

The Psychological Factors on the Final Year English Literature Students Study Program Of Universitas Dehasen Bengkulu Through Whatsapp Chats

Muhammad Ichsan Erbakan¹, Dhanu Ario Putra², Merry Rullyanti³

^{1,2,3} Universitas Dehasen Bengkulu, Indonesia

Received : 14 Januari 2026, Revised : 20 Januari 2026, Published : 27 Januari 2026

Corresponding Author

Nama Penulis: Muhammad Ichsan Erbakan

E-mail: ichsanerbakan2000@gmail.com

Abstrak

Penelitian yang berjudul "Analisis Faktor-Faktor Psikologis Pada Mahasiswa Tingkat Akhir Program Studi Sastra Inggris Universitas Dehasen Bengkulu Melalui Chatting Whatsapp" ini bertujuan untuk mengidentifikasi faktor-faktor psikologis yang mempengaruhi mahasiswa dalam menyelesaikan skripsi mereka, dengan fokus pada motivasi, harga diri, dan kecemasan. Dengan menggunakan metode kualitatif deskriptif dengan kuesioner dan wawancara, hasil penelitian menunjukkan bahwa WhatsApp memainkan peran ganda dalam pengalaman akademis mahasiswa. Dalam hal motivasi, sembilan dari sepuluh responden menyatakan bahwa WhatsApp meningkatkan antusiasme mereka melalui komunikasi yang cepat, pertukaran pengetahuan, dan dukungan emosional. Terkait harga diri, enam mahasiswa merasa lebih percaya diri untuk mengungkapkan pendapat akademis melalui WhatsApp, sementara empat mahasiswa lebih memilih komunikasi tatap muka. Namun, sembilan responden juga mengaku mengalami kecemasan, terutama saat menunggu umpan balik atau menerima pesan mendesak dari dosen pembimbing. Secara keseluruhan, penelitian ini menyimpulkan bahwa WhatsApp secara bersamaan dapat meningkatkan motivasi dan kepercayaan diri sekaligus memicu kecemasan, mendukung teori Brown (2007) yang menyatakan bahwa faktor psikologis secara signifikan mempengaruhi kinerja akademik

Kata kunci – WhatsApp, Faktor Psikologis, Motivasi, Kepercayaan Diri, Kecemasan, Penulisan Tesis

Abstract

This research, entitled "The Psychological Factors On The Final Year English Literature Students Study Program Of Universitas Dehasen Bengkulu Through Whatsapp Chats", aims to identify the psychological factors influencing students in completing their thesis, focusing on motivation, self-esteem, and anxiety. Using a descriptive qualitative method with questionnaires and interviews, the findings show that WhatsApp plays a dual role in students' academic experience. In terms of motivation, nine out of ten respondents stated that WhatsApp increased their enthusiasm through quick communication, knowledge exchange, and emotional support. Regarding self-esteem, six students felt more confident expressing academic opinions via WhatsApp, while four preferred face-to-face communication. However, nine respondents also admitted experiencing anxiety, particularly when waiting for feedback or receiving urgent messages from supervisors. Overall, this study concludes that WhatsApp can simultaneously enhance motivation and confidence while also triggering anxiety, supporting Brown's (2007) theory that psychological factors significantly affect academic performance.

Keywords - WhatsApp, Psychological Factors, Motivation, Self-esteem, Anxiety, Thesis Writing

How To Cite : Erbakan, M. I., Putra, D. A., & Rullyanti, M. (2026). *The Psychological Factors on the Final Year English Literature Students Study Program Of Universitas Dehasen Bengkulu Through Whatsapp Chats* . *Jurnal Penelitian Multidisiplin Bangsa*, 2(8), 1457–1468. <https://doi.org/10.59837/jpnumb.v2i8.743>

Copyright ©2026 Muhammad Ichsan Erbakan, Dhanu Ario Putra, Merry Rullyanti

INTRODUCTION

Psychological meaning refers to emotional, cognitive and behavioral interpretations and implications of a concept, experience or phenomenon. Psychology is related to a person's mental state, feelings and behavior. The affecting factors which become the psychological factors that will affect the undergraduate students to create good thesis writing namely, Motivation, self- esteem, anxiety which mentioned by Brown quoted in Dwihandini, Marheni, and Suarnajaya (2013). Another problem in psychological factors adopted from the psychologist Williams J. Lambert in Aragon et al. (2013) above includes lack self- management skills, lack a strategy for composing and have no set of procedures for working through a writing assignment from beginning to end, fail to understand and follow directions, write poorly organized papers and sometimes fail to select a topic, their papers lack introductions, and they have problems in understanding and accepting the teachers' criticism.

Quan (2014) explain that motivation is important and the same as attitude, intelligence, and attitudes which can greatly influence the achievement of learners' foreign language acquisition. Self- esteem refers to a person's overall sense of his or her value or worth. It can be considered a sort of measure of how much a person "values, approves of, appreciates, prizes, or like him or herself" (Adler & Stewart, 2004). Anxiety can be defined as the mixing of feelings, restlessness, fear, and concern about something without any specific individual case (Kusumasumastuti, 2020).

English has become the major international language for research and publication. Problem faced by undergraduates learning English as second language may encounter them difficult to write a thesis also that is might their first experience as an undergraduate. Payne and Turner (1999) and Strickland, et.al (2002) explained in Josephine (2012) students with writing problem have difficulties in writing to communicate their ideas. They may present difficulties in making sentences, using punctuation in sentences and using grammatically accepted vocabulary and paragraph organization. While Ibrahim (2015) explains that there are some problems that effect students to effective writing in thesis writing.it includes grammatical problems, sentence structure problems and problem of word choice (diction).

The first research was conducted by Rara & Yuli (2024) Psychological Factors on Students' Speaking Skill Problems at Junior High School. The methodology used by the research is descriptive qualitative methods wherein researchers analyzed, described, and summarized events based on information collected through observations and interviews.

The second research was conducted by M.S.M. Rizwan & A.R. Fahmithah Naas (2022) Factors Affecting Undergraduates' Difficulties in Writing Thesis. This research was used a descriptive quantitative method. A quantitative study, consistent with the quantitative paradigm was an inquiry into social of human problems based on testing a theory composed of variables, measured with numbers, and analyzed.

The third research was conducted by Jeni Santia (2020) Psychological Factors Affecting Bachelor Students Difficulties In Writing Thesis was used the researcher applied mixed method research design as kind of this research, in which two types of data used to answer the research questions. Mixed method research, according to Jack Fraenkel et al, is when researchers apply both quantitative and qualitative methodologies in the same study.

The fourth research was researched by Dwi, et al. (2013) The Analysis Of The Factors Affecting Undergraduate Students' Difficulties In Writing Thesis In The English Department OF Mahsaraswati University. This research is a descriptive qualitative research, because the data was obtained from the

research instruments are described systematically and clearly in word based on specified criteria of the psychological factors, sociocultural factors, and linguistic factors proposed by Brown (2007). The study was conducted using survey method to find out students' opinions toward the factors of the difficulties in writing thesis for undergraduate students.

The fifth research was revealed by Sariyanto, et al. (2015) An Analysis on Factors Causing Undergraduate Students' Difficulties in Writing Thesis. In carrying out this research, the writer applies descriptive quantitative research method. Best and Khan (2006:24) stated that descriptive research (quantitative) uses quantitative methods to describe what is, describing, recording, analyzing, and interpreting

Conditions that exist and statistical analysis is used to describe the results of the study. A descriptive method is describing and interpreting a current event, condition and situation of the present. This research employs the descriptive method because the writer intends to find and describe the present condition of the sample based on the factual data.

The differences between this research and the previous studies are the object of the research is Students of English Literature from Dehasen University, and Whatsapp is used as the data sources by using qualitative method.

LITERATURE REVIEW

Psychology is the scientific study of people's thoughts and actions. The term "psychology" is derived from the Greek words "psyche," which means "life," and "logo," which means "explanation" or "definition. According to Jannah and Fitriati (2016), Psychology is knowledge or study that learns about processes and humans' behavior and also animals in their environment's interaction. Psychology is related to a person's mental state, feelings and behavior. The affecting factors which become the psychological factors that will affect the undergraduate students to create good thesis writing namely, Motivation, self-esteem, anxiety which mentioned by Brown quoted in Dwihandini, Marheni, and Suarnajaya (2013). According to Jannah and Fitriati (2016), Psychology is knowledge or study that learns about processes and humans' behavior and also animals in their environment's interaction.

Brown (2007:153) believes that the psychological factors of students can be identified from the affective factors of the students. Further, Brown (2007:154-174) explains that the affective factors which becomes the psychological factors that will affect the undergraduate students in order to create a good thesis writing are (1) Self-Esteem; (2) Attribution theory and self-efficacy; (3) Willingness to communicate; (4) Inhibition; (5) Risk Taking; (6) Anxiety; (7) Empathy; (8) Extroversion; (9) Motivation.

All of the psychological factors mentioned by Brown (2007:152-174) will affect the decision of a learner to create the objective of a research, the data for the research, findings of the research, and the whole research based on the proved ratio. The affecting factors which become the psychological factors that will affect the undergraduate students to create good thesis writing namely, motivation, self-esteem, anxiety which mentioned by Brown quoted in Dwihandini, Marheni, and Suarnajaya (2013). Another problem in psychological factors adopted from the psychologist Williams J. Lambert in Aragon et al. (2013) above includes lack self- management skills, lack a strategy for composing and have no set of procedures for working through a writing assignment from beginning to end, fail to understand and follow directions, write poorly organized papers and sometimes fail to select a topic, their papers lack introductions, and they have problems in understanding and accepting the teachers' criticism. Lou (2013) said that researchers have found that foreign language anxiety features a big selection of potential negative effects on foreign learning.

Motivation

According to Quan (2014) motivation is important and the same as aptitude, intelligence, and attitudes which can greatly influence the achievement of learners, foreign language acquisition.

According to H. Douglas Brown (2007), motivation is one of the most important factors influencing success in second language learning. He defines motivation as "the extent to which the learner makes choices about goals to pursue and the effort he or she will devote to that pursuit.

Example:

"All our dreams can come true, if we have the courage to pursue them" — Walt Disney"

The statement implies that if we have the guts to go after our ambitions, they can all come true. Walt Disney aimed to communicate that the secret to realizing our aspirations is courage and tenacity.

Self-esteem

Self-esteem refers to a person's overall sense of his or her value or worth. It can be considered a sort of measure of how much a person "values, approves of, appreciates, prizes, or like him or herself" (Adler & Stewart, 2004). H. Douglas Brown (2007) stated, self-esteem is a crucial affective factor that significantly influences a learner's success in second language acquisition. He defines self-esteem as "the personal judgment of worthiness that is expressed in the attitudes individuals hold toward themselves." In other words, it reflects how much confidence and value a learner places on their own abilities.

Example:

"I can make decisions and assert myself"

The statement indicates that I am capable of making my own choices and standing up for myself in particular circumstances. This declaration demonstrates self-assurance and the capacity to take charge of one's own life.

Anxiety

Chaplin stated that, Anxiety can be defined as the mixing of feelings, restlessness, fear, and concern about something without any specific individual case (Kusumasumastuti, 2020).

H. Douglas Brown (2007) revealed, anxiety is one of the key affective factors that can greatly influence a learner's performance and success in second language learning. He defines anxiety as "a state of apprehension, tension, or nervousness associated with the arousal of the autonomic nervous system."

Example:

"I may even end up homeless if that happens"

The line conveys my concern that, should a specific circumstance arise, I may lose my house and end up homeless. This expression conveys anxiety and worry about potential unfavorable outcomes.

METHOD

This research is a mixed research, because the data was obtained from the research instruments are described systematically and clearly in word based on specified criteria of the psychological factors, sociocultural factors, and linguistic factors proposed by Brown (2007). The primary data for this study comes from the final year students in English Literature students of Dehasen University. The writer is focusing on what are the struggles that are faced by 10 final year students of English Literature students while writing their Final report or Thesis. The writer is collecting the data by interviewing the students and by using questionnaire which collects their answers through the Whatsapp and google forms to find what are the factors of their struggles in as the English Literature final year students. The data collecting on psychological factors are involving Motivation, Self-esteem and anxiety. The data collection process is start from July to September where the writer interviewing the students. On July the writer organize and analysis the collected data while preparing for the questionnaire, and finally on August the writer finishing the final data collection. Sugiyono (2017) explains that data is a collection of facts, figures, or information obtained from observations or measurements, which can then be used as a basis for research.

The research used two kinds of instruments in order to gather the data. The first instrument was the online interview through whatsapp and the second instrument was questionnaire through google form. The model of questionnaire used was the dichotomous question type of questionnaire. The questionnaire of the difficulties in writing thesis was divided into three psychological factors, such as: Motivation, Self-esteem, and Anxiety. The questionnaire consisted of the three factors that the final years of English Literature Students may face in writing their thesis while the interview aimed to add more information to the questionnaires' statement

Interview Data

Based on the data, the writer have prepared several questions for the interview which as can seen as below:

1. How does using WhatsApp help you stay motivated to work on your thesis? (M)
2. Do you feel more confident discussing academic problems via WhatsApp compared to face-to-face interactions? (SE)
3. Have you ever felt pressured or anxious when seeing other students' progress or achievements shared on WhatsApp? (A)

Questionnaire Data

1. Does discussing your thesis with classmates on WhatsApp make you more enthusiastic about writing?
2. Do WhatsApp notifications containing academic information motivate you to be more productive?
3. Do you feel more confident expressing academic opinions through WhatsApp compared to face-to-face communication?
4. Do positive responses from lecturers or classmates via WhatsApp increase your confidence in writing your thesis?
5. Does the use of WhatsApp help you feel more appreciated in academic discussions?
6. Do you feel worried when receiving messages from lecturers on WhatsApp regarding thesis supervision?
7. Do you often feel anxious while waiting for a reply from your thesis supervisor on WhatsApp?
8. Does using WhatsApp make you more prone to experiencing anxiety about your thesis progress?

DISCUSSION

From the research conducted by the researcher, the researcher presents the findings of the research along with the discussion that relates these findings to the research objectives and the theoretical framework. The data obtained from the questionnaire responses of the final-year English Literature students are analyzed and described to answer the research questions regarding the influence of WhatsApp usage on three psychological factors: anxiety, self-esteem, and motivation. The first section outlines the demographic profile of the respondents, including gender distribution and duration of daily WhatsApp usage. The subsequent sections present the results of the questionnaire for each psychological factor, followed by an in-depth discussion comparing the findings to relevant theories proposed by Brown (2007) and previous studies. The chapter concludes with a summary that highlights the key points derived from the analysis.

This section presents the findings obtained from the questionnaire responses of ten final-year students regarding the influence of WhatsApp usage on three psychological factors: motivation, self-esteem, and anxiety in the context of thesis completion. The questionnaire, designed in a dichotomous (Yes-No) format, explored students' daily WhatsApp usage duration and their perceptions of how the platform affects their academic communication, confidence, and emotional well-being. The results are organized according to the three key factors, providing a clear overview of the proportion of

respondents who answered "Yes" to each statement. This quantitative summary serves as the basis for the subsequent discussion, highlighting patterns, tendencies, and potential implications of WhatsApp as an academic communication tool. Here the psychological factors faced by the students.

Table 1.

Psychological Factors faced by students

Psychological Factors	Yes	No
Motivation	2,3,4,5,6,7,8,9,10	1
Self-esteem	1,2,5,6,7,10	3,4,8,9
Anxiety	1,2,3,4,5,6,8,9,10	7

Source: Data processed 2025

Based on the results of psychological factor analysis above, which includes motivation, self-esteem, and anxiety, it appears that most respondents show a positive tendency in terms of motivation, with 9 out of 10 students feeling that using WhatsApp helps increase their enthusiasm in completing their thesis. In terms of self-esteem, 6 students felt an increase in self-confidence through academic interactions on WhatsApp, although 4 other students did not feel the same way. Meanwhile, regarding anxiety, the majority of respondents (9 students) reported experiencing anxiety triggered by WhatsApp use, such as feeling stressed when receiving messages from professors or anxiously waiting for responses, while only 1 student did not experience such feelings. These findings illustrate that WhatsApp plays a dual role: as a motivator and confidence booster, while also serving as a trigger for anxiety among final-year students during the thesis writing process.

Interview

Based on the results of the interview with J***, the participant's responses reflected both anxiety and motivation factors. The anxiety factor appeared through the difficulty in controlling emotions, pressure from various sources, and inability to manage stress, which often led to procrastination and neglect of thesis tasks. At the same time, the motivational factor was evident in the participant's struggle to start working and the tendency to delay task completion, showing a lack of internal drive. However, the most dominant factor faced by this participant is anxiety, as emotional pressure and stress had a stronger impact on the participant's consistency and overall ability to focus on completing the thesis.

N** is more reflective of motivational factors, the participant experienced all three psychological factors—motivation, self-esteem, and anxiety—through the use of WhatsApp. The participant felt motivated and supported by peers through quick communication and feedback, which, according to Brown (2007), can enhance intrinsic motivation by fostering emotional support and a sense of belonging. WhatsApp also helped improve self-esteem by providing a comfortable space for expressing ideas without fear of judgment, allowing clearer communication. However, the participant also experienced anxiety when comparing personal progress to others' achievements, leading to emotional, exhaustion and self-pressure. Among these factors, anxiety is the most dominant, as feelings of tension and self-comparison had a greater negative impact on the participant's confidence, focus, and motivation during the thesis process.

The answer V*** strongly describes the self-esteem factor, because of the direct statement about self-doubt. Brown (2007) states that self-esteem is an important psychological factor that affects self-confidence, emotional regulation, and courage to face academic challenges. Low self-esteem can lead to doubts, affect mood, and cause a tendency to delay completing tasks. Although V*** also faced technical obstacles such as literature, supervisors' schedules, and health problems, the core of the problem still lies in the lack of confidence in one's own abilities. This is in accordance with Brown's theory that low self-esteem can hinder academic performance even though individuals have adequate abilities.

Overall, the findings of these interviews reinforce Brown's (2007) theory that psychological factors such as anxiety, motivation, and self-esteem play a role in the academic process. J*** was more affected by anxiety, N** faced obstacles in motivation, while V*** struggled with low self-esteem. Although different, all three show that psychological aspects become significant obstacles that can slow down and even hinder the completion of academic tasks such as thesis.

Motivation

Based on the data on the Motivation factor, it can be seen that out of 10 respondents, 9 people (respondent's number 2, 3, 4, 5, 6, 7, 8, 9, and 10) answered "Yes," while only 1 person (respondent number 1) answered "No."

These results show that the vast majority of respondents feel that the use of WhatsApp provides motivational encouragement in an academic context, particularly in completing their thesis. This high positive response indicates that WhatsApp acts as an effective communication medium to facilitate discussion, share academic information, and provide moral support among final year students. Therefore, it can be concluded that WhatsApp has a significant influence on enhancing the motivation of final-year students, although there is still a small portion of students who do not feel the positive impact.

Table 2.
Students' Responses on the Effect of Discussing

No	Questions	Answers (yes / no)	Results
1	Does discussing about thesis with classmates on WhatsApp make you feel more enthusiastic about	9 1	This finding indicates that WhatsApp acts as an effective means of communication, enabling the exchange of information, guidance, and support quickly and easily, thereby increasing students' motivation to complete their final assignments.

Based on the questionnaire results, communication via WhatsApp proved to be a motivating factor in completing theses. This was indicated by 9 out of 10 respondents who answered "yes" to the question about the influence of WhatsApp in supporting the completion of their theses. This finding indicates that WhatsApp acts as an effective means of communication, enabling the exchange of information, guidance, and support quickly and easily, thereby increasing students' motivation to complete their final assignments.

Self-Esteem

Six respondents (numbers 1, 2, 5, 6, 7, and 10) selected "Yes," according to the findings of the self-esteem factor analysis. This suggests that most final-year students experienced an increase in self-confidence when using WhatsApp in an academic setting, such as when voicing their opinions, getting positive feedback, or feeling appreciated in class discussions.

While four respondents (numbers 3, 4, 8, and 9) selected "No," they did not feel that using WhatsApp significantly improved their sense of self-worth. This could be because they felt more at ease interacting in person or for other personal reasons. Overall, these results indicate that, while not all respondents experience it identically, using WhatsApp tends to boost self-esteem.

Table 3.
Question

No	Questions	Answers (yes / no)		Results
1	Do you feel more confident expressing academic opinions via WhatsApp than in person?	6	4	A total of 6 respondents answered "yes," indicating that text-based communication gives them space to think, formulate ideas, and convey them more calmly without the pressure of a face-to-face situation. Meanwhile, 4 respondents answered "no," indicating that for some students, face-to-face interaction remains a more effective and comfortable way to express academic opinions.

More confident expressing academic opinions on WhatsApp than in person: Based on the questionnaire results, some students feel more confident in expressing their academic opinions via WhatsApp than in face-to-face situations. A total of 6 respondents answered "yes," indicating that text-based communication gives them space to think, formulate ideas, and convey them more calmly without the pressure of a face-to-face situation. Meanwhile, 4 respondents answered "no," indicating that for some students, face-to-face interaction remains a more effective and comfortable way to express academic opinions.

Anxiety

Based on the results of the analysis of the psychological factor of anxiety, it appears that the majority of respondents, namely students with numbers 1, 2, 3, 4, 5, 6, 8, 9, and 10, answered "Yes," indicating that the use of WhatsApp contributes to the emergence of anxiety in the process of writing a thesis. Only one respondent, namely student number 7, answered "No", indicating that he did not feel an increase in anxiety related to the use of WhatsApp.

These findings show that most final year students are more prone to anxiety due to communication or notifications related to their thesis via WhatsApp, which is likely triggered by the pressure to respond immediately to messages, wait for replies from lecturers, or receive urgent academic information.

Table 4.

Question

No	Questions	Answers (yes / no)		Results
1	Do you feel worried when you receive messages from your lecturer via WhatsApp regarding your thesis guidance?	9	1	. Nine respondents answered "yes," indicating that such messages often trigger anxiety or stress, whether due to the demands of completing revisions or the expectations of the thesis advisor. Meanwhile, only one respondent answered "no," suggesting that nearly all students experience psychological stress when receiving thesis guidance messages via that platform.

Feeling stressed when receiving thesis guidance messages on WhatsApp: Based on the questionnaire results, most students feel stressed when receiving thesis guidance messages via WhatsApp. Nine respondents answered "yes," indicating that such messages often trigger anxiety or

stress, whether due to the demands of completing revisions or the expectations of the thesis advisor. Meanwhile, only one respondent answered "no," suggesting that nearly all students experience psychological stress when receiving thesis guidance messages via that platform.

According to Brown (2007), psychological factors such as anxiety, motivation, and self-esteem greatly affect individual performance in learning and completing academic tasks. These three factors are interrelated and can determine a person's level of success in their academic process.

The interview results show that psychological factors have a very significant influence on the thesis preparation process, in line with Brown's (2007) view that anxiety, motivation, and self-esteem are the main psychological aspects that can affect a person's academic performance. These three factors are interrelated and can determine the level of success of students in completing academic tasks.

Participant J*** showed a strong tendency in the anxiety factor, characterized by difficulty controlling emotions, pressure from various sources, and inability to manage stress which led to procrastination of thesis work. This finding supports Brown's (2007) theory that anxiety can inhibit concentration and lead to avoidance behavior, for example in the form of procrastination. This condition illustrates that high emotional pressure actually encourages individuals to postpone work even though they realize its urgency.

Meanwhile, participant N** reflected more on motivational factors, particularly low intrinsic motivation. This can be seen from the difficulty to start the work and the tendency to delay the completion of the thesis although technical obstacles, such as understanding research methods, played a role. In accordance with Brown's (2007) explanation, motivation-both intrinsic and extrinsic-is the main driver that determines individual consistency in completing tasks. When motivation is unstable, students are prone to postpone work, resulting in a slow and suboptimal academic process.

Furthermore, V***'s answer most emphasized the self-esteem factor, especially through the recognition of self-doubt. Low self-esteem can have a direct impact on emotion regulation, mood, and courage to face academic challenges (Brown, 2007). Although participants faced other technical barriers, the root of the problem still lies in the lack of self-esteem. This finding is in line with Brown's (2007) theory that low self-esteem can hinder academic performance even though individuals have adequate abilities.

Overall, these results corroborate Brown's (2007) view that psychological factors are not just an additional aspect, but a major determinant in students' success in completing academic tasks. Anxiety, motivation, and impaired self-esteem can be significant barriers, slowing down, and even hindering thesis completion. Thus, interventions to improve emotion regulation, stress management, motivation to learn, and self-confidence are needed to enable students to complete their thesis more effectively. Based on the data, most final year students view WhatsApp as a positive academic communication tool, especially in increasing motivation and self-esteem. The majority of respondents (90%) felt that academic communication via WhatsApp encouraged them to complete their thesis, and 70% felt that group discussions on this platform made them more enthusiastic about writing.

In terms of academic self-esteem, nearly all respondents (90%) reported that positive feedback from professors or peers on WhatsApp enhances their self-esteem. This indicates that social support provided through digital media can play a significant role in maintaining students' self-esteem. However, the aspect of academic anxiety shows interesting results. Although most respondents did not feel pressured by thesis guidance messages (90% answered No), there was a high tendency to feel anxious while waiting for a response from the supervisor (80% Yes). In fact, half of the respondents admitted that using WhatsApp made them more prone to anxiety related to thesis progress. This indicates that real-time communication on WhatsApp, although it facilitates coordination, also has the potential to increase academic anxiety, especially when there is uncertainty about the response from the supervisor.

CONCLUSION

Several significant conclusions about the impact of WhatsApp usage on three psychological factors—motivation, self-esteem, and anxiety—among final-year English literature students in finishing their theses can be made based on the results of the questionnaires and interviews reported in Chapter IV. Based on the findings, nine out of ten respondents stated that WhatsApp improved their motivation in completing their theses, as the platform enables quick connection, the exchange of scholarly knowledge, and moral support among peers. This supports Brown's (2007) assertion that both intrinsic and extrinsic motivation are essential in maintaining academic excellence. In terms of self-esteem, six respondents reported that WhatsApp increased their confidence to express academic ideas and receive feedback, as it provided a safe and comfortable environment for communication. However, four respondents preferred face-to-face interaction, indicating that while WhatsApp can enhance students' self-esteem, its impact varies depending on individual communication preferences. Regarding anxiety, a significant majority (9 out of 10) admitted that WhatsApp interactions sometimes triggered feelings of stress, particularly when dealing with urgent academic information, awaiting responses, or receiving messages from supervisors. These findings align with Brown's (2007) theory that anxiety can lead to stress, reduce focus, and cause avoidance behaviors such as procrastination. Overall, the results confirm Brown's (2007) hypothesis that psychological factors—motivation, self-esteem, and anxiety—play a crucial role

in academic performance. WhatsApp, therefore, acts as a double-edged tool that can both enhance motivation and self-confidence while simultaneously contributing to anxiety among final-year students.

REFERENCES

Balkis, M., & Duru, E. (2009). Prevalence of academic procrastination behavior among pre-service teachers, and its relationship with demographics and individual preferences. *Educational Sciences: Theory and Practice*, 9(1), 24–32.

Bouhnik, D., & Deshen, M. (2014). WhatsApp goes to school: Mobile instant messaging between teachers and students. *Journal of Information Technology Education: Research*, 13, 217–231.

Britannica, The Editors of Encyclopaedia. (2025, November 5). *Social media*. Britannica. <https://www.britannica.com/topic/social-media>

Brown, H. D. (1994). *Principles of language learning and teaching* (Vol. 1). Prentice Hall.

Brown, H. D. (2010). *Language assessment: Principles and classroom practices*. Pearson Education.

Brown, H. D., & Lee, H. (1994). *Teaching by principles: An interactive approach to language pedagogy* (Vol. 1). Prentice Hall Regents.

Caffarella, R. S., & Barnett, B. G. (2000). Teaching doctoral students to become scholarly writers: The importance of giving and receiving critiques. *Studies in Higher Education*, 25(1), 39–52.

Coopersmith, S. (1967). *The antecedents of self-esteem*. W. H. Freeman.

Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Prentice Hall.

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

Dörnyei, Z. (2001). *Motivational strategies in the language classroom* (Vol. 10). Cambridge University Press.

Dwihandini, L. A., Marhaeni, A. N., & Suarnajaya, I. W. (2013). The analysis of the factors affecting undergraduate students' difficulties in writing thesis in the English Department of Mahasaraswati University. *Jurnal Pendidikan dan Pembelajaran Bahasa Indonesia*, 2.

Dyrbye, L. N., Thomas, M. R., & Shanafelt, T. D. (2005). Medical student distress: Causes, consequences, and proposed solutions. *Mayo Clinic Proceedings*, 80(12), 1613–1622.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). *How to design and evaluate research in education* (10th ed.). McGraw-Hill Education.

Google. (n.d.). *Change the theme or background of your form*. Google Help Center. <https://support.google.com/docs/answer/1709404>

Google. (n.d.). *Create a form with Google Forms*. Google Workspace Learning Center. <https://support.google.com/docs/answer/6281888>

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125–132.

Johnson, D. W., & Johnson, R. T. (1999). *Learning together and alone: Cooperative, competitive, and individualistic learning*. Allyn and Bacon.

Keng, S. L., Smoski, M. J., & Robins, C. J. (2011). Effects of mindfulness on psychological health: A review of empirical studies. *Clinical Psychology Review*, 31(6), 1041–1056.

Latona, K., & Browne, M. (2001). *Factors associated with completion of research higher degrees*. Department of Education, Training and Youth Affairs.

Macan, T. H., Shahani, C., Dipboye, R. L., & Phillips, A. P. (1990). College students' time management: Correlations with academic performance and stress. *Journal of Educational Psychology*, 82(4), 760–768.

Mainhard, M. T., van der Rijst, R. M., & van Tartwijk, J. (2009). A model for the supervisor–doctoral student relationship. *Higher Education*, 58, 359–373.

Manathunga, C. (2007). Supervisors watching supervisors: The deconstruction of supervision. *Studies in Higher Education*, 32(3), 299–318.

Martin, M. (2025, November 5). *WhatsApp messaging application*. Britannica. <https://www.britannica.com/topic/WhatsApp>

Murray, R. (2011). *How to write a thesis*. McGraw-Hill Education.

Nguyen, T. H., Lin, K. H., Rahman, F. F., Ou, J. P., & Wong, W. K. (2020). Study of depression, anxiety, and social media addiction among undergraduate students. *Journal of Healthcare Engineering*, 2020.

O'Day, E. B., & Heimberg, R. G. (2021). Social media use, social anxiety, and loneliness: A systematic review. *Computers in Human Behavior Reports*, 3, 100070.

Rahmadani, R. D. P., Astutik, Y., & Rahayu, E. M. (2024). Psychological factors on students' speaking skill problems at junior high school. *Tell: Teaching of English Language and Literature Journal*, 12(1).

Richardson, M., Abraham, C., & Bond, R. (2012). Psychological correlates of university students' academic performance: A systematic review and meta-analysis. *Psychological Bulletin*, 138(2), 353–387.

Rizwan, M. S. M., & Naas, A. F. (2022). Factors affecting undergraduates' difficulties in writing thesis. *International Journal of Research Publication and Reviews*, 3

Santia, J., Prihantoro, P., & Gusmuliana, P. (2021). *Psychological factors affecting bachelor students' difficulties in writing thesis (A mixed-method research of English students of IAIN Curup in academic year of 2020/2021)* [Doctoral dissertation, IAIN Curup].

Sariyanto, S., Supardi, I., & Husin, S. (2015). *An analysis on factors causing undergraduate students' difficulties in writing thesis* [Doctoral dissertation, Tanjungpura University].

Sekaran, U., & Bougie, R. (2016). *Research methods for business: A skill building approach*. John Wiley & Sons.

Steel, P. (2007). The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure. *Psychological Bulletin*, 133(1), 65–94.

Sugiyono. (2019). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.

Waterloo, S. F., Baumgartner, S. E., Peter, J., & Valkenburg, P. M. (2018). Norms of online expressions of emotion: Comparing Facebook, Twitter, Instagram, and WhatsApp. *New Media & Society*, 20(5), 1813–1831.

World Health Organization. (2020). *Mental health and COVID-19*.

Yeboah, J., & Ewur, G. D. (2014). The impact of WhatsApp messenger usage on students performance in tertiary institutions in Ghana. *Journal of Education and Practice*, 5(6), 157–164.