

**AN ANALYSIS OF EFL LEARNERS' ANXIETY
AT SMA MUHAMMADIYAH 25 PAMULANG**

THESIS



**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH MALANG**

2025

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AT SMA MUHAMMADIYAH 25 PAMULANG**

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By:

Salma Najla

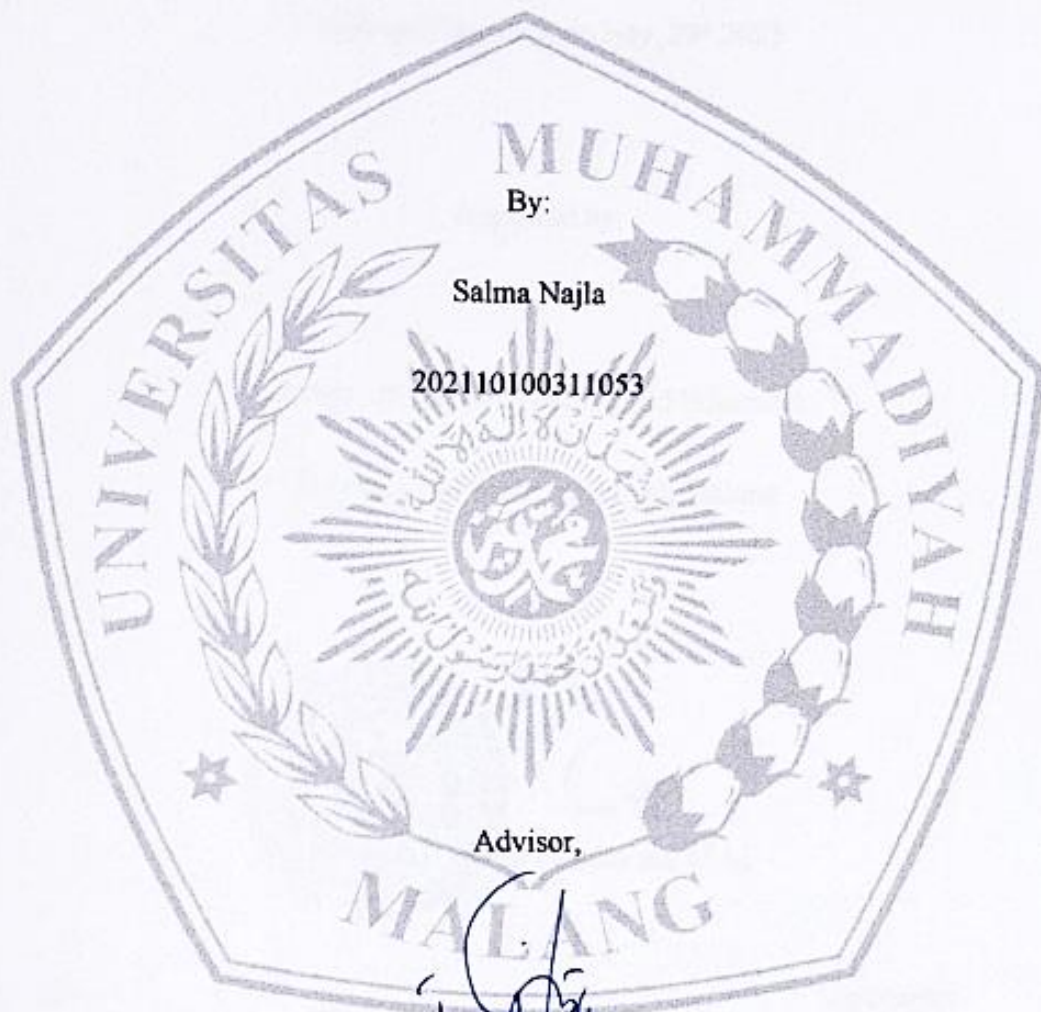
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FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH MALANG**

2025

APPROVAL PAGE

This thesis was written by Salma Najla and was approved on July, 28th 2025



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Advisor,

A handwritten signature in blue ink, appearing to read "Rafika Rabba Farah", is written over the seal.

Rafika Rabba Farah, M. Ed.

APPROVAL PAGE

This thesis was defended in front of the examiners of the Faculty of Teacher Training and Education of University of Muhammadiyah Malang and accepted as one of the requirements to achieve Sarjana Degree in English

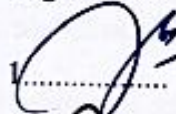
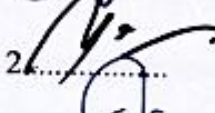
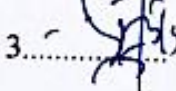
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Signatures:

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3. 

MOTTOS AND DEDICATION

MOTTOS

"Hidup-hidupilah Muhammadiyah, jangan mencari hidup di Muhammadiyah"

(KH Ahmad Dahlan)

"Inna ma'al usri Yusra. Indeed, with hardship there is ease"

(Q.S Al-Insyirah :6)

"Forever trusting who we are and nothing else matters"

(Metallica)

DEDICATION

I dedicate this thesis to my beloved parents, my *Jannah dunia akhirah*, Lukman Hakim, S. Pd and Tri Wahyuni, S.E, who are always willing to support, give body and soul for me. I also dedicate it to my brother and sister, Sarah Salsabila Putri Hakim, S.H and Syauqi Rabbani who always encourage me to never give up. The last is all of my beloved friends who always support me and accompany me during my thesis process.

AUTHOR'S DECLARATION OF ORIGINALITY

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AN ANALYSIS OF EFL LEARNERS' ANXIETY AT SMA MUHAMMADIYAH 25 PAMULANG

ABSTRACT

This study examines the influence of environmental factors on students' anxiety in learning English as a Foreign Language (EFL) among eleventh-grade students of SMA Muhammadiyah 25 Pamulang. Emotions, particularly anxiety, are known to have a significant impact on students' learning experiences, especially in the foreign language learning process. Many students face emotional barriers such as fear, worry, and lack of self-confidence that hinder their English learning process. This study addresses gaps in previous studies by focusing on environmental aspects—such as teacher support, classroom atmosphere, and peer interactions—as potential factors contributing to Foreign Language Anxiety (FLA). Using a mixed-methods design, the study combines quantitative data from questionnaires and qualitative insights from interviews, using triangulation with the My Classroom Inventory (MCI) framework to ensure the validity of the findings. The results indicate that lack of personalized teacher support, peer pressure, academic difficulties, and competition in the classroom are the main environmental factors triggering students' anxiety. This study highlights the critical role of the classroom environment in shaping students' emotional responses and emphasizes the importance of supportive and inclusive teaching strategies to reduce FLA and promote effective language learning. These findings provide practical implications for students, teachers, and future researchers in improving English as a foreign language (EFL) learning environments.

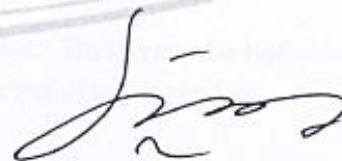
Keywords: Anxiety, EFL Learners, Classroom Environment, Foreign Language Learning, Environmental Factors

Advisor



Rafika Rabba Farah, M. Ed

The Researcher



Salma Najla

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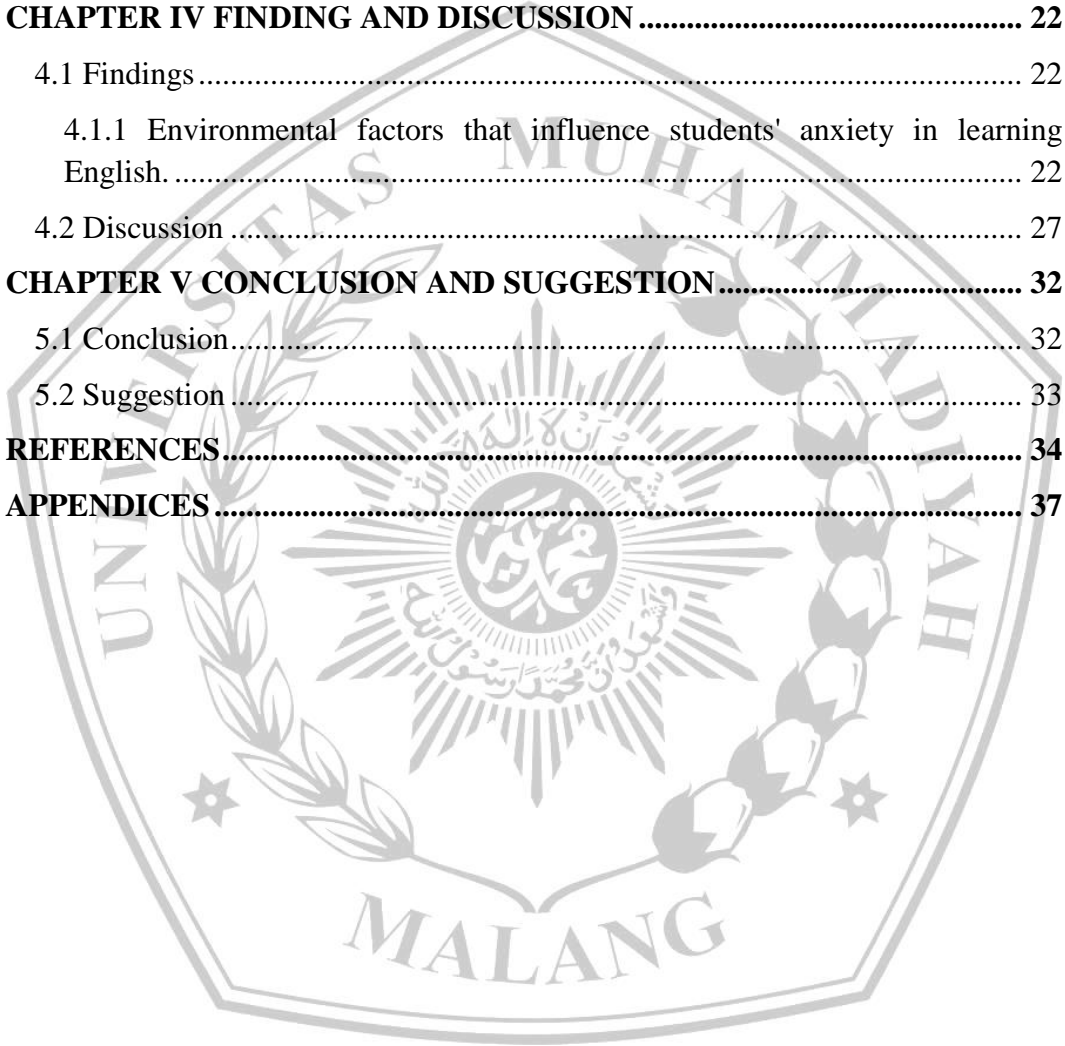
1. She has the deepest appreciation as her thesis advisor Rafika Rabba Farah, M. Ed. This undergraduate thesis would not have been completed without her aid at every step of the process.
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She realizes that this proposal is still not perfect. However, she believes that this research will be useful not only for researchers but also for readers.

TABLE OF CONTENTS

APPROVAL PAGE	i
MOTTOS AND DEDICATION	iii
AUTHOR’S DECLARATION OF ORIGINALITY	iv
ABSTRACT	v
ACKNOWLEDGMENTS	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	ix
CHAPTER I INTRODUCTION	1
1.1 Research Background.....	1
1.2 Research Problem.....	4
1.4 Research Objective.....	4
1.5 Research Significance	4
1.5.1 Theoretical significance	5
1.5.2 Practical significance	5
1.6 The Scope Limitation	5
1.7 The Definition of Key Terms	6
1.7.1 Student’s Anxiety	6
1.7.2 Foreign Language Anxiety	6
1.7.3 Classroom Environment	6
CHAPTER II REVIEW OF RELATED LITERATURE.....	7
2.1. Anxiety	7
2.2.1. Definition of Anxiety	7
2.2. Foreign Language Anxiety.....	10
2.3. Classroom Environment.....	13
CHAPTER III RESEARCH METHODOLOGY	17
3.1 Research Design.....	17
3.2 Population and Sample.....	17
3.2.1 Population.....	17

3.2.2 Sample.....	18
3.2.3 Sampling.....	18
3.3 Research Instrument.....	18
3.4 Data Collection.....	19
3.5 Data Analysis	20
CHAPTER IV FINDING AND DISCUSSION	22
4.1 Findings.....	22
4.1.1 Environmental factors that influence students' anxiety in learning English.....	22
4.2 Discussion	27
CHAPTER V CONCLUSION AND SUGGESTION.....	32
5.1 Conclusion.....	32
5.2 Suggestion.....	33
REFERENCES.....	34
APPENDICES.....	37



LIST OF TABLES

Table 1. Percentage of anxiety factor	22
Table 2. Descriptive Statistics	23
Table 3. MCI Dimensions	26
Table 4. Students Respondent	26



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