

ABSTRACT

Ameliana. 2025. 21033013. *EXPLORING THE PSYCHOLOGICAL DETERMINANTS CONTRIBUTING TO ENGLISH LEARNING ANXIETY AMONG HIGH SCHOOL STUDENTS*. Thesis. Faculty of Teaching and Training Education of the English Department. Islamic University of Darul ‘Ulum Lamongan.

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This study aims to identify and investigate the psychological determinants contributing to anxiety in learning English among Ahmad Yani 2 Baureno High School students. This study applies the mixed-method approach, combining quantitative procedures through the implementation of questionnaires and qualitative procedures through semi-structured interviews and classroom observations to gain a comprehensive view of the phenomenon under study. Through the administration of questionnaires to 60 participants and in-depth interviews with 10 sampled participants, it was determined that anxiety in learning is highly influenced by fear of negative judgment, low confidence, test anxiety, and insufficient motivation to learn.

Data analysis results showed that the main causes of English learning anxiety were fear of negative assessment, low self-esteem (self-efficacy), exam anxiety, and lack of motivation. The same psychological variables were also shown to influence students' anxiety levels significantly, explaining 63.4%. The qualitative data also confirmed that fear of negative assessment, exam/presentation pressure, and lack of adequate support from the learning environment are the dominant causes of student anxiety. The coping behaviors of students include relaxation, self-enhancement, peer support, and enjoyment during learning through activities such as storytelling and role-playing. It is recommended in this research that teachers implement interactive teaching methods and create a supportive environment of learning within the classroom to prevent and reduce the psychological burden experienced by students.

This study theorizes by contributing to the foreign language learning anxiety body of literature and presents practical suggestions for learning strategy construction and psycho pedagogical intervention in minimizing English learning anxiety among high school students. Theoretical and applied contributions of the present research are: adding to foreign language learning anxiety literature and offering recommendations to teachers, policymakers, and education counselors to develop more responsive interventions to minimize anxiety and enhance English learning achievement among secondary school students. These findings emphasize the need to consider psychological determinants in English learning at the secondary education stage.