**Psychological Factors Faced By Junior High School Students In Learning English**

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**ABSTRACT**

**Purpose of the study:** The purpose of the research was to find out psychological factors faced by students in learning English and to know dominant factor in psychological factor affected students in learning English at the first grade of SMP N 30 Muaro Jambi.

**Methodology:** This reseach used quantitative reseach. The data were collected through close ended questionnaire with 59 statements. There were 69 students with 38 male and 31 female students in Smp N 30 Muaro Jambi participated as the sample of this reseach. The data were analyzed by using frequency and percentage of the participant’s choices and drawn the conclusion based on sub-variables in specification of the questionnaire. There were six psychological factors included in this research they are (motivation, anxiety, self-esteem, attention, cognitive readiness and intelligence).

**Main Findings:** Based on the result in this research all factors from psychological factors show the highest avarage scores (strongly agree and agree). Its means that psychological factor could affect learners to study foreign language and of course psychological factors affected students when they learn English in classroom. Because psychological factors were playing a crucial part in the process of learning.

**Novelty/Originality of this study:** Psychological factors which have been widely acknowledge by the researchers could be viewed as an important element in assessing students academic failure especially attention because attention was one of the important things in learning process

**Keywords:** : Learning English, Psychological factors, Students.

1. **INTRODUCTION**

Psychological factors are the factors are the factors that talk about the psychology of an individual that drive his/her action to seek satisfaction. There are some factors that include psychological factors that related to second language learning, among them are : Lack of motivation, anxiety, self-confidence, shyness, and students fear of ridicule or laughter[1]–[3]. Some factors that include psychological factors that related to second language learning, among them are: Lack of motivation, anxiety, self-confidence, shyness, and students fear of ridicule or laughter [4]–[6]. On the other hand the psychological factors was one factors that influence students difficulties learning English.

At Smp N 30 Muaro Jambi, English subject was taught two times a week by using students worksheet and dictionary as media to help students understand about learning English. Based on the observation and experience of the researcher when she conducted teaching practice (PPL) at SMP N 30 Muaro Jambi for four the months from 24 august 2015 to 21 december 2015, the reseacher found that students had many problems when learning English. For example, many students have less interest in learning English such as they did not pay attention in English lesson, some students were lazy and bored to learn English because they did not understand it, so they do not really focus during learning process [7]–[9].

Many students felt difficult to learn and master English lessons at school especially for the seventh grade, so it influences their English score. They anxious to speak by using English. Some students learned English because they love to learn. They loved to learn with their own favorite activities like watching movies or playing games or because they followed their friends if they disliked they will not keen on learning English too. Some students were unconfident to express ideas by using English in written and spoken in the class even they were reluctant and shy to do communicating in English [10]–[12]. Students were difficult to express their idea that they want to say. They were also fear answer their teachers question by using English because of some psychological factors which were hindered them. The reseacher wanted to find out some factors of psychology that affected students in Smp n 30 Muaro Jambi and the dominant factor that hinder them in learning English among them were motivation, anxiety, self-esteem, attention, cognitive readiness and intelligence..

1. **RESEARCH METHOD**

This chapter presents a description of the method that would be used in this study. This chapter starts from research design, population and sample, techniques of data collection, research instrument, validity of the questionnaire and technique of data analysis [13],[14]. This research used simple survey approach with descriptive quantitative method. Survey research in education involved the collection of information from group of teachers, students, or other person related to the educational process, and the analysis of the information to explain the educational issues. In other word, survey research was a research method that involves the used of questionnaire or statistical survey to collect the data about people and their thought and also their behaviours [15]-[17].

 The data were collected through close ended questionnaire with 59 statements. There were 69 students with 38 male and 31 female students in Smp N 30 Muaro Jambi participated as the sample of this reseach. The data were analyzed by using frequency and percentage of the participant’s choices and drawn the conclusion based on sub-variables in specification of the questionnaire. There were six psychological factors included in this research they are (motivation, anxiety, self-esteem, attention, cognitive readiness and intelligence) [18].

1. **RESULTS AND DISCUSSION**
2. **Results**

The analysis results was presented in the following table from motivation:

|  |  |  |
| --- | --- | --- |
| Kategori | total | Percentage% |
| Strongly Agree  | 362 | 21.2% |
| Agree  | 295 | 17.3% |
| Disagree  | 270 | 15.8% |
| Strongly Disagree | 219 | 12.8% |

shows that the highest mean score is obtained for strongly agree (21,2% ) and 17,3% for agree which interpreted as average mean score in this research. So, the result indicates that motivation influenced students in learning English because motivation was something that encouraged them to learn English. The students got excited about learning English when teachers provide materials using pictures, the students want the teacher to pay more attention to them during the lesson and the students want to learn English if their friends also had willingness to learn English.

The analysis results was presented in the following table from Anxiety:

|  |  |  |
| --- | --- | --- |
| Kategori | total | Percentage% |
| Strongly Agree  | 231 | 21% |
| Agree  | 156 | 14.1% |
| Disagree  | 223 | 20.2% |
| Strongly Disagree | 151 | 13.7% |

shows that the highest mean score is obtained for strongly agree 21% and 14,1% for agree which interpreted as average mean score in this research. So, the result indicates that the students are afraid to answer questions from teachers because they were fear of being laughed at by friends if they made mistake when the students find words or sentences in English that they did not understand. So, they were afraid to ask a teacher or friend.

The analysis results was presented in the following table from Self-esteem:

|  |  |  |
| --- | --- | --- |
| Kategori | total | Percentage% |
| Strongly Agree  | 174 | 21.7% |
| Agree  | 168 | 21% |
| Disagree  | 143 | 17.8% |
| Strongly Disagree | 67 | 8.3% |

shows that the highest mean score is obtained for strongly agree 21,7% and 21% for agree which interpreted as average mean score in this research. So, the result indicates that self-esteem determined a person’s overall mental development it can even affect human behavior. It really influenced students’ mentality. The students were unconfident when the teacher asked something and they did not want to answer the question.

The analysis results was presented in the following table from Attention:

|  |  |  |
| --- | --- | --- |
| Kategori | total | Percentage% |
| Strongly Agree  | 205 | 25.6% |
| Agree  | 160 | 20% |
| Disagree  | 101 | 12.6% |
| Strongly Disagree | 86 | 10.7% |

shows that the highest mean score is obtained for strongly agree 25,6% and 20% for agree which interpreted as average mean score in this research. So, the result indicates that Attention was also one factor in psychological factors as a main factor that influences students in learning English. The students find difficulties in understanding the lessons if the classroom was hot or uncomfotable. It made them difficult to concentrate when studying English.

The analysis results was presented in the following table from Cognitive readiness:

|  |  |  |
| --- | --- | --- |
| Kategori | total | Percentage% |
| Strongly Agree  | 208 | 20.8% |
| Agree  | 204 | 20.4% |
| Disagree  | 152 | 15.2% |
| Strongly Disagree | 129 | 12.9% |

shows that the highest mean score is obtained for strongly agree 20,8% and 20,4% for agree which interpreted as average mean score in this research. So, the result indicates that cognitive readiness is one factor in psychological factors that could influence students when they were learning English in clasroom. The students did not bring dictionary in every English lesson and they did not re-read English material that they have learned previously before English lesson would begin.

The analysis results was presented in the following table from Intelligence:

|  |  |  |
| --- | --- | --- |
| Kategori | total | Percentage% |
| Strongly Agree  | 109 | 21.8% |
|  Agree  | 94 | 18.8% |
| Disagree  | 60 | 12% |
| Strongly Disagree | 76 | 15.2% |

shows that the highest mean score is obtained for strongly agree 21,8% and 18,8% for agree which interpreted as average mean score in this research. So, the result indicates that the students did not have a background of English knowledge because their family never used English. They are difficult to understand English because they are unfamiliar to listen, study, and speak using English.

1. **Discussion**

Based on the findings there were several factors that can be elaborated in this part. First, for motivation, based on the finding, the highest mean score was 21,2% for “strongly agree” and 17,3% for “agree”. It meant motivation affected students when they learn English in classroom. It concluded that students wanted teacher to pay attention to them, they followed their friends who dislike English or like English motivation can be derived urge or may come from the love and the enjoyment of what they are doing. Consequently, the students who study English because they loved it, they were more motivated to learn it because there was urge from someone. For instance, a student who begins studying English initially because a friend is studying it, might continue into the second year due to family pressure to develop proficiency in the language [19],[20]. Motivation is one of the important things in learning process. The motivation could help someone achieve his or her goals if they had strong motivation in doing steps to achieve it. So, students needed motivation to make them interested in learning English. If students did not had any motivation, it would be something that affect them for being unpassionate in learning English.

Second, for anxiety, based on the finding, the highest mean score was 21% for “strongly agree” and 14,1% for “agree”. It means that anxiety also affected students in learning English. It concluded that students did not have confidence to learn English when the students had to communicate with a foreign language, anxiety is a feeling fear which sometimes cannot be controlled. Anxiety was a complex phenomena, it is a human feelings of fear, worry, and nervousness. Most people experienced anxiety in work, in education, and in any life situations. In particular, anxiety was widespread among learners of foreign languages, negative feelings of apprehension learners experience during exams, presentation, and public speech made them waste their energy and lose their concentration when performing tasks [21]. Another important thing was to reduce anxiety which is very common in foreign language classroom. In addition, Anxiety has influence on language learning in the sense that most learners got pressure. It is not only in doing exams, but also in perfoming any other tasks in the language classroom. Anxiety affected learners mentally such as they often forget the words that had learned, they often made mistakes, they often lose concentration biologically, they got accelaration in heart beats and sweat, and they often hesitate what they want to do if teacher ask them to present somenthing by using English.

Third, for self-esteem, based on the finding, the highest mean score was 21,7% for “strongly agree” and 21% for “agree”. It meant self-esteem determined a person’s overall mental development; it could affect human behavior. It concluded that students were unconfident when the teacher asks something and they did not want to answer the question stated that self-estem is probably the most pervasive aspect of human behavior. Self- esteem were the belief in your abilities that you were capable to do things successfully in other words when a learners perfom activities with confidence and without fear of failure [22]. This psychological factor could affect learners to study foreign language. Self-esteem was the belief in your abilities that you were capable to do things successfully in other words when students perform activities with confidence and without fear of failure. Fourth, for attention based on the finding, the highest mean score was 25,6% for “strongly agree” and 20% for “agree”. It meant attention could affected student when they were learning English. It concluded that students exited to learn English if they excepted more attention from teacher, attention governed by several factors: personal relevance, familiarity, novelty, contrasts, changes and emotion. Attention play as an important role in the way we pay attention to certain things and selecting from those possibilities. In addition, if the students did not pay attention towards how to learn , to develop skill, they could not learn English easily but if the students paid attention the result could be well.

Next, for cognitive readiness, based on the finding, the highest mean score was 20,8% for “strongly agree” and 20,4% for “agree”. It means that cognitive readiness could affect student when they were learning English in classroom. It concluded that students always learn English material before English lesson starts to make them easier in learn English, cognitive readiness is a mental preparation (including skills, knowledge, abilities, and motivation) [23]. So, the result of that research was cognitive readiness was one factor from psychological factor could affect students when they learning English in clasroom. The last, for inteligence, based on the finding, the highest mean score was 21,8% for “strongly agree” and 18,8% for “agree”. It meant that inteligence could affect students learning English in clasroom. It concluded that students had memorized and knowledge background of English can make them easier to learn English in classromm intelligence is the ability to learn, understand, and think about things [24]. The analysis showed that intelligence involves extensive capabilities, not only on the ability to understand, solve the problem, but it includes the ability to manage their behavior and ability to learn from his/her experience.

In conclusion, in this research all factors from psychological factors show the highest avarage scores (strongly agree and agree). Its means that psychological factor could affect learners to study foreign language and of course psychological factors affected students when they learn English in classroom. Psychological factors were playing a crucial part in the process of learning [25]. In educational system, psychological factors which have been widely acknowledge by the researchers could be viewed as an important element in assessing students academic failure especially attention because attention was one of the important things in learning process. In fact all factors in psychological factors related to each other. It influenced students in learning English. Attention showed the highest scores was 25,6% for strongly agree and 20% for agree. It could be happened because students did not paid attention to what teacher’s talk and teacher’s teaching. They could get interupting by the situation around them. For example, they could not concentrate because of the noise which come outside. They could not pay attention to what teacher said, they could not learn English very well.

1. **CONCLUSION**

The researcher conducted this research in order to know kinds of Psychological factors faced by junior high school students in learning English. Based on the result explained in chapter IV, the researcher found the pychological factors which influenced students are motivation, anxiety, cognitive readiness, self-esteem, attention, and intellegence. It meants that all factors of psychological factors which were mentioned by the reseacher in this reasearch really were experienced and affected students in SMP N muaro Jambi when they were learning English. The most dominant factors that influence students in learning English is attention.

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