

**AFFECTIVE CHALLENGES AND COPING STRATEGIES OF LOW-
ACHIEVING INDONESIAN EFL UNIVERSITY STUDENTS**



A THESIS

Submitted to the English Language Education Study Program as a partial
fulfillment of the requirements for the S.Pd. Degree

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Yang menyatakan,



Syahrial Riefqi Nur Fauzi

MOTTO

-

"And they planned, and Allah also planned, and Allah is the best of planners."

-Q.S Al-Imran: 54

Take the risk or live like that forever.



DEDICATION

Praise be to Allah, Lord of all the worlds. In the name of Allah, the Most Gracious, the Most Merciful, I would like to dedicate this final assignment to:

1. My beloved family, who always supports me by praying, reminding me, and giving me advice to keep my spirits up and not give up easily. From the deeper of my heart, I love you ma, pa, and my brother.
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This study is far from perfect, but it is hoped that it will be beneficial for future research, all related parties, and readers. Therefore, constructive criticism and suggestions are greatly appreciated.

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Purwokerto, 7 Januari 2026

Syahrial Riefqi Nur Fauzi

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Abstract

This study focuses on the affective challenges faced by low-achieving Indonesian EFL university students and examines the ways they manage these challenges during their English learning experiences. Using a qualitative phenomenological approach, the study explores students lived experiences of learning English as a foreign language (EFL). Data were collected through semi-structured interviews with four low-achieving EFL students from a private university in Purwokerto, Central Java, Indonesia. The data were analyzed using thematic analysis, supported by Miles and Huberman's stages of data reduction, data display, and conclusion drawing. The findings show that the students experienced various affective challenges, including anxiety when using English, fear of being negatively evaluated, low confidence, and negative emotional reactions that influenced their participation and engagement in the classroom. These challenges were closely related to language barriers, particularly difficulties in understanding course content and expressing ideas in English. Despite these experiences, the students demonstrated efforts to continue learning by practicing independently, regulating their emotions, motivating themselves, and interacting with peers. These findings illustrate how emotional difficulties shape learning experiences and how students actively respond to them within the EFL context.

Keywords: Affective Challenges, Coping Strategies, EFL Learning, Low-Achieving Students.