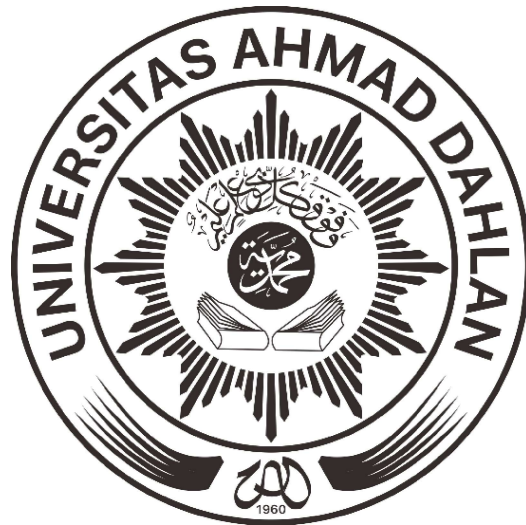


**FACTORS OF STUDENTS ANXIETY IN SPEAKING ENGLISH OF MAN**

**2 LOMBOK TIMUR**

**BACHELOR THESIS**



By  
Wahyu Kurniawan  
1900004036

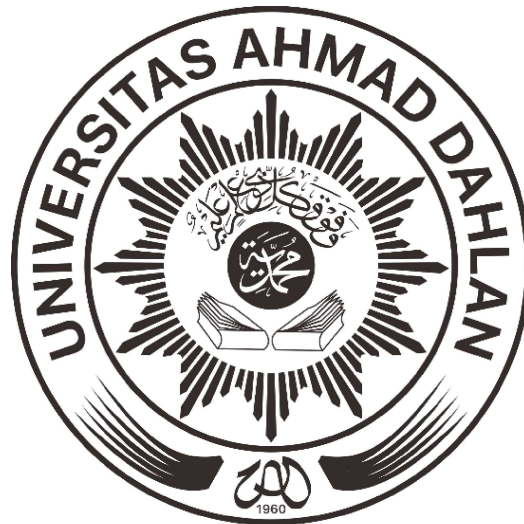
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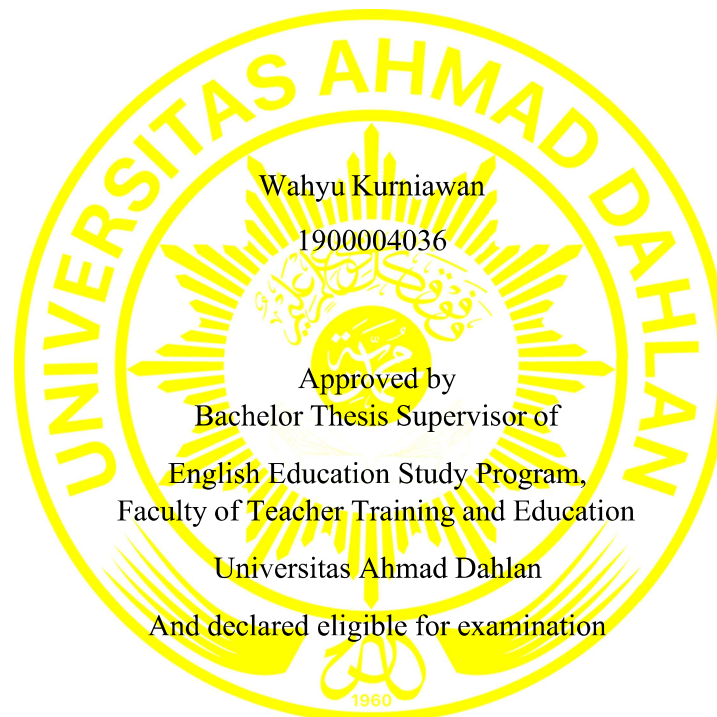
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written by



Supervisor,

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Defended before the board of examiners of  
Faculty of Teacher Training and Education  
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attainment of the Degree of *Sarjana Pendidikan*

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## **MOTTO**

### **Bismillahirrahmanirrahim**

**“Verily! Allah will not change the condition of a people unless there is a change of what is in themselves.” (Ar-Ra’d : 11).**

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5. All parties that cannot be mentioned one by one who have helped a lot either directly or indirectly;

It is a prayer that the help and good deeds given to the researcher get the reward and pleasure of Allah SWT. The researcher realizes this thesis is far from perfection. Therefore, the criticism and advice that builds the researcher expects for the perfection of this thesis.



Yogyakarta, Januari 22<sup>th</sup> 2024

Researcher,

Wahyu Kurniawan

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### **ABSTRACT**

Anxiety factors have a significant impact on English language proficiency among students at MAN 2 Lombok Timur. MAN 2 Lombok Timur is one of the high schools located in East Lombok Regency, specifically in the village of Beririjarak, Wanasaba District. At MAN 2 Lombok Timur, there is a tendency towards insecurity among students that results in anxiety when speaking in a foreign language, specifically English. This, in turn, poses a challenge for students at the high school to develop their English language skills. Therefore, this has led the researchers to conduct a study related to the anxiety factors that hinder the students' proficiency, particularly in speaking English, at MAN 2 Lombok Timur.

This research aims to identify the factors influencing students' anxiety in speaking English at MAN 2 Lombok Timur and also to find the affect of anxiety factors in learning process at MAN 02 Lombok Timur. In this research, the researcher collects data with the structured interview using the instrument. The instrument was developed from Modern Language Journal, under the title of Foreign Language Classroom Anxiety by Elaine K. Horwitz, Michael B. Horwitz and Joann Cope. In this study, the researcher employs a descriptive analysis method and to identify the factors that influence students' anxiety in speaking English, as explained earlier, this research was conducted using a research instrument in the form of a questionnaire, Each question item in the questionnaire presented to the respondents is divided into 5 scale categories, each of which is assigned a value or weighting from 1 to 5. The utilization of scales and scoring in this research is based on the Likert scale. The Likert scale is a scale employed in attitude measurement in a study.

The research results indicate that there are two factors, namely internal and external factors, that influence anxiety in speaking English among students at MAN 2 Lombok Timur. In the internal factors, several aspects include laziness, fear, vocabulary, self-confidence, and negative self-experience. On the other hand, external factors include classmates, negative experiences, difficulty in understanding the material from the teacher, and classroom conditions. Based on the overall percentage obtained, the results indicate that the average percentage of students' responses related to questions about these factors falls within the category (S). The impact of these factors can be understood from the interval category obtained, which indicates that anxiety factors, both internal and external, are occasionally experienced when speaking English during the classroom learning process. Therefore, based on the research results and supported by expert explanations, it is clear that anxiety factors can impact the process of students learning to speak English.

**Keywords :** Anxiety, English Language, Speaking.