more supportive and effective learning environment. Understanding and balancing these factors can lead to more meaningful and successful educational outcomes.

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