

# UNRAVELING THE CHALLENGES OF UNDERACHIEVING STUDENTS IN LEARNING ENGLISH

Ida Ayu Maharani<sup>1</sup>, I Gusti Agung Vony Purnama<sup>2</sup>

<sup>1,2</sup> ITB STIKOM Bali

[maharani@stikom-bali.ac.id](mailto:maharani@stikom-bali.ac.id)

## ABSTRACT

This study explored the nuanced experiences of underachieving students in English language learning. Two data collection techniques were used in this research: quantitative data obtained from the questionnaire and the qualitative data gained from the semi-structured interview. This study involved 96 students (three classes) in the second semester in English Class of ITB STIKOM Bali. The interview was conducted and two distinct type of underachieving students were found: coasting underachievers and anxious underachievers. Coasting underachievers demonstrate disengagement and lack of motivation, while anxious underachievers exhibit high levels of anxiety and self-doubt. Furthermore, based on the questionnaire result, it was found that tailored interventions addressing the specific needs of each type are crucial for fostering academic success and personal fulfillment. The analysis reveals significant factors influencing students' participation, self-perceived proficiency, and challenges in language acquisition. Understanding these factors enables educators to create inclusive learning environments and implement targeted support strategies. Students express preferences for various forms of support, highlighting the importance of personalized, holistic approaches to English language learning. Leveraging these insights, educators can empower underachieving students to thrive academically and develop essential language skills for success in university and beyond.

**Keywords:** underachieving students; challenges; learning English

## INTRODUCTION

The phenomenon of underachieving students has long been a subject of concern and scholarly inquiry. Underachieving students are those who consistently perform below their expected or potential academic level, often scoring below their peers in assessments and failing to reach their educational goals. The reasons behind underachievement can be multifaceted and vary from one student to another. It not only impacts the academic success of individual students but also has implications for the educational institutions they attend, the overall quality of the educational system, and society at large. Nevertheless, most researchers concur that underachievement is characterized by disparities between a person's potential and their actual performance, behavioral disruptions, and factors related to neurological or cognitive processes. These factors play a significant role in understanding underachievement (Bluer, 1987; Sousa, 2002).

When identifying who qualifies as underachievers in an educational context, it becomes evident that this group encompasses students who: 1) Fail to meet the anticipated performance standards in a specific subject; 2) Exhibit disinterest in or poor academic performance due to behavioral factors; 3) Struggle to excel in a particular subject area; 4) Possess the intellectual capacity required for success but nonetheless fall short of their potential; 5) Face hindrances related to culture, language, and gender that impede their academic success in a school setting.

Mandel and Marcus (1988) outlined six primary categories of underachieving students, characterized as follows:

1. Coasting Underachievers: Typically, these underachievers manifest around the ages of 9 to 10. They appear generally content with themselves and their lives. They tend to procrastinate both at home and in school, often giving up easily when faced with challenges. They display little concern regarding low grades, express well-meaning intentions, but are easily distracted from schoolwork. Their focus on the future seems limited, and they appear unconcerned.

2. **Anxious Underachievers:** Anxious underachievers may surface at any age and typically exhibit a performance deficit ranging from 10% to 20%. They often appear tense and find it challenging to relax. They tend to avoid school, experiencing excessive worry and harboring unrealistic beliefs about their competence and the gravity of their mistakes. They frequently require constant reassurance and approval, and in severe cases, they may even develop school-related phobias. Marcus (2007) noted that anxious underachievers are marked by insecurity, self-doubt, and high levels of tension.

3. **Defiant Underachievers:** More commonly observed among boys, particularly before adolescence, defiant underachievers display a tendency to easily lose their temper. They engage in arguments with authority figures, openly defy them, deliberately annoy others, and often assign blame to others for their own actions or mistakes.

4. **Wheeler-Dealer Underachievers:** Wheeler-dealer underachievers are characterized by impulsiveness and often exhibit charm or intimidation. They tend to be manipulative and driven by self-interest, seeking immediate gratification. They live in the present and prioritize instant rewards. This group may engage in behaviors such as lying, cheating, or stealing.

5. **Identity-Seeking Underachievers:** Underachievers in this category are deeply engrossed in the quest to understand their own identity, which can lead them to become distracted from their academic pursuits (Mandel and Marcus, 1988). They exhibit intense self-absorption, grappling with the fundamental question, "Who am I?" These individuals earnestly search for the meaning of life, approach matters with intense passion, hold strong opinions, and are resolute in their quest for independence.

6. **Sad or Depressed Underachievers:** Underachievers falling into this group are often plagued by feelings of sadness and depression, coupled with low self-esteem (Mandel and Marcus, 1988). These individuals may exhibit signs of apathy, alterations in appetite (either overeating or experiencing a poor appetite), irregular sleep patterns (either excessive sleep or insomnia), low energy levels, fatigue, concentration difficulties, and a prevailing sense of hopelessness and pessimism.

Previously, a study of underachieving students was done by Chiang, T.-H., Thurston, A., & Cockerill, M. (2022) on their study entitled "Examining Basil Bernstein's Rules of Recognition and Realization in the Case of Underachieving Students in Math Tests". The study analysed incorrect responses of underachieving students in mathematics tests and seeks ways to enhance their performance in such assessments. To achieve this objective, a total of 27 in-depth interviews were conducted. The outcomes reveal that these students struggled to apply these principles due to a combination of structural limitations inherent in the wording of test questions and their limited literacy skills. The difference between that study and this study is that the former analyzes students' performance in math, whereas this study focuses on their performance in English. Another study was also conducted by Supendi, Rosna P. (2020) "Analysis Of Underachieving Students' Problems And The Given Guidance". This study used descriptive statistical methods of 38 students of class X of SMK-SMAK Bogor to analyze the problem of underachieving students. The research results show that guidance is needed for underachieving students to be able to overcome their problem and obtain optimal learning achievement. The difference between that study and this study is that the former was conducted with high school students, while this study focuses on university students, who are generally more aware of their capabilities in class. Moreover, another study entitled "Underachiever Student In Learning Mathematics: Causes And Solutions" by Lubis and Dahlan (2023) identify several factors that are thought to be causes of underachiever student and solutions that can be used to provide appropriate support for students in the process of learning mathematics. The results of the analysis show that the causes of underachiever students are internal factors, namely the student's own personality and external factors that come from family and school, then the solutions offered in dealing with underachiever students include the application of fun

learning with cognitive and behavioral strategies, psycho-educational interventions in the form of training and learning with approaches are accompanied by a well-prepared strategy for gifted students. The distinction between the previous research and the current study lies in the scope and methodology. The former relied solely on data pertaining to the causative factors and solutions for underachieving students, utilizing journals indexed by Scopus and SINTA. In contrast, this study involves direct observation of students classified as underachievers and a direct analysis of the factors and challenges they encounter while learning English in the classroom.

Considering how important to know the challenges of underachieving students face in learning English and the factors caused them, a special study is needed. This study investigates the challenges of underachieving students at ITB STIKOM Bali. Thus, how challenges of underachieving students has become an essential issue to be explored. Therefore, the current research aimed to explore the challenges of underachieving students among students that take English class at ITB STIKOM Bali. Thus, the present study's findings are expected to contribute little to the study field of students' learning in classroom. Besides, it is also likely that the findings of the current study can give benefit and input educators and practitioners, specifically EFL teachers and students.

## **METHOD**

Data collection techniques include questionnaire and interviews, and the analysis can be both inductive (qualitative) and deductive (quantitative). This combination allows for the generation of meaningful insights and generalizations. Creswell (2014) supports this approach, noting that mixed method research integrates quantitative and qualitative methods to produce more comprehensive, valid, reliable, and objective data. Initially, researchers distribute questionnaire to participants. The research uses closed-ended format questions. Respondents could provide their own answers to the researcher's questions in an open questionnaire, but in a closed one, they could only select from the options provided. The questionnaires were distributed online to 96 students as respondents at ITB STIKOM Bali where the determination of respondents was carried out using a purposive sampling technique. This sampling technique is a sample determination with certain considerations. The condition is only applied on 96 students who take English class at ITB STIKOM Bali. However, the interview will only be held on 12 students with certain conditions such as: (1) three students with varying levels of language proficiency, especially if language barriers are a contributing factor to underachievement, (2) three students who exhibit behavioral challenges or disengagement in the classroom, as these factors often contribute to underachievement, and (3) three students who consistently underperform academically, such as those with below-average grades or test scores.

## **RESULT AND DISCUSSION**

The questionnaire was distributed to find out the types of underachieving students. The questionnaires that consist of 15 questions were sent to 96 participants by using Google Form link.

When inquiring about an individual's English language learning journey, the initial query that often arises is, "For how long have you been studying English?" Many students reported having studied English for more than 10 years, with some indicating specific durations such as 12, 13, or 17 years. A significant number of students mentioned starting their English language learning journey during their primary school years or even earlier, indicating a long-standing commitment to learning English. Some students specified the exact grade or age at which they began studying English, with many indicating early childhood or elementary school as the starting point.

The second inquiry on the questionnaire pertains to the frequency with which students utilize the English language outside of their English class, "How often do you use English outside of the English class?" The responses reflect a varied frequency of English language usage outside of the classroom, with some students indicating regular or occasional use, while others rarely or never use English in non-academic contexts. 45% students mentioned using English for communication with foreigners, such as tourists, overseas friends, or family members from English-speaking countries. Some students highlighted specific situations where English is utilized, such as in gaming contexts, social media interactions, work environments with foreign customers, or when interacting with strangers online. 16% mentioned they use English sometimes when it's only needed. A few students mentioned using English for entertainment purposes, such as singing along to English songs or watching English movies. Sadly, 39% of students noted infrequent or nonexistent use of English outside of the classroom, citing limited exposure to English-speaking individuals or a lack of confidence in their language abilities.

The third inquiry posed to students pertains to their self-assessment of confidence levels when utilizing English, measured on a scale from 1 to 10. The question is "On a scale of 1 to 10, how confident do you feel when using English?" 75 students reported feeling confident in their English proficiency above the midpoint of the scale, which is represented by a score of 5 or higher. This finding suggests that a significant portion of the student population possesses a positive outlook on their ability to communicate effectively in English.

The fourth question asked to students is "What are your feelings about learning English?" 95% of students expressed positive feelings, reflecting a significant majority. This indicates a strong inclination towards embracing the process of learning English among the student population. However, it is noteworthy that a small subset of 5% students expressed indifference towards learning English. While this group represents a minority within the surveyed population, their indifference may indicate a lack of strong emotional engagement or interest in the language learning process.

The fifth question is "How much time do you dedicate to English homework/study per week?" some students allocate significant time, such as 20 hours or more, demonstrating a strong commitment to language learning. Meanwhile, others devote around 4-7 hours per week, indicating a moderate level of dedication to English study. A few students report spending only a couple of hours per week, while some mention spending minimal time or none at all on formal English study. Several students mention engaging with English outside of formal study settings, such as through music, movies, or interaction with foreigners, suggesting an informal approach to language learning.

The sixth question sent out to students is "Do you find it challenging to complete English assignments on time?" A significant portion of students (43%) acknowledge finding it difficult to complete English assignments on time, citing reasons such as procrastination, laziness, and the complexity of tasks. Some students (17%) express uncertainty or state that it depends on the difficulty of the assignment or their time management skills. Others (30% of students) indicate that they do not face significant challenges in completing English assignments on time, either because they prioritize their tasks effectively or because they find the assignments manageable. Meanwhile, a few students (10%) mention specific difficulties, such as struggling with grammar or vocabulary, which may hinder their ability to complete assignments promptly.

The seventh question "How frequently do you participate in English class discussions or activities?" Out of the surveyed students, a notable portion, comprising approximately 25% of the respondents, stated that they consistently participate in class discussions or activities, using the term "Always" to describe their involvement. The majority of students, constituting around 70% of the respondents, indicated that their participation varies, using the term

"Sometimes" to describe their engagement. This fluctuating level of involvement implies that these students participate to some extent but may not consistently do so in every class session or activity. A smaller subset, representing roughly 5% of the respondents, expressed minimal participation, using terms such as "Rarely" or "Never."

The eighth question sent out to students "What factors influence your decision to participate or not participate in class?" Notably, the largest percentage of responses, accounting for approximately 40%, centered around personal interest in the subject matter. This suggests that students are more likely to engage actively when they find the topics personally engaging or relevant to their interests. Following closely behind, at around 35%, is the impact of teaching style on student participation. Furthermore, the social dynamics within the classroom, including interaction with friends, emerged as a notable influence, comprising approximately 25% of responses. This highlights the importance of peer relationships in shaping students' participation behaviors.

The ninth question "On a scale of 1 to 10, how well do you understand English?" The majority of students rated their understanding between 5 to 8 on the scale. This indicates that a significant portion of the students feels moderately confident in their English language skills. Additionally, there are variations in the extremes of the scale. A small percentage of students rated their understanding at the lowest end of the scale, with 2% rating themselves at 1, 5% at 3, and 7% at 4. On the other hand, there are also students who perceive themselves as highly proficient, with 11% rating themselves at 9 and 8% at 10. These students may be capable of more challenging language tasks and could benefit from opportunities to further develop their language skills through advanced coursework or enrichment activities.

The tenth question "Which one is the hardest skill to learn?" Among the four language skills, listening emerged as the most commonly cited challenge, with 38 occurrences. This suggests that many students struggle with comprehending spoken English, potentially due to factors such as speed, accent variations, and difficulties in parsing auditory information. Following closely behind, speaking was identified by 30 students as a significant challenge. This difficulty may arise from factors such as limited vocabulary, difficulty in forming coherent sentences, fear of making mistakes or being judged by others, and lack of confidence in pronunciation or fluency. Additionally, 18 students cited writing as a challenging skill. Writing proficiency requires mastery of grammar and syntax, vocabulary usage, paragraph structure, and coherence. Finally, reading was identified as the least challenging skill, with 10 occurrences.

The eleventh question "How often do you read English texts (books, articles, etc.) outside of class?" sheds light on their independent language learning habits and their level of exposure to English outside of the classroom environment. Students who read English texts regularly outside of class are likely to have greater exposure to vocabulary, sentence structures, and language conventions, which can contribute to improved language proficiency. On the other hand, underachieving students who read English texts infrequently may lack the necessary practice and exposure needed to develop their language skills effectively. Identifying these differences in reading habits helps pinpoint areas for improvement and targeted support. Students' responses to this question can reveal their preferred modes of language learning. Some students prefer reading as a primary means of language practice and skill development, while others may rely more on speaking, listening, or writing activities.

The twelfth question asked to students is "On a scale of 1 to 10, how hard it is for you to understand written English material?" Approximately 15% of students reported low difficulty levels (students who choose 1-4) in understanding written English material. These students find the material relatively easy to comprehend, suggesting higher language proficiency or familiarity with the content. Meanwhile, 55% of students fell into moderate category (students who choose between 5-7), indicating a majority perceive some level of

difficulty in understanding written English material. On the other hand, 30% of students reported high levels of difficulty (students who choose (8-10) in understanding written English material. These students likely face significant barriers to comprehension, which could stem from various factors such as language proficiency, learning disabilities, or lack of exposure to English outside of school.

The thirteenth question asked to students is “On a scale of 1 to 10, do you find it challenging to understand spoken English, especially in fast-paced conversations?” Out of a total of 96 students surveyed, here is a breakdown of their responses: Low Difficulty (1-4): Approximately 16% of students indicated that they find it relatively easy to understand spoken English, even in fast-paced conversations. These students may have higher proficiency in listening comprehension, enabling them to grasp verbal information effectively; Moderate Difficulty (5-7): The majority of students fell into this category, 57% of them expressing some level of difficulty in understanding spoken English. While they may generally comprehend spoken language, fast-paced conversations present challenges for them, possibly due to the speed of delivery or unfamiliar vocabulary; High Difficulty (8-10): A significant portion of students, approximately 27% of students reported high levels of difficulty in understanding spoken English, particularly in fast-paced conversations. These students may struggle to keep up with rapid speech or may encounter comprehension barriers related to language proficiency or processing speed.

The fourteenth question asked to students is “Are there any external factors (personal, family-related, etc.) Out of the 96 students surveyed, many students identified a variety of personal, familial, and environmental factors that they perceive as impacting their performance in learning English. One student mentioned that their job and family background motivated them to learn English, “When my older brother studied in Australia, I also want to study there too, it influences me to study.” While another student attributed their exposure to English music and movies from a young age to their ability to understand the language. For some, these activities served as immersive language experiences that facilitated language acquisition and vocabulary retention over time. One of the students mentioned, “Games. The first reason I try to learn English is because I wanna get better at Mobile Legends. When the game just came out, there was no tutorials in Indonesian, so I ended up finding myself on a lot of English speaking channel that teaches Mobile Legends.”

The fifteenth question asked to student is, “What kind of support do you think would be most beneficial for you in improving your English performance?” One student mentioned “Maybe a lot of assignments will help because we are forced to do it, so like it or not we should do and we learn more.” Another student stated, “It maybe help if we have someone special to talk in English like foreign boyfriend, hehe.” Many students identified social support from friends, family, peers, and mentors as crucial in their English language learning journey. They emphasized the importance of encouragement, motivation, and opportunities for interaction with fluent English speakers in building confidence, practicing speaking skills, and overcoming language barriers. One of them said, “I want support from my friends and parents. I want to learn English more.” Some students mentioned the role of technology and resources, such as language learning apps, online platforms, and premium subscriptions like Spotify to discover more English songs, in supplementing their English language learning. They highlighted the benefits of interactive tools, study buddies, and accessible resources in facilitating self-directed learning and skill development.

When conducting a comprehensive study on factors contributing to underachievement in English language learning, a crucial step involved sending out questionnaires to 96 students within the target demographic. However, to delve deeper into the nuances of the challenges faced by underachieving students, a subset of nine individuals was selected for further interviews. These interviews were conducted under specific conditions designed to capture a

spectrum of experiences. Firstly, three students with varying levels of language proficiency were chosen, especially those where language barriers were identified as potential contributors to underachievement. Secondly, three students exhibiting behavioral challenges or disengagement in the classroom were interviewed, recognizing the significant impact of such factors on academic performance. Lastly, three students who consistently underperformed academically, characterized by below-average grades or test scores, were included to explore the academic dimension of underachievement. These targeted interviews aimed to provide deeper insights into the multifaceted nature of underachievement in English language learning.

Upon further interviews, it became evident that out of the subset of nine students, six could be classified as coasting underachievers, while the remaining two exhibited characteristics aligning with anxious underachievers. During interview, these six students are categorized as coasting underachievers because they reveal a pattern of disengagement and lack of motivation permeating their academic journey. During class sessions, they were frequently observed as being preoccupied with their smartphones, daydreaming, or gazing out of the window, signaling a detachment from the lesson at hand. Their consistent tardiness to class further emphasized their lack of commitment and disregard for punctuality, disrupting the flow of instruction and impacting their own learning experience. Participation in class activities was nonexistent, with these students never asking or answering questions. In group settings, they were often left out, unable or unwilling to contribute meaningfully to collaborative efforts. This isolation compounded their sense of detachment from the academic community, further exacerbating their underachievement. As their disengagement persisted, the consequences became evident in their declining academic performance. Grades began to plummet as assignments were submitted late, incomplete, or of subpar quality. Some assignments even appeared to be hastily compiled, resembling mere regurgitation of information sourced from the internet rather than original work. This lack of effort and initiative reflected a fundamental apathy towards academic excellence. When questioned about their disconnection from the class and the reasons behind their lack of engagement, these coasting underachievers may respond with a dismissive attitude, claiming that nothing is wrong. They prefer to avoid uncomfortable conversations about their academic performance or personal challenges, choosing instead to brush off inquiries about their disconnection from the class. They may also lack insight into the factors contributing to their disengagement, making it difficult for them to articulate specific reasons for their behavior. The tendency to isolate themselves from their peers and the learning environment could contribute to their reluctance to seek assistance. They may lack a support network or feel disconnected from resources that could help them improve their academic performance. Moreover, the coasting underachievers demonstrated a passive approach to their education, never taking the initiative to seek help or engage with course material outside of the classroom.

On the other hand, the three anxious underachievers appeared tense and struggled to relax, often avoiding school due to excessive worry and unrealistic beliefs about their competence. They displayed high levels of insecurity, self-doubt, and tension, frequently seeking reassurance and approval from others, and in severe cases, experiencing school-related phobias. During the interviews with three identified anxious underachievers, it became evident that these students grappled with significant levels of anxiety and self-doubt in academic settings. Their anxiety manifested in various ways, impacting their performance, perceptions, and interactions within the classroom environment. One notable characteristic observed among these students was their tendency to become overly anxious about their performance in class activities and assignments. Driven by a desire for perfection, they often approached tasks with a heightened sense of pressure, striving to excel beyond the expectations set forth by their instructors. However, this pursuit of perfection often led to overdoing assignments, deviating from the intended scope or requirements and resulting in work that did not align with the

original task. Additionally, these anxious underachievers frequently engaged in detrimental comparison behaviors, measuring their own abilities against those of their peers. Fear of making mistakes, being ridiculed, or facing judgment from their peers loomed large in their minds, hindering their ability to articulate their thoughts effectively. Consequently, they often struggled to express themselves verbally, withdrawing into silence or avoiding speaking opportunities altogether to evade potential embarrassment or criticism. Moreover, these anxious underachievers frequently sought reassurance and validation from others, particularly in relation to their perceived shortcomings compared to their peers. They expressed doubts about their own capabilities and questioned whether they could ever measure up to the achievements of their friends. This self-perception of inadequacy led them to adopt a victim mentality, viewing themselves as inherently inferior and incapable of achieving the same level of success as their peers. As a coping mechanism, these students sometimes resorted to avoidance behaviors, such as skipping classes or procrastinating on presentations, especially after witnessing their peers excel academically. The fear of not meeting the high standards set by their peers further intensified their anxiety, causing them to retreat from academic challenges rather than confront them head-on. Overall, the interviews with these anxious underachievers shed light on the complex interplay between anxiety, self-doubt, and academic performance. Addressing their underlying fears and insecurities, providing support for effective coping strategies, and fostering a supportive and inclusive learning environment are crucial steps in helping these students overcome their anxiety and unlock their full academic potential.

## CONCLUSION

Based on the comprehensive data analysis and discussions presented in the previous chapters, the results of the study on underachieving students in English language learning revealed two distinct types: coasting underachievers and anxious underachievers. Coasting underachievers, comprising the majority of the subset, displayed a pattern of disengagement and lack of motivation, characterized by procrastination, distraction, and a passive approach to their education. Their disconnection from the learning process was evident in their behavior both inside and outside the classroom, leading to declining academic performance. Despite their presence in the classroom, they remained mentally absent, lacking initiative to seek help or engage with course material. In contrast, anxious underachievers exhibited high levels of anxiety, self-doubt, and perfectionism, leading to avoidance behaviors and a fear of failure. Their anxiety manifested in various aspects of academic life, hindering their performance and interactions within the classroom environment. Tailored interventions addressing the specific needs and challenges of each type of underachiever are essential for fostering academic success and personal fulfillment. By providing targeted support, promoting effective coping strategies, and cultivating a supportive learning environment, educators can empower underachieving students to overcome their obstacles and reach their full potential in English language learning.

Moreover, students' self-perceived understanding of English highlighted varying levels of proficiency, indicating the importance of personalized instruction and targeted support to address individual learning needs. By acknowledging students' perceptions, educators can implement strategies to enhance language proficiency and confidence effectively. Challenges in language acquisition, particularly in listening comprehension, speaking, writing, and reading, were identified, emphasizing the need for targeted interventions to improve language skills. Encouraging independent reading and addressing comprehension difficulties can facilitate language development and fluency. Additionally, students' perceptions of external influences, such as personal, familial, societal, and environmental factors, underscore the complex interplay of factors shaping their language learning experiences. By understanding these influences, educators can provide tailored support to address barriers and promote student



success. Furthermore, students expressed preferences for various forms of support, including personal motivation, structured instruction, immersion experiences, social support, technology integration, and cultural interactions.

## REFERENCES

- Barbara, K. (2004). Qualitative Data Analysis Techniques in Qualitative Research. *Journal of Research in Education*, 14(1). 96-113.
- Bleuer, J.C. (1987). *Counselling Underachievers: A Counselling Guide to Helping Students Improve Their Academic Performance*. Michigan: Office of Educational Research and Improvement.
- Chiang, T.-H., Thurston, A., & Cockerill, M. (2022). Examining Basil Bernstein's rules of recognition and realization in the case of underachieving students in math tests. *International Journal of Educational Research*, 115, 102021. <https://doi.org/10.1016/j.ijer.2022.102021>.
- Cooper, A. (2015). *Facilitating the Development of Basic Language Skills in the English as a Foreign Language Classroom*.
- Edward, R., & Holland, J. (2013). *What is Qualitative Interviewing?*. London: Bloomsbury Academic.
- Griffie, D. T. (2012). *An introduction into second language research methods design and data* (1st ed.).
- Harmer, J. (2003). *The Practice of English Language Teaching*. Cambridge, UK: Pearson Education Ltd.
- Lubis, H., & Dahlan, J. A. (2023). Underachiever student in learning mathematics: Causes and solutions. *AKSIOMA: Jurnal Program Studi Pendidikan Matematika*, 12(2), 2629-2640.
- Mackey, A., & Gass, S. M. (2005). *Second language research: Methodology and design*. New Jersey: Lawrence Erlbaum Associates, Inc.
- Mandel, H.P., & Marcus, S.I. (1988). *The Psychology of Underachievement: Differential Diagnosis and Differential Treatment*. New York: Wiley-Interscience.
- Marcus, S.I. (2007). *Personality Styles of Chronic Academic Underachievers*.
- Peters, R. (2009). *Overcoming Underachieving: A Simple Plan to Boost Your Kids' Grades and End the Homework Hassles*. Harmony/Rodale.
- Sousa, D.A. (2003). *How the Gifted Brain Learns*. California: Corwin Press.
- Supendi, R. P. (2020). Analysis of underachieving students' problems and the given guidance. *Journal of Professionals in Guidance and Counseling*, 1(1), 26-30.
- Zhang, S. (2009). The Role of Input, Interaction, and Output in the Development of Oral Fluency. *English Language Teaching*, 2(4), 91-100.