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The Mental Health Issues EFL Undergraduate Students Face in Learning the English

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ABSTRACT

This study aimed to explore the mental health issues of EFL students in learning the English language and the strategies to cope with them by employing a qualitative descriptive approach in which, the research uses a questionnaire with yes or no responses to gather students' mental health experiences. Additionally, four volunteers were interviewed to dig deeper into their coping mechanisms. The results revealed that students are aware of the mental health issues they face with learning the English language were dominated by anxiety and stress. It was revealed that depression and sleeping problems were the least mental health issues students faced. While the questionnaire showed students are facing depression, volunteered participants disagreed the feeling depressed during language learning. Sleeping problems are also shown to only affect students when they are facing exams. Students revealed having four different strategies, such as talking to friends and family, enjoying entertainment such as watching movies, listening to music, engaging in social media, and outdoor activities, to maintain their mental health. This implies an understanding of mental health challenges in learning the English language leads to a better learning habit. Furthermore, by being able to maintain mental health problems, students can achieve good social and academic goals.

Keywords: Anxiety; Depression; EFL Students; Mental Health; Stress

INTRODUCTION

Mental health has been a concern among higher education students in recent years. World Health Organization (2005) revealed that mental health is "a state of individuals' well-being awareness of their abilities, the way of cope with daily stress, work productively and efficiently, and able to contribute to the community they're part of.". For the past years, mental health has concentrated focus on stress, which is considered to be a major factor that influences students' well-being (Oteir et al. 2017; Getie 2016; Voronova et al. 2020). Additionally, Pedrelli et al., (2014) mention that 11.9% of students suffer from anxiety. According to Boussif M et al. (2021), addressing students' mental health has always been a top priority for universities. They also stated most people still have anxiety about the achievement of academic goals, which indicates that maintaining students' good mental health has a great impact on academics and students' emotions. Hamilton et al. (2021)

reported that students' social interaction and emotions decreased compared to two years before.

During the pandemic, university students were more likely to have mental health problems due to the pandemic's stressors and constraints, which may have had a negative impact on their ability to succeed in class, interact with others, and pursue their future professional and personal goals. Vala et al. (2020) stated that sudden isolation and social distancing can significantly affect the mental health of EFL students as they are removed from their extracurricular activities which makes them feel less connected with their friends and hobbies. The study revealed that 10.80% of the students suffer from depression, 15.60% from stress, and 17.20% from anxiety. Paisal et al. (2022) have proven that EFL students have multiple reasons for being behind their school that cause them to be stressed, including overloaded school tasks, lack of focus in class, and lack of interaction from both teachers and students. Nevertheless, Jeong (2017) stated that it is very important for students to realize that the English language is very important for their future, even with all the challenges they face.

English is considered the most important world language. It is the most commonly used international language of communication (Kunasaraphan 2015). English is the dominant language in today's world; it is the language of science, technology, trade, and commerce. Ibnian (2017) stated that English is important for learners' futures. Being good at English is a precondition and a must for job seekers. Nevertheless, Ngo et al. (2017) stated that university students feel forced and pressured to learn English as a foreign language as known as EFL. Foreign language anxiety is believed to be a barrier for language learners to develop competent speaking abilities, even if students are always keen on communicating orally in foreign languages and increasing their communicative competence (Baissane 2023).

In addition to having an impact on first-year EFL undergraduate students learning English, mental health can also have an impact on teachers. It has been shown that mental health concerns affect students' learning abilities and educators' performance in the classroom. Kasap (2022) said students' high level of anxiety has proven to have a negative effect on students causing them to have difficulties learning foreign languages. Bruffaerts et al. (2018) also proved that first-year students with bad mental health show lower academic outcomes than students who have good mental health. The findings connect foreign language anxiety and mental health. Abdala & Elnadeef (2019) revealed that language anxiety appears to be the most important variable in language learning as many learners endure discomfort and frustration because of it. Foreign language anxiety is a barrier for students to learn a foreign language (Dewaele et al. 2008; Kruk 2018). Furthermore, Oteir & Al-Otaibi (2019) claimed that language educators also stressed that their students experience foreign language anxiety in language classes, which negatively influences their achievement and performance. On the other hand, students are afraid of making mistakes and feel uncomfortable about participating in English class, which causes them to avoid participating in English lessons because they are afraid of their classmates making fun of them, which makes them feel anxious (Abdala & Elnadeef 2019). First-year EFL undergraduate students tend to be able to adjust themselves mentally to be able to face daily university challenges (Aydin 2023).

First-year students tend to have difficulties transferring from high school to university life. According to Wasylikiw (2015), the challenge of making the switch from high school to a first-year university student increases students' anxiety about learning a foreign language in the university academy. Some challenges for first-year university students who are transferring from high school life to being university students, including finding new friends, being far away from families, adjusting to adult life, and learning in a new education system, are stated in Briggs et al. (2012). Therefore, with all the burden students have to carry, they will be more alert about themselves with their academic performance. Abdala & Elnadeef (2019) mentioned causes of language anxiety are students getting anxious and scared when

they make any mistake in English class, classmates making fun of them in front of the class, the lack of confidence in speaking English in both front class or with their mates, and scared making mistakes in writing anything related to assignments. After multiple tests done by Sabri et al. (2021), anxiety is very commonly shown by students that's not only learning other school subjects but also EFL. Wyatt et al. (2017) also proved that mental health such as anxiety affects student learning outcomes and academic success, by showing 56.1% of students studied. With all that being said, mental health affects students both academically and socially.

From the problems discussed above, it is evident that mental health has affected students' language learning and become an emerging issue. Kasap (2022) confirmed there's a bridge that connects foreign language anxiety, mental health, and the effects on students' academic goals and future. Baissane (2023) found out the challenges university students face in learning English as a foreign language by stating that students indeed feel anxious and scared, feel embarrassed for pronouncing words incorrectly, or when they have nothing prepared before participating in any oral activity that includes the English language in front of class. Sabri et al. (2021) also mentioned that future research should be focusing on how EFL students cope with their anxiety while learning English. This study will explore how students from first-year undergraduate English Language Education departments maintain their mental health when learning the English language. The research explores on what are the mental health issues of students of first year EFL undergraduates, as well as how they manage their mental health state in learning the English language as first-year EFL undergraduate students. Theoretically, this study will contribute to the everyday teaching and learning activity in the process, such as students understanding of how to manage their mental health to be able to learn and able to achieve their academic goals. In addition, students can understand ways to manage their mental health healthily. The practical significance of this study is that the mental health of first-year EFL undergraduate students in learning the English language will be able to be understood by future researchers, and this will enable future researchers to dig deeper into the mental health of first-year EFL undergraduate students in English language learning.

METHOD

A qualitative descriptive method was employed in this study to explore the research questions, what are the mental health issues of first-year EFL undergraduate students in learning the English language and how do first-year EFL undergraduate students manage their mental health in learning the English language. The qualitative descriptive method is adapted and inspired by Al-Shuaibi et al., (2014), Baik et al., (2019), Lovin & Bernardeau-Moreau, (2022), and Baissane, (2023). A set of yes or no questions was designed to be used in a dichotomous (yes or no questions) questionnaire and a semi-structured interview to be able to explore and answer the research questions from the participants. With both yes or no questions and semi-structured interviews participants are able to express their experience more broadly with semi-structured questions (Creswell & Creswell, 2018).

Data was gathered from volunteered participants among the first-year students taking the English Language Education study program at a private university in Jakarta. They range from 19 years old. The 13 students (1 male and 12 females) were proposed to be involved in this study voluntarily through a consent form, and 4 students volunteered to be interviewed. Anonymity or initial name, was used to keep the data confidential. Thirteen participants were involved in answering the questionnaire, by four students volunteered to be interviewed online through phone call by putting their phone number at the end of the online questionnaire, as well as signing a statement letter as consent to be interviewe.

Instruments to collect the data were questionnaires and semi-structured interviews. The questionnaires consisted of 23 yes or no questions such as: How are they feeling when

learning in class, if they are happy with this degree, if they are confident with their speaking skill and pronunciation are some of the points included in the questionnaire adapted from Al-Shuaibi et al., (2014), Baik et al., (2019), Lovin & Bernardeau-Moreau, (2022), and Baissane, (2023). Semi-structured questions were deployed in the questionnaire with yes or no answers. On the last page of the questionnaire, volunteered participants filled out their phone numbers in a form for the interview to be for further data collection. The semi-structured interview questions supported the claim for the questionnaire data results by digging deeply into the research questions. The interview also completed the questionnaire data by confirming the results from the interviewed participant questionnaire data. The interview questions were adapted from Baissane (2023). Some of the points asked were adapted from the questionnaire, such as students' learning experience, how students manage their mental health, and their feelings when studying English in class. The data resulted from the participant's answers to the questionnaire, leaving the interviewer to be able to dig more deeply into their experience.

The questionnaire data was collected through an online meeting with the students that was also helped by the current lecturer. The researcher and participant met through an online meeting and students were given the online questionnaire link. Participants were given 30 minutes to fill out the questionnaire, where they were also allowed to ask questions to the researcher if they had any. In the end, volunteered students gave their phone numbers to be interviewed by the researcher. The time of the interview was decided by the volunteered participant where they chose in their free time. Participants were asked to be honest and feel free to share their experiences around their mental health based on the questions asked on the questionnaire. Participants who agreed to be interviewed were told to put their contact number to be able to be contacted by the researcher for the interview. After that, the data gathered were classified and organized to be able to be processed further.

RESULTS AND DISCUSSION

Results

The aim of this section is to describe the data gathered, the ways of the data was gathered, as well as an overview of the gathered data. Data was gathered through both questionnaires and semi-structured interviews. Thirteen participants (twelve females and one male) filled out the questionnaire through an online form, and four female students volunteered to be interviewed through voice call. To keep the participants' anonymity, interviewed participants are named based on the turn of the interview (S1 = Student one, S2= Student two, S3= Student three, and S4 = Student four).

The result of the questionnaire showed that the undergraduate students of English language education gave a positive response regarding mental health issues. Data gathered from the questionnaire showed that some students agreed that they are facing depression, anxiety, stress, as well as sleeping problems. They help each other in studying, learning new vocabulary, and pronunciations, as well as cheering up each other in case of stress, pressure and depression. Results showed that student who is facing mental health issues acknowledge their issues and know how to overcome them. This suggests that students are able to maintain their mental health by knowing their mental health issues and ways to maintain them by watching movies, listening to music, as well as walking outdoors.

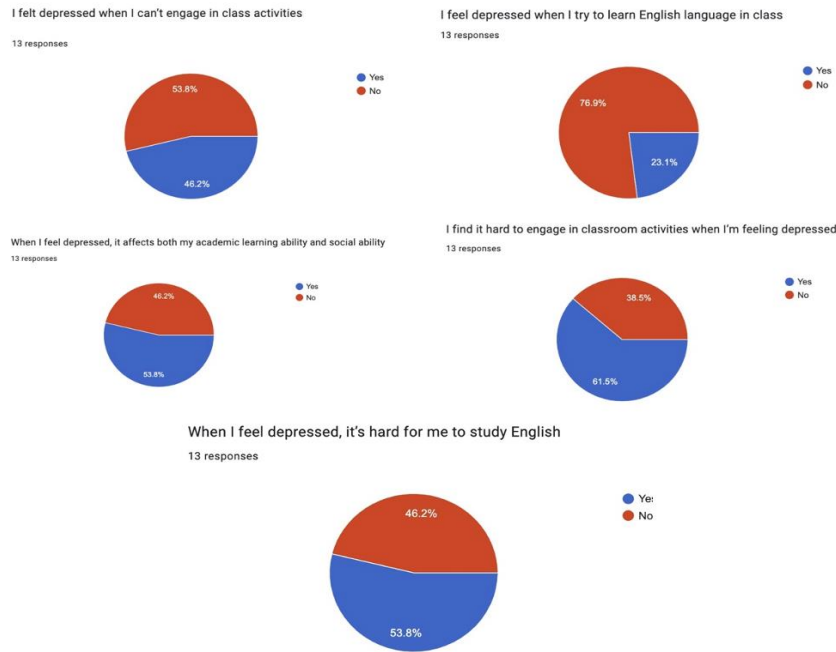


Figure 1. Depression

As seen in Figure 2, the questionnaire result showed that 46.2% (6 students) of them feel depressed when they cannot engage in class, 23.1% (3 students) feel depressed when they try to learn the English language in class, 53.8% (7 students) agreed that depression affects both of their academic learning ability and social ability, 61.5% (8 students) agreed that it is hard to engage in class when they are feeling depressed, 53.8% (7 students) feel it is hard to study when they feel depressed. The four interviewed students showed no mention of depression when being asked about it.

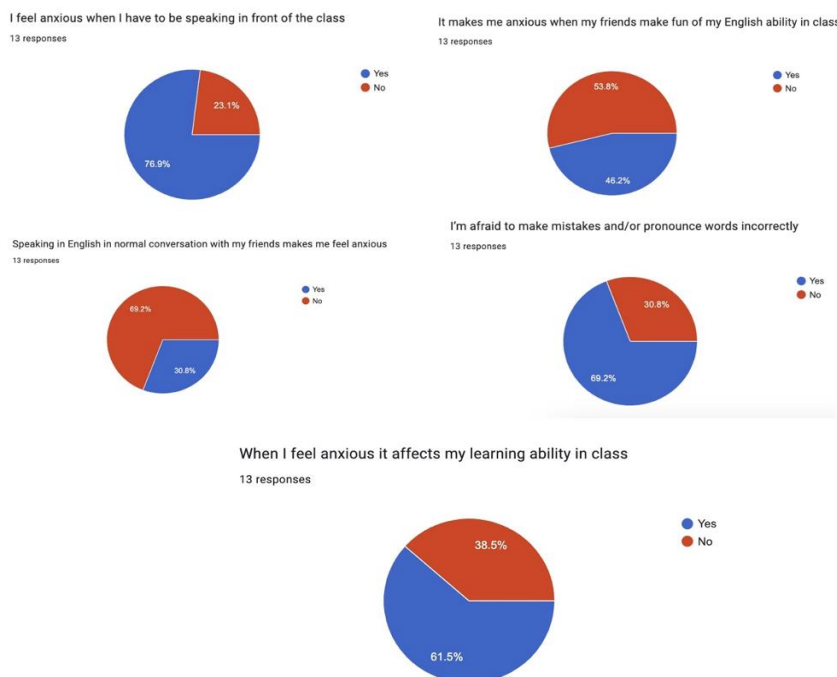


Figure 2. Anxiety

Anxiety is the second mental health issue explored in this research. The interviewed participants showed that they most likely are anxious when they are being asked to speak in the English language. Furthermore, the lack of vocabulary as well as not being confident when using the English language in writing also make them anxious. The questionnaire showed that 76.9% (10 students) feel anxious when they have to speak English in front of the class, 46.2% (6 students) feel anxious when they are being made fun of when they speak English, 30.8% (4 students) feels that speaking English with their friends make them feel anxious, 69.2% (9 students) afraid to make mistakes and/or pronounce words incorrectly, and 61.5% (8 students) agreed that anxiety affects their learning ability in class. The result of the questionnaire was supported by data gathered from interviewed students that showed similar results, interviewed student expressed their anxiety of pronouncing the English words. When being asked why she felt anxious when speaking English, S2 stated “Mungkin sedikit takut pronunsiasinya salah gitu” Implying that pronunciation makes her feel anxious and not confident about speaking English. Similar to S2, S4 explained that she felt anxious and not confident of her English fluency by having to translate what she wanted to say before saying it by stating “Kadang kalo misalnya bikin curhatan misalnya kayak di Twitter atau gimana, aku coba buat bahasa Inggris, cuma karena aku gak pede, jadi aku pake Google Translate tapi ternyata emang bener, tapi emang aku yang gak berani aja gitu”. When asked about if anxiety affected her learning ability, S1 expressed with “Jangan mikir kalau tugas itu susah, ya coba aja kerjain gitu” meaning that her assignments would not be hard if she tried to work on it first. When asked about her learning ability in class and her experience, S1 stated that “Sebenarnya deg-degan iya, takut apa ya, takut nanti gimana ke depannya bisa apa engga ... Karena kan tadinya juga agak pesimis juga sebelumnya”. This suggest that she was anxious when first choosing the English language education degree as well as felt pessimistic. Similarly, S3 explained that she felt anxious the most when she was first joined offline class. She was not confident and felt anxious because she did not expect the teaching activity will also going to be in English. The feeling of being uncomfortable and not confident will go over time after they learn more about English and how to speak English. With that being said, no interviewed students mentioned about them facing teasing from their friends about their speaking ability.

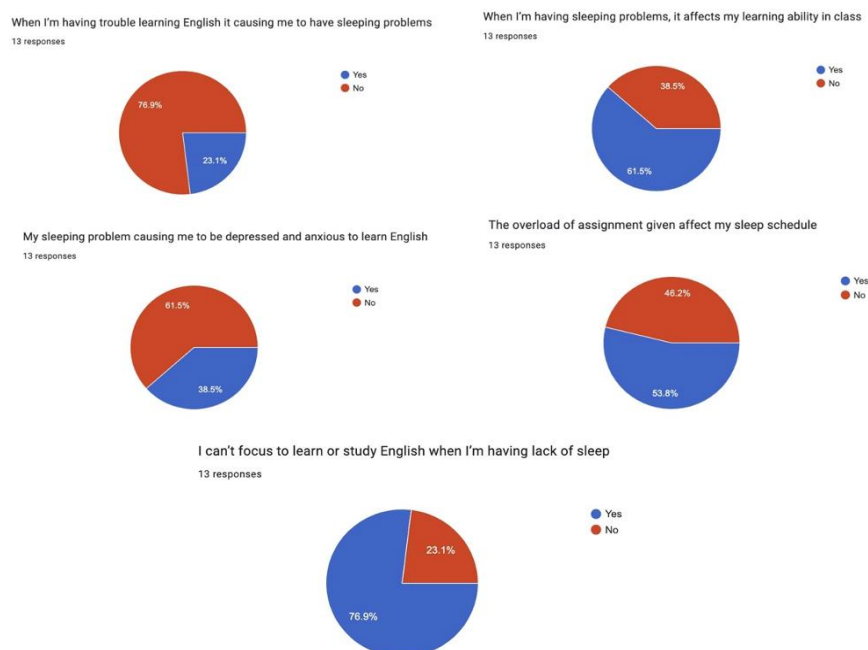


Figure 3. Sleeping Problems

It is revealed that most students do not face sleeping problems in learning the English language. Based on both the questionnaire data as well as the interview data, students only face sleeping problems when it is exam week. The questionnaire data about sleeping problems showed that 23.1% (3 students) stated that difficulty in learning English causes them to have sleeping problems, 61.5% (8 students) agree that their sleeping problem affects their learning ability in class, 38.5% (5 students) stated that their sleeping problems cause them to be depressed and anxious to learn English, 53.8% (7 students) agreed that the overload of assignments they are receiving gave affect their sleeping schedule, and 76.9 (10 students) agreed that with their lack of sleeping, they are not able to focus and study English. Regarding sleeping problems, interviewed students have different experiences of each of them. Most of the interviewed students stated that they do not face any sleeping problems, even stated that with stress, they do not experience sleeping problems. However, S4 stated that she only face sleeping problems when it comes to exam week by saying "...Sistem Kebut Semalam. Jadi tidurnya itu yang kganggu pas mau ujian. Tapi kalau selain itu masih biasa aja gitu...". But she clarified that on the regular daily learning in class, she has never faced any sleeping problems "karena kan karena kesalahan aku aja sih karena SKS (Sistem Kebut Semalam)".

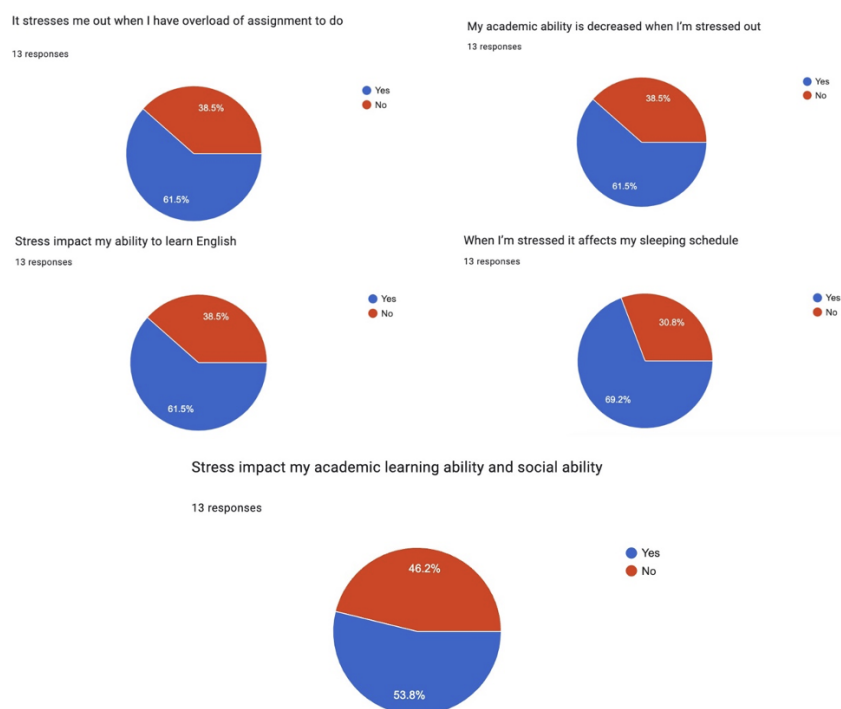


Figure 4. Stress

The final mental health issue explored in this research is stress. The findings of stress revealed that interviewed few students face stress when they have an overload of assignments, assignments, as well as academic and social ability. Data gathered from the questionnaire stated that 61.5% (8 students) agreed that the overload of assignments has stressed them out, 61.5% (8 students) of them have their academic ability decreased when they are under stress, 61.5% (8 students) stated that stress they have impacted their ability to learn English, 69.2% (9 students) agreed that stress affects their sleeping schedule, and 53.8% stated that stress affects their learning ability and social ability. The result gathered from the questionnaire was clarified by the data gathered from the interview. Only a few of the participant mentioned

stress when it comes to learning, in class, overload of assignments, and their academic as well as social ability. “Kalau misalnya yang belum diajarin itu menurut saya berat, tapi kan ini pesennya sudah menjelaskan terlebih dahulu, jadi saya mengerti dan menjadi tidak berat” as S3 explained that the stress that she receives is from the thoughts of her not understanding the material from the assignment. She stated that after learning, she would be less stressed. S1 stated that “Karena kalau aku semakin aku push, semakin aku gak bisa gitu. Jadi harus, oh yaudah kalau udah, eh udah crowded nih udah stress out banget. Eh yaudah, ntar dulu. Baru nanti kalau udah sedikit relaks, baru nanti balik lagi gitu. Aku gitu sih” explained that she is only stressed when she is exhausted from studying. The mention of sleeping problems caused by stress was not mentioned by any of the interviewed students. However, S2 stated “Let it flow aja” when being asked if she ever experienced stress. Similarly, S3 stated “Kalau stress sih enggak sih, Kak” when being asked about stress. However, S4 revealed that she has never felt stressed when she is studying because she believes that if she studies the material that she has to learn, she will not feel stressed by stating “Kalau sampai stress banget, enggak. Karena kalau kita jalanin nya ikhlas kita jalanin nya emang "yauda kita jalanin aja dulu nanti lama-kelamaan nanti tertarik juga.". Each of the interviewed students agreed that when it comes to stress, they often stay calm and take breaks to not feel stressed when studying. With that being said, stress affects students when it comes to learning in class based on the results from the questionnaire.

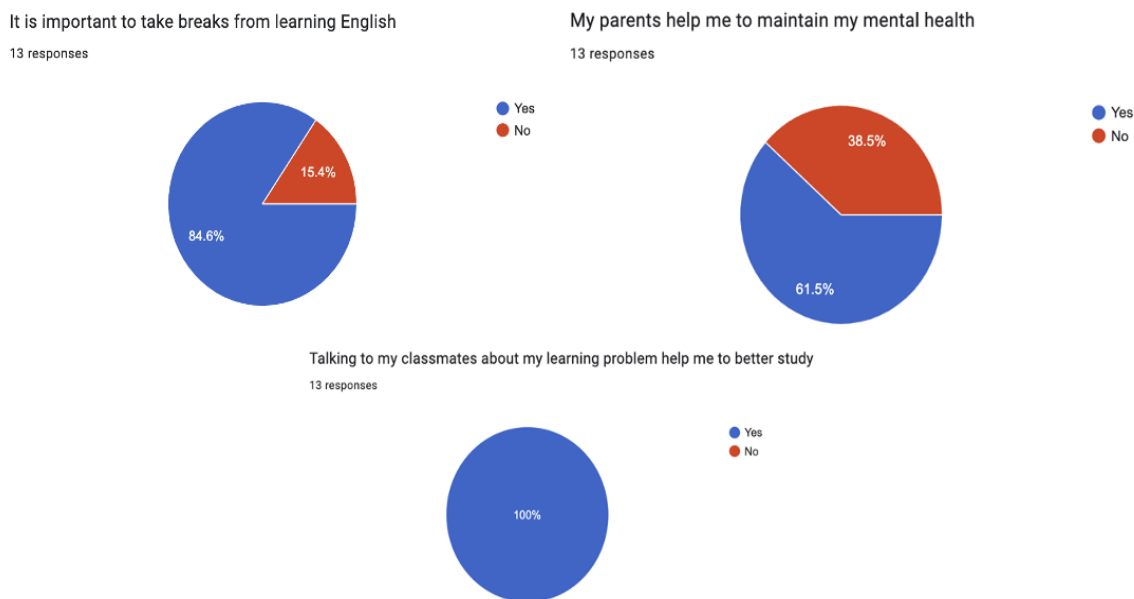


Figure 5. Maintaining Mental Health

The interviewed participants mentioned three strategies to maintain their mental health in studying the English language. The strategies to maintain their mental health revealed to be: talking to friends and family, enjoying entertainment, along with outdoor activities. The summary of how students maintain their mental health can be seen in Figure 6. It is revealed from the data gathered from the questionnaire that students understood that taking breaks alongside talking to other people can help them to study better. The result of the questionnaire showed that 84.6% (11 students) agreed that it is important to take breaks from learning English. Whereas 61.5% (8 students) stated that their parents help to manage their mental health, as well as 100% (13) students agreed that talking to their classmates helps them in studying. Students tend to take breaks from studying to enjoy entertainment such as listening to music, watching movies, as well as going through their social media to take off the pressure they get from studying. Talking to friends and family was also found to help ease the pressure

from studying. "... atau gak keluar, cari udara, abis itu nanti belajar lagi..." S4 also stated that she often walks around the neighborhood to calm herself down when she feels pressured to study. Listening to music in a personalized music playlist was revealed to be a way to maintain mental health from S1 and S2. S1 stated "Aku punya playlist. Jadi, iya denger lagu yang di playlist itu sih ya". Similarly, "Ya, ada motivasi lagi biasanya buat lanjutin belajar" stated S2 when asked how she felt after listening to music when she is no longer have the motivation to study. Not only listening to music, but watching movies is also revealed to be way to manage mental health issues as stated by S3, "Kalau aku sih biasanya sambil kayak nonton gitu" when being asked what she does to maintain her mental health.

Discussion

The findings of this result showed that students tend to know their feelings well about learning in class, as well as acknowledging their mental health state. The result showed a similar result to the previous studies by Al-Shuaibi et al., (2014), Baik et al., (2019), Baissane, (2023), and Lovin & Bernardeau-Moreau, (2022) that first-year students have mental health problems and their coping mechanism to be able to study. Baissane (2023) found out the challenges university students face in learning English as a foreign language by stating that students indeed feel anxious and scared to feel embarrassed for pronouncing words incorrectly. This is also supported by Al-Shuaibi et al., (2014) stated that foreign language anxiety tends to affect students' English language speaking ability. The result proves the previous research of this study that mental health affects students in daily learning activities. This implies that students understand and acknowledge the mental health issues they are facing in daily academic learning. Nevertheless, students also have their way of managing their mental health to be able to study and learn English in class, such as taking breaks, sharing their problems with other classmates, talking to friends and family, watching movies, listening to music, as well as going out to feel the fresh air to have a better mind. These strategies are consistent with the findings from Lovin & Bernardeau-Moreau (2022).

Depression tends to be one of the main reasons for first-year students to have a low final grade because of the pressure, lack of confidence, and not understanding class' material. High levels of stress negatively impact learning and lead to depression (Lovin & Bernardeau-Moreau, 2022; Mihăilescu et al. 2011.). Nonetheless, seven out of six students who filled out the questionnaire disagree with this statement. Out of four interviewed volunteers, S1 stated that "...UTS kemarin tuh kayak kurang bagus deh, jadi kayak merasa apa ya, lebih ya merasa down aja gitu jadinya..." implying that they feel depressed only after a midterm, and feel worried about their final exam. Aside from that, none of the interviewed students mentioned depression when learning English or when they are burnt out from studying.

Most of the students feel anxious when they have to speak English in front of the class, or the lecturer, and some feel anxious when they have to speak in front of their friends. The lack of the mastery of pronunciation of some words may generate speaking anxiety (Baissane, 2023). This is proven by S1 "... oh tenang, harus tenangin diri dulu pasti. Terus, eh coba, oh kalau ngomong-ngomongnya itu harusnya gimana gitu." This implies that even with their anxiety about speaking English to their friend, S1 still can calm themselves down by thinking the sentence in their head before saying it. "... Mungkin lack of vocabs sama takut itu salah pengucapan juga." Stated by S2 regarding why students think they are anxious about speaking English. The mention of lack of vocabulary as well as wrong pronunciation similar to S1 proves that the lack of vocabulary puts students under anxiety as well as stress when it comes to speaking in English.

Poor sleeping quality can affect students' academic performance. Academic performance proves to be worse if students are suffering from poor sleeping quality (Maheshwari & Shaukat, 2019). Ten out of 13 students find it hard to focus to study when

they are facing from poor sleeping quality, and 8 out of 13 students agreed that sleeping problems affecting their ability to learn in class. Interviewer also revealed that S4 stated they are facing sleeping problems when midterm test weeks are coming. "... cuman mungkin kalau mau ada ujian gitu pasti kan aku belajarnya SKS ya, Sistem Kebut Semalam. Jadi tidurnya itu yang kengganggu pas mau ujian" quoted from S4 regarding the problems. At the same time, they also stated that "... Tapi kalau selain itu masih biasa aja gitu. kerna kan karena kesalahan aku aja sih karena SKS." Implying that S4 only suffer from sleeping problems when it comes to exam weeks, and not on regular daily study in class. With that being said, S1, S2, and S3 stated that they've never experienced sleeping problems or mention any when being interviewed.

Stress is one of the big factors students face in daily learning ability based on the result. It is revealed that 8 out of 13 students agreed that stress affects their learning language English in class ability as well as affects their social life and as well as leading to sleeping problems. "Kalau sampai stress banget, enggak. Karena kalau kita jalanin nya ikhlas kita jalanin nya emang "yauda kita jalanin aja dulu nanti lama-kelamaan nanti tertarik juga" quoted from S4 in concern of stress. Though on the online questionnaire most students agreed that stress affects their study ability, only two out of four interviewed students agreed on this regard.

Entertainment such as watching movies, social media, as well as listening to music tend to be the go-to solution when it comes to maintaining students' mental health issues based on the data gathered. This is proven by the data gathered from the interview, stated from S4 "Ya social media atau ya refreshing dulu gitu..." when asked regarding how they manage their mental health issues. Similarly, in the topic of entertainment, S1, S2, as well as S3 stated that they have a specific music playlist that they listen when they are bored of studying. "Kalau aku sih biasanya sambil kayak nonton gitu" quoted from S3 when asked what usually they do to manage the mental health issues they face when studying. Identically, S2 also revealed that they also listen to music to get their motivation back to study. In the same way, S1 also stated that "aku punya playlist. Jadi, iya denger lagu yang di playlist itu" evidencing their way to motivate themselves to study. Additionally, S1 also showed that reading a comic is also another way to relax.

Students often help each other when they have a problem in class by sharing their problems with their friends, family, and classmates. Baissane (2023) stated that self-motivation, as well as encouragement from classmates and positive feedback for their work, are strategies to help and maintain students' mental health. This is proven by the data that shows 100% of the students agreed to talking to others helped them study and being at ease when in pressure. "Temen sih, biar terbagi cerita aja." Quoted by S4 of the participants when asked to who she share her in class problems. In similar hands, S3 stated that "Iya sih, Kak. Cuman gak terlalu sering gitu", when being asked if they talk to relatives or close ones when they face academic problems. This indicates that three out of four interviewed students prove that talking to their closest friends and family makes them study better, and control their stress.

Walking outdoors, doing sport, walking with the closest people can also release tension in stress to maintain students' mental health. This is proven by Lovin & Bernardeau-Moreau (2022) that doing physical activities such as sports, walking outdoors, doing hobbies such as entertainment and reading books, and talking to families and friends are some ways to maintain mental health. S4 stated in the interview that she also loves to stroll around the neighborhood to relieve stress, and pressure, as well as to maintain her mental health whenever she is facing problems in learning English language material. "...ya refreshing dulu gitu, atau gak keluar, cari udara, abis itu nanti belajar lagi..." quoted from S4 who partake in going outside when they are bored of studying. Regardless, it is revealed from the interview that entertainment, sharing their problems with close ones, as well as outdoor activities prove

to be the way students maintain their mental health. This result showed that similar from the framework being used in this research, Lovin & Bernardeau-Moreau (2022) regarding how students manage their mental health. With the activities mentioned above, interviewed students stated that they gained motivation to learn English language in class again.

CONCLUSION

This study aims to understand EFL first-year undergraduate students' mental health issues as well as how students maintain their mental health. Students' mental health as first-year students in English Language education revealed that students understand their mental health obstacles in learning the English Language and showed that they know how to manage their mental health to be able to learn properly in class. The biggest mental health issue shown based on the result is anxiety. Most of the students felt anxious when they had to speak in English with no preparation both in front of the class or with friends. To handle this, most interviewed students stated that they create the sentence in their head and try to pronounce it before actually saying it to the opponent.

Depression is also another mental health issue asked in the questionnaire. Although no mention of depression was stated in the answers from the interview, it is revealed that some students are facing depression in daily class activities. Furthermore, stress was also another mental health issue questioned in this research. Based on the questionnaire, participants agreed that stress can cause difficulties in learning the English language. The interview revealed that students tend to be stressed when the exam week is happening, as well as when they are burnt out when studying. To handle this, students revealed to take breaks from studying by listening to music, as well as watching movies. Finally, the research found that sleeping problem is the last thing to be faced by students. Based on the interview, only one out of four interviewed students mentioned sleeping problems that only happen during exam weeks. With that being said, the questionnaire stated that sleeping problems also cause students to have less ability to learn the English language in class.

This study has analyzed students' mental health for readers to be able to understand what are students' mental health issues as well as suggestions for readers to do when they are facing obstacles in learning English as an undergraduate student. Furthermore, understanding these mental health issues can lead for students be able to achieve their desired academic goals.

This research has a lack of participants who filled out the questionnaire and were interviewed to gather the data. This research was only able to gather questionnaire data from one English class that consisted of 13 students. In addition, this study was only able to interview four students. The study used a huge generalization to conclude the result. A bigger number of participants would significantly increase the data as well as validate it. Thus, further investigation is needed about a class activity such as observing the class's activity for each participant to verify the data gathered.

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