

**AN ANALYSIS OF INTERNAL AND EXTERNAL FACTORS OF STUDENTS'
NERVOUSNESS IN SPEAKING CLASS OF SECOND SEMESTER AT
UNIVERSITAS PALANGKA RAYA**

BY:

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THESIS



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2026

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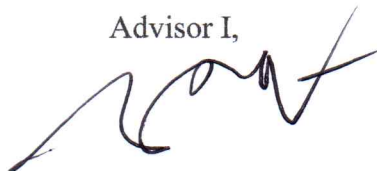
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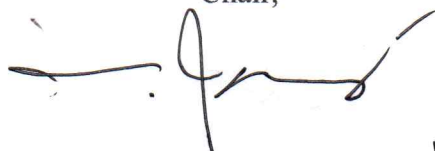


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ABSTRACT

Jelmaya Sari. 2026. *An Analysis of Internal and External Factors of Students' Nervousness in Speaking Class of Second Semester at Universitas Palangka Raya.* Thesis, English Education Study Program, Department of Language and Art Education, Faculty of Teacher Training and Education, Universitas Palangka Raya. **Advisors: Dr. Bahing, M.Pd. and Susanty, S.S., M.Hum.**

This study aimed to analyze the internal factors influencing students' nervousness in speaking class of second-semester students at Universitas Palangka Raya, to analyze the external factors influencing students' nervousness in speaking class, and to identify the most dominant factors affecting students' nervousness during speaking activities.

This study employed a descriptive qualitative method. The participants of this study consisted of five second-semester students selected through purposive sampling because they showed signs of nervousness during speaking activities. The data were collected through classroom observation and open-ended questionnaires. In addition, based on the recommendation of the thesis examiners during the thesis defense, this study was complemented by document analysis of the DPNA and UAS scores of all 33 students enrolled in the Intermediate English Speaking course. The analysis was conducted by interpreting students' speaking performance based on the indicators stated in the Course Learning Plan (RPS) and the UAS speaking assessment rubric. The data were analyzed using Miles and Huberman's qualitative data analysis procedures, including data reduction, data display, and conclusion drawing.

The findings revealed that the internal factors influencing students' nervousness included lack of vocabulary mastery, low self-confidence, lack of preparation, fear of making mistakes, and shyness. Based on the analysis of 33 students, lack of vocabulary mastery emerged as the most dominant internal factor, experienced by 18 students. This was followed by low self-confidence experienced by 12 students, lack of preparation by 8 students, fear of making mistakes by 7 students, and shyness by only 1 student.

Meanwhile, the external factors influencing students' nervousness included speaking in front of the class, fear of negative evaluation, lecturer's correction, and classroom atmosphere. Speaking in front of the class was identified as the most dominant external factor, experienced by 25 students, followed by fear of negative evaluation experienced by 24 students. In addition, lecturer's correction affected 4 students, while classroom atmosphere influenced 2 students. These findings indicate that students' nervousness in speaking class was influenced by the interaction of linguistic limitations, psychological conditions, and social pressures within the

learning environment. Therefore, this study is expected to provide insights for lecturers in creating a more supportive learning environment and help students reduce nervousness and improve their confidence in speaking English.

Keywords: nervousness, speaking class, internal factors, external factors

ACKNOWLEDGEMENT

First of all, the researcher would like to express her deepest gratitude to Lord Jesus Christ for His blessings, grace, and guidance, so that the researcher was able to complete this thesis entitled “*An Analysis of Internal and External Factors of Students’ Nervousness in Speaking Class of Second Semester at Universitas Palangka Raya*”.

This thesis was written as one of the requirements to obtain the degree of Sarjana Pendidikan (S.Pd.) at the English Education Study Program, Department of Language and Art Education, Faculty of Teacher Training and Education, Universitas Palangka Raya.

The researcher would like to express sincere gratitude to:

1. The researcher’s first advisor, Dr. Bahing, M.Pd, for the valuable guidance, suggestions, patience, and support throughout the completion of this thesis.
2. The researcher’s second advisor, Susanty, S.S., M.Hum, for the valuable guidance, constructive feedback, and support throughout the completion of this thesis.
3. The thesis examiner, Lesly Martha Cecylia Meka, S.S.,M.Pd, for the valuable comments, suggestions, and constructive feedback that helped improve the quality of this thesis.
4. The Coordinator of the English Education Study Program, Dr. Akhmad Fauzan, M.Pd., for his guidance and assistance throughout the researcher’s study.
5. The Head of the Department, Dr. Iwan Fauzi, S.Pd., M.A., for his guidance and support during the researcher’s academic journey.
6. All lecturers of the English Education Study Program for their knowledge, guidance, and support during the researcher’s study at Universitas Palangka Raya.
7. The participants of this research for their willingness, cooperation, and contribution to this study.

8. The researcher's beloved parents, family, friends, for their endless prayers, love, encouragement, understanding, and unwavering support throughout the completion of this thesis.

The researcher realizes that this thesis is still far from being perfect. Therefore, constructive criticism and suggestions are highly appreciated for the improvement of this thesis.

Finally, the researcher hopes that this thesis can provide benefits for readers and future researchers.

Palangka Raya, 2026

The Researcher
Jelmaya Sari

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