

CHAPTER V

CLOSURE

A. Conclusion

This study explores that language learners experienced feelings of falling behind due to a combination of linguistic and non-linguistic factors. The findings revealed that learners frequently compared their abilities with their peers, particularly those with stronger educational backgrounds and higher language proficiency. These experiences were accompanied by various emotional responses, including insecurity, anxiety, nervousness, sadness, and self-doubt, especially during speaking activities, grammar-related tasks, and situations that required immediate language production. The findings indicate that perceived linguistic deficiency is not solely determined by actual language competence but is also shaped by learners' subjective perceptions, prior learning experiences, and social comparison within the learning environment.

This study also found that feelings of falling behind do not necessarily decrease learners' motivation. Instead, many learners transformed these experiences into opportunities for self-improvement by adopting various learning strategies and seeking support from their social environment. Learners demonstrated adaptive behaviors such as using additional learning resources, practicing independently, seeking help from peers and teachers, and engaging

in collaborative learning activities. Furthermore, supportive learning environments played an important role in sustaining learners' motivation and confidence. Interpreted through the lens of Self-Determination Theory (SDT), the findings suggest that fulfilling learners' needs for autonomy, competence, and relatedness can help learners cope with feelings of inadequacy and maintain their engagement in language learning.

B. Suggestions

Based on the findings and conclusions of this study, several suggestions are proposed for students, lecturers, English Education Department, and future researchers.

1. For Students

Students are encouraged to recognize that the feeling of falling behind is a common experience in language learning and does not necessarily reflect their actual language competence. Instead of viewing these feelings as a sign of failure, students should regard them as opportunities for improvement. They are also encouraged to adopt adaptive learning strategies, such as reviewing fundamental concepts, utilizing online learning resources, practicing independently, and seeking support from peers and lecturers when encountering difficulties.

2. For Lecturers

Lecturers are encouraged to create supportive and inclusive learning environments that minimize excessive social comparison among students. They should provide constructive feedback, promote collaborative learning activities, and encourage active participation without creating unnecessary pressure. In addition, lecturers may consider incorporating instructional approaches that support students' autonomy, competence, and relatedness in order to maintain students' motivation and confidence in language learning.

3. For the English Education Department

The English Education Department is encouraged to develop learning environments and academic support programs that accommodate students with diverse educational backgrounds and language proficiency levels. Workshops, peer-learning activities, or supplementary learning programs may help students build confidence and minimize feelings of falling behind during their language learning journey.

4. For Future Researcher

Future researchers are encouraged to further explore perceived linguistic deficiency in different educational contexts to obtain a broader understanding of learners' experiences. Additional attention may also be given to examining the influence of classroom environment, peer interaction, and teacher support on learners' perceptions of falling behind in language learning.