

**THE FEAR OF FALLING BEHIND: HOW PERCEIVED
LINGUISTIC DEFICIENCY AFFECTS LANGUAGE LEARNING
MOTIVATION**

**By
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**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2026 AD/ 1448 AH**

**THE FEAR OF FALLING BEHIND: HOW PERCEIVED
LINGUISTIC DEFICIENCY AFFECTS LANGUAGE LEARNING
MOTIVATION**

Undergraduate Thesis

Presented to Faculty of Tarbiyah and Teacher Training
in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan

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FACULTY OF TARBIYAH AND TEACHER TRAINING
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BANJARMASIN
2026**

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Banjarmasin, 29 June 2026

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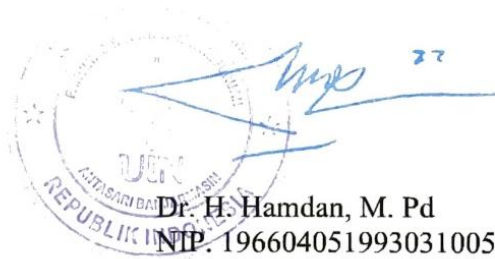
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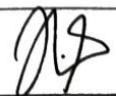
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ABSTRACT

Lisa. 2026. The Fear of Falling Behind: How Perceived Linguistic Deficiency Affects Language Learning Motivation. Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Hidayah Nor, M Pd

Keywords: Feeling of falling behind, linguistic deficiency, language learning motivation, learning strategies, EFL Learners, Self Determination Theory

The feeling of falling behind is a common experience among English language learners and may influence their motivation and learning strategies. This study aimed to explore learners' experiences of feeling left behind in English language learning and to examine how these experiences affected their motivation and learning strategies. A sequential explanatory mixed-methods design was employed. Quantitative data were collected through questionnaires administered to 30 students in the English Language Education Study Program at UIN Antasari Banjarmasin, followed by semi-structured interviews with four participants. The quantitative data were analyzed using descriptive statistics, while the qualitative data were analyzed thematically. The findings indicate that learners experienced feelings of falling behind due to social comparison, differences in prior learning experiences, and perceived weaknesses in language skills. Although these experiences often generated negative emotions, such as insecurity and self-doubt, they generally motivated learners to study harder rather than give up. To cope with these challenges, learners adopted various strategies, including self-regulated, resource-based, collaborative, and affective learning strategies. The findings suggest that feeling left behind can become a source of motivation for learning when learners receive adequate support and actively regulate their own learning.

ABSTRAK

Lisa. 2026. *The Fear of Falling Behind: How Perceived Linguistic Deficiency Affects Language Learning Motivation*. Skripsi. Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari Banjarmasin. Dosen Pembimbing: Hidayah Nor, M Pd

Kata kunci: Perasaan Tertinggal, Keterbatasan Kemampuan Berbahasa, Motivasi Belajar Bahasa, Strategi Belajar, Pembelajaran Bahasa Inggris Sebagai Bahasa Asing, *Self Determination Theory*

Perasaan tertinggal merupakan pengalaman yang umum dialami oleh pembelajar bahasa Inggris dan dapat memengaruhi motivasi serta strategi belajar mereka. Penelitian ini bertujuan untuk mengeksplorasi pengalaman pembelajar yang merasa tertinggal dalam pembelajaran bahasa Inggris serta mengkaji bagaimana pengalaman tersebut memengaruhi motivasi dan strategi belajar mereka. Penelitian ini menggunakan desain *mixed methods* dengan pendekatan *sequential explanatory*. Data kuantitatif dikumpulkan melalui penyebaran kuesioner kepada 30 mahasiswa Program Studi Tadris Bahasa Inggris UIN Antasari Banjarmasin, kemudian dilanjutkan dengan wawancara semi-terstruktur terhadap empat partisipan. Data kuantitatif dianalisis menggunakan statistik deskriptif, sedangkan data kualitatif dianalisis secara tematik. Hasil penelitian menunjukkan bahwa pembelajar mengalami perasaan tertinggal yang disebabkan oleh perbandingan sosial, perbedaan pengalaman belajar sebelumnya, serta persepsi terhadap keterbatasan kemampuan berbahasa. Meskipun pengalaman tersebut sering kali menimbulkan emosi negatif, seperti rasa tidak percaya diri dan keraguan terhadap kemampuan diri, pengalaman tersebut pada umumnya justru memotivasi pembelajar untuk belajar lebih giat daripada menyerah. Untuk mengatasi tantangan tersebut, pembelajar menerapkan berbagai strategi belajar, meliputi strategi pembelajaran secara mandiri (*self-regulated learning strategies*), strategi pembelajaran berbasis sumber belajar (*resource-based learning strategies*), strategi pembelajaran kolaboratif (*collaborative learning strategies*), dan strategi pembelajaran afektif (*affective learning strategies*). Temuan penelitian ini menunjukkan bahwa perasaan tertinggal dapat menjadi sumber motivasi dalam belajar apabila pembelajar memperoleh dukungan yang memadai serta mampu mengatur proses belajar mereka secara aktif.

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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Muharram, 17th 1448 A.H
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Writer

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