

APPENDICES

APPENDIX 1
OBSERVATION CHECKLIST

NO.	CAUSES OF ANXIETY	CHECKLIST
1	Shyness	
2	Keeping silent	
3	Avoiding eye contact with teacher	
4	Limited vocabulary	
5	Inaccurate grammar	
6	Lack of fluency	
7	Imperfect pronunciation	
8	Feeling Inferior	
9	Fear of expressing certain views	
10	Diminishing confidence	
11	Dominance of hesitation	
12	Sweating more	
13	shoulders down	
14	Standing down	
15	Feet inwards and arm in front of body	

(Ansari, 2015)

APPENDIX 2
QUESTIONNAIRE

Name : _____ **Class** : _____
Number : _____ **Phone Number** : _____

1. Questionnaire items for The levels of students' speaking anxiety

Please read the statement and then give a sign (√) in the provided space. Give the most suitable answer based on your feeling.

NO.	STATEMENT	SCORING				
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	I prepare my speaking well, but I still feel anxious.					
2	Although I have a good preparation, I still panic when I speak English.					
3	I feel worried when I don't prepare my material before presentation.					
4	I feel anxious when I have to speak English without preparation.					
5	If I'm not prepare my material well, I afraid my teacher give a question to me.					
6	I never feel quite sure of myself when I am speaking English.					
7	I worry about the consequences of failing my foreign language class.					
8	In speaking class, when I nervous I forget things easily					
9	I can feel my heart pounding when I'm going to be called on in speaking class.					
10	I feel shy when I am speaking in my language class.					
11	I feel more tense and nervous in my speaking class than in my other classes.					
12	I feel confused when I am speaking in my language class.					
13	I am afraid that the other students will laugh at me when I speak English.					
14	I'm afraid if my teacher gives some					

	critics to me when I speak in front of classroom.					
15	I feel afraid if my friend and my teacher do not understand what I say.					
16	I get upset when I don't understand what the teacher is correcting.					
17	I feel afraid if my teacher critics my pronunciation.					
18	My teacher always critic every mistake that I do in my speaking class					
19	I'm afraid if my teacher corrects my speaking.					
20	Error correction is the most problem that make me feel anxious.					
21	My teacher always corrects my grammar when I'm speaking so I feel afraid about it.					
22	I'm afraid that my language teacher is ready to correct every mistake that I make.					
23	I feel confuse about some rules that we have to learn in speaking a foreign language.					
24	I don't feel comfortable when I know that I'm going to be called in front of class to speaking.					
25	I feel happy when I know that I'm not speaking in front of class.					
26	I often feel like not going to my speaking class.					
27	Speaking in front of class is the most thing that I scared					
28	I don't feel confident about speaking English in front of other students.					
29	I don't feel relaxed, When I speak in front of class.					
30	I keep thinking that the other students are better at speaking than I am.					
31	I have a little vocabulary, I feel nervous when I am speaking English.					
32	I always feel that the other students speak the foreign language better than I do.					
33	If my teacher gives my friend a good command about her speaking, I feel afraid that I can't speak like her.					

(Young, 1991)

2. Questionnaire items of the strategies to overcome students' speaking anxiety

Please read the statement and then give a sign (√) based on your feeling. If you don't feel it, you don't need to choose.

No.	Statement		√	No.	Strategy		√
1	Preparation	I try to make a habit of learning English every day.		6	Positive thinking	I convince to myself that I can speak English when I feel anxious in speaking class.	
2		I always prepare and study hard before I speak English in speaking class.		7	Peer Seeking	I convince to myself that other people also feel anxious in speaking class	
3	Relaxation	I take a deep breath when I feel anxious in Speaking class.		8		I always say to myself that a difficult problem for myself also a difficult problem for the other person	
4		I try not to strain when I am in English class		9	Resignation	I don't want to join speaking class	
5	Positive thinking	I make sure that I can speak English because I'm sure with myself.		10		I avoid involve in a situation that can make me feel anxious to speak English in speaking class	

(Kondo and Ling, 2004)

3. Open- ended question to know the causes and strategies to overcome speaking anxiety

Please read the questions and answer the questions based on your feeling in the provided space.

<p>1. Do you feel anxious, when you speak English? Why?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>2. What do you do to overcome your speaking anxiety?</p> <p>.....</p> <p>.....</p> <p>.....</p>

APPENDIX 3
INTERVIEW QUESTIONS

QUESTIONS:

1. How do you feel when you speak English in front of classroom?
2. What are the causes of your anxiety?
3. What the strategies to overcome your speaking anxiety?

APPENDIX 4

THE STUDENTS' RESPONSE ON QUESTIONNAIRE

NO.	NAME	QUESTIONNAIRE STATEMENT				
		SD	D	N	A	SA
1	Correspondent 1	11	17	1	4	-
2	Correspondent 2	-	8	6	19	-
3	Correspondent 3	4	11	-	17	1
4	Correspondent 4	1	5	11	12	4
5	Correspondent 5	-	2	19	10	2
6	Correspondent 6	-	20	6	7	-
7	Correspondent 7	1	11	8	12	1
8	Correspondent 8	3	20	-	10	-
9	Correspondent 9	-	4	4	19	6
10	Correspondent 10	-	4	5	20	4
11	Correspondent 11	-	4	-	24	5
12	Correspondent 12	-	12	3	17	1
13	Correspondent 13	2	11	7	11	2
14	Correspondent 14	1	2	12	17	1
15	Correspondent 15	-	21	7	5	-
16	Correspondent 16	27	2	-	2	2
17	Correspondent 17	-	-	5	17	11
18	Correspondent 18	1	7	-	15	10
19	Correspondent 19	1	11	6	10	5
20	Correspondent 20	-	4	15	10	4
21	Correspondent 21	2	6	9	16	-
22	Correspondent 22	-	11	6	14	2
23	Correspondent 23	2	17	9	4	1
24	Correspondent 24	3	11	-	17	2
25	Correspondent 25	-	11	-	19	3
26	Correspondent 26	1	4	7	17	4
27	Correspondent 27	-	-	10	15	8
28	Correspondent 28	2	6	5	19	1
29	Correspondent 29	-	6	4	14	9
30	Correspondent 30	-	24	-	9	-
31	Correspondent 31	7	14	-	10	2
32	Correspondent 32	5	8	12	7	1
33	Correspondent 33	1	1	11	15	5
34	Correspondent 34	-	8	1	24	-
35	Correspondent 35	-	8	6	19	-
36	Correspondent 36	-	2	1	23	7
37	Correspondent 37	3	9	7	11	3
38	Correspondent 38	-	10	-	16	7
39	Correspondent 39	-	-	9	20	4
40	Correspondent 40	4	19	6	3	1
41	Correspondent 41	1	6	12	13	1
42	Correspondent 42	-	5	5	23	-
43	Correspondent 43	-	3	9	14	7
44	Correspondent 44	-	23	-	10	-
45	Correspondent 45	-	11	12	10	-
TOTAL		83	399	256	620	127

APPENDIX 5

THE PERCENTAGE OF STUDENTS' PREFERENCE

No.	Statement	The Percentage of Students' Preference									
		SD	%	D	%	N	%	A	%	SA	%
1	I prepare my speaking well, but I still feel anxious.	1	2%	4	9%	3	7%	35	78%	2	4%
2	Although I have a good preparation, I still panic when I speak English.	1	2%	7	16%	2	4%	32	71%	3	7%
3	I feel worried when I don't prepare my material before presentation.	0	0%	2	4%	2	4%	24	53%	17	38%
4	I feel anxious when I have to speak English without preparation.	1	2%	4	9%	0	0%	25	56%	15	33%
5	If I'm not prepare my material well, I afraid my teacher give a question to me.	1	2%	6	13%	2	4%	28	62%	8	18%
6	I never feel quite sure of myself when I am speaking English.	4	9%	12	27%	8	18%	19	42%	2	4%
7	I worry about the consequences of failing my foreign language class.	4	9%	6	13%	5	11%	27	60%	3	7%
8	In speaking class, when I nervous I forget things easily	2	4%	6	13%	2	4%	28	62%	7	16%
9	I can feel my heart pounding when I'm going to be called on in speaking class.	1	2%	8	18%	5	11%	22	49%	9	20%
10	I feel shy when I am speaking in my language class.	2	4%	13	29%	9	20%	19	42%	2	4%
11	I feel more tense and nervous in my speaking class than in my other classes.	3	7%	15	33%	11	24%	13	29%	3	7%
12	I feel confused when I am speaking in my language class.	1	2%	15	33%	11	24%	17	38%	2	4%
13	I am afraid that the other students will laugh at me when I speak English.	5	11%	14	31%	3	7%	19	42%	4	9%
14	I'm afraid if my teacher gives some critics to me when I speak in front of classroom.	2	4%	17	38%	11	24%	14	31%	1	2%
15	I feel afraid if my friend and my teacher do not understand what I say.	1	2%	9	20%	7	16%	21	47%	7	16%
16	I get upset when I don't understand what the teacher is correcting.	7	16%	24	53%	7	16%	6	13%	1	2%
17	I feel afraid if my teacher critics my pronunciation.	4	9%	19	42%	11	24%	11	24%	0	0%
18	My teacher always critic every mistake that I do in my speaking class	2	4%	9	20%	12	27%	17	38%	5	11%
19	I'm afraid if my teacher corrects my speaking.	1	2%	25	56%	4	9%	14	31%	0	0%
20	Error correction is the most problem that make me feel anxious.	4	9%	20	44%	10	22%	9	20%	2	4%
21	My teacher always corrects my grammar when I'm speaking so I feel afraid about it.	1	2%	21	47%	13	29%	9	20%	1	2%
22	I'm afraid that my language teacher is ready to correct every mistake that I make.	1	2%	22	49%	10	22%	11	24%	1	2%
23	I feel confuse about some rules that we have to learn in speaking a foreign language.	2	4%	18	40%	12	27%	12	27%	1	2%
24	I don't feel comfortable when I know that I'm going to be called in front of class to speaking.	2	4%	11	24%	9	20%	19	42%	4	9%
25	I feel happy when I know that I'm not speaking in front of class.	4	9%	7	16%	17	38%	12	27%	5	11%
26	I often feel like not going to my speaking class.	16	36%	22	49%	6	13%	1	2%	0	0%
27	Speaking in front of class is the most thing that I scared	1	2%	17	38%	15	33%	12	27%	0	0%
28	I don't feel confident about speaking English in front of other students.	1	2%	7	16%	5	11%	31	69%	1	2%
29	I don't feel relaxed, When I speak in front of class.	1	2%	7	16%	4	9%	26	58%	7	16%
30	I keep thinking that the other students are better at speaking than I am.	3	7%	7	16%	9	20%	22	49%	4	9%
31	I have a little vocabulary, I feel nervous when I am speaking English.	0	0%	9	20%	10	22%	23	51%	3	7%
32	I always feel that the other students speak the foreign language better than I do.	2	4%	2	4%	9	20%	30	67%	2	4%
33	If my teacher gives my friend a good command about her speaking, I feel afraid that I can't speak like her/him.	2	4%	14	31%	11	24%	13	29%	5	11%

APPENDIX 6
LIKERT SCALE

1 2 3 4 5

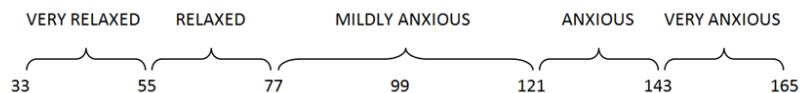
NO.	NAME	QUESTIONNAIRE STATEMENT				
		SD	D	N	A	SA
1	Correspondent 1	11	17	1	4	0
2	Correspondent 2	0	8	6	19	0
3	Correspondent 3	4	11	0	17	1
4	Correspondent 4	1	5	11	12	4
5	Correspondent 5	0	2	19	10	2
6	Correspondent 6	0	20	6	7	0
7	Correspondent 7	1	11	8	12	1
8	Correspondent 8	3	20	0	10	0
9	Correspondent 9	0	4	4	19	6
10	Correspondent 10	0	4	5	20	4
11	Correspondent 11	0	4	0	24	5
12	Correspondent 12	0	12	3	17	1
13	Correspondent 13	2	11	7	11	2
14	Correspondent 14	1	2	12	17	1
15	Correspondent 15	0	21	7	5	0
16	Correspondent 16	27	2	0	2	2
17	Correspondent 17	0	0	5	17	11
18	Correspondent 18	0	7	0	15	10
19	Correspondent 19	1	11	6	10	5
20	Correspondent 20	0	4	15	10	4
21	Correspondent 21	2	6	9	16	0
22	Correspondent 22	0	11	6	14	2
23	Correspondent 23	2	17	9	4	1
24	Correspondent 24	3	11	0	17	2
25	Correspondent 25	0	11	0	19	3
26	Correspondent 26	1	4	7	17	4
27	Correspondent 27	0	0	10	15	8
28	Correspondent 28	2	6	5	19	1
29	Correspondent 29	0	6	4	14	9
30	Correspondent 30	0	24	0	9	0
31	Correspondent 31	7	14	0	10	2
32	Correspondent 32	5	8	12	7	1
33	Correspondent 33	1	1	11	15	5
34	Correspondent 34	0	8	1	24	0
35	Correspondent 35	0	8	6	19	0
36	Correspondent 36	0	2	1	23	7
37	Correspondent 37	3	9	7	11	3
38	Correspondent 38	0	10	0	16	7
39	Correspondent 39	0	0	9	20	4
40	Correspondent 40	4	19	6	3	1
41	Correspondent 41	1	6	12	13	1
42	Correspondent 42	0	5	5	23	0
43	Correspondent 43	0	3	9	14	7
44	Correspondent 44	0	23	0	10	0
45	Correspondent 45	0	11	12	10	0
TOTAL		82	399	256	620	127

KONVERSI SKALA LIKERT

NO.	NAME	QUESTIONNAIRE STATEMENT					SCORE TOTAL	LEVEL
		SD	D	N	A	SA		
1	Correspondent 1	11	34	3	16	0	64	R
2	Correspondent 2	0	16	18	76	0	110	MA
3	Correspondent 3	4	22	0	68	5	99	MA
4	Correspondent 4	1	10	33	48	20	112	MA
5	Correspondent 5	0	4	57	40	10	111	MA
6	Correspondent 6	0	40	18	28	0	86	MA
7	Correspondent 7	1	22	24	48	5	100	MA
8	Correspondent 8	3	40	0	40	0	83	MA
9	Correspondent 9	0	8	12	76	30	126	A
10	Correspondent 10	0	8	15	80	20	123	A
11	Correspondent 11	0	8	0	96	25	129	A
12	Correspondent 12	0	24	9	68	5	106	MA
13	Correspondent 13	2	22	21	44	10	99	MA
14	Correspondent 14	1	4	36	68	5	114	MA
15	Correspondent 15	0	42	21	20	0	83	MA
16	Correspondent 16	27	4	0	8	10	49	VR
17	Correspondent 17	0	0	15	68	55	138	A
18	Correspondent 18	0	14	0	60	50	124	A
19	Correspondent 19	1	22	18	40	25	106	MA
20	Correspondent 20	0	8	45	40	20	113	MA
21	Correspondent 21	2	12	27	64	0	105	MA
22	Correspondent 22	0	22	18	56	10	106	MA
23	Correspondent 23	2	34	27	16	5	84	MA
24	Correspondent 24	3	22	0	68	10	103	MA
25	Correspondent 25	0	22	0	76	15	113	MA
26	Correspondent 26	1	8	21	68	20	118	MA
27	Correspondent 27	0	0	30	60	40	130	A
28	Correspondent 28	2	12	15	76	5	110	MA
29	Correspondent 29	0	12	12	56	45	125	A
30	Correspondent 30	0	48	0	36	0	84	MA
31	Correspondent 31	7	28	0	40	10	85	MA
32	Correspondent 32	5	16	36	28	5	90	MA
33	Correspondent 33	1	2	33	60	25	121	MA
34	Correspondent 34	0	16	3	96	0	115	MA
35	Correspondent 35	0	16	18	76	0	110	MA
36	Correspondent 36	0	4	3	92	35	134	A
37	Correspondent 37	3	18	21	44	15	101	MA
38	Correspondent 38	0	20	0	64	35	119	MA
39	Correspondent 39	0	0	27	80	20	127	A
40	Correspondent 40	4	38	18	12	5	77	R
41	Correspondent 41	1	12	36	52	5	106	MA
42	Correspondent 42	0	10	15	92	0	117	MA
43	Correspondent 43	0	6	27	56	35	124	A
44	Correspondent 44	0	46	0	40	0	86	MA
45	Correspondent 45	0	22	36	40	0	98	MA
TOTAL		82	798	768	2480	635		

$x = 1 \times 33 = 33$
 $2 \times 33 = 66$
 $3 \times 33 = 99$
 $4 \times 33 = 132$
 $5 \times 33 = 165$

Mean: jumlah tertinggi / akhir - jumlah terendah / awal : standart deviasi
 $165 - 33 = 132$
 $132 / 6 = 22$



APPENDIX 7

THE LEVEL OF STUDENTS' SPEAKING ANXIETY

NO.	NAME	LEVEL OF ANXIETY				
		Very Relaxed	Relaxed	Mildly Anxious	Anxious	Very Anxious
1	Correspondent 1		√			
2	Correspondent 2			√		
3	Correspondent 3			√		
4	Correspondent 4			√		
5	Correspondent 5			√		
6	Correspondent 6			√		
7	Correspondent 7			√		
8	Correspondent 8			√		
9	Correspondent 9				√	
10	Correspondent 10				√	
11	Correspondent 11				√	
12	Correspondent 12			√		
13	Correspondent 13			√		
14	Correspondent 14			√		
15	Correspondent 15			√		
16	Correspondent 16	√				
17	Correspondent 17				√	
18	Correspondent 18				√	
19	Correspondent 19			√		
20	Correspondent 20			√		
21	Correspondent 21			√		
22	Correspondent 22			√		
23	Correspondent 23			√		
24	Correspondent 24			√		
25	Correspondent 25			√		
26	Correspondent 26			√		
27	Correspondent 27				√	
28	Correspondent 28			√		
29	Correspondent 29				√	
30	Correspondent 30			√		
31	Correspondent 31			√		
32	Correspondent 32			√		
33	Correspondent 33			√		
34	Correspondent 34			√		
35	Correspondent 35			√		
36	Correspondent 36				√	
37	Correspondent 37			√		
38	Correspondent 38			√		
39	Correspondent 39				√	
40	Correspondent 40		√			
41	Correspondent 41			√		
42	Correspondent 42			√		
43	Correspondent 43				√	
44	Correspondent 44			√		
45	Correspondent 45			√		
TOTAL		1	2	32	10	0

APPENDIX 8

THE RESEARCHER'S OBSERVATION

NO.	NAME	QUESTIONNAIRE STATEMENT														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Correspondent 1						√	√		√		√				
2	Correspondent 2						√	√		√		√				
3	Correspondent 3						√	√		√		√				
4	Correspondent 4						√	√		√		√				
5	Correspondent 5	√					√	√		√	√	√				
6	Correspondent 6						√	√		√		√				
7	Correspondent 7						√	√		√		√				
8	Correspondent 8						√	√		√						
9	Correspondent 9							√		√		√				
10	Correspondent 10						√	√		√		√				
11	Correspondent 11						√	√		√	√	√				
12	Correspondent 12						√	√		√		√				
13	Correspondent 13	√					√	√		√	√	√				
14	Correspondent 14						√	√		√		√				
15	Correspondent 15						√	√		√	√	√				
16	Correspondent 16															
17	Correspondent 17						√	√		√	√	√				
18	Correspondent 18	√					√	√	√	√	√	√				
19	Correspondent 19						√	√		√	√	√				
20	Correspondent 20							√		√					√	
21	Correspondent 21	√					√	√		√	√	√				
22	Correspondent 22						√	√		√	√	√				
23	Correspondent 23						√	√		√		√				
24	Correspondent 24	√					√	√		√	√	√				
25	Correspondent 25						√	√		√	√	√				
26	Correspondent 26						√	√		√		√				
27	Correspondent 27						√	√	√	√	√	√				
28	Correspondent 28						√	√		√	√	√				
29	Correspondent 29						√	√		√	√	√				
30	Correspondent 30						√	√				√				
31	Correspondent 31						√	√		√		√				
32	Correspondent 32						√	√		√	√	√				
33	Correspondent 33						√	√		√	√					
34	Correspondent 34						√	√		√	√	√				
35	Correspondent 35						√	√		√	√	√			√	
36	Correspondent 36						√	√		√	√	√				
37	Correspondent 37						√	√		√		√				
38	Correspondent 38						√	√		√	√	√				
39	Correspondent 39						√	√				√				
40	Correspondent 40						√	√		√		√				
41	Correspondent 41							√			√	√				
42	Correspondent 42						√	√		√	√	√				
43	Correspondent 43						√	√		√	√	√			√	
44	Correspondent 44						√	√		√	√	√				
45	Correspondent 45						√	√		√	√	√				
TOTAL		20	6	0	6	1	42	44	4	40	30	40	0	0	5	0

APPENDIX 9

THE TEACHER'S OBSERVATION

NO.	NAME	QUESTIONNAIRE STATEMENT														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Correspondent 1							√		√		√				
2	Correspondent 2						√	√		√		√				
3	Correspondent 3							√		√		√				
4	Correspondent 4						√	√		√		√				
5	Correspondent 5	√					√	√		√		√				
6	Correspondent 6						√	√				√				
7	Correspondent 7						√	√		√						
8	Correspondent 8						√	√								
9	Correspondent 9							√		√						
10	Correspondent 10							√		√		√				
11	Correspondent 11						√	√		√		√				
12	Correspondent 12						√	√		√						
13	Correspondent 13						√	√		√	√	√				
14	Correspondent 14						√	√		√						
15	Correspondent 15						√	√		√		√				
16	Correspondent 16															
17	Correspondent 17						√	√		√	√	√				
18	Correspondent 18	√					√	√		√	√					
19	Correspondent 19						√	√		√		√				
20	Correspondent 20							√		√				√		
21	Correspondent 21						√	√		√		√				
22	Correspondent 22						√	√		√	√	√				
23	Correspondent 23							√		√						
24	Correspondent 24						√	√		√	√	√				
25	Correspondent 25						√	√		√		√				
26	Correspondent 26						√	√		√		√				
27	Correspondent 27						√	√		√	√	√				
28	Correspondent 28						√	√		√	√	√				
29	Correspondent 29						√	√		√		√				
30	Correspondent 30							√								
31	Correspondent 31						√	√		√						
32	Correspondent 32						√	√			√	√				
33	Correspondent 33						√	√		√	√	√				
34	Correspondent 34						√	√		√	√					
35	Correspondent 35						√	√		√	√	√				
36	Correspondent 36						√	√		√	√	√				
37	Correspondent 37							√		√						
38	Correspondent 38						√	√		√	√	√				
39	Correspondent 39						√	√								
40	Correspondent 40						√	√		√						
41	Correspondent 41							√				√				
42	Correspondent 42						√	√		√	√					
43	Correspondent 43						√	√		√	√					
44	Correspondent 44						√	√		√	√	√				
45	Correspondent 45						√	√		√	√	√				
TOTAL		20	6	0	6	1	42	44	4	40	30	40	0	0	5	0

APPENDIX 10

THE OBSERVATION RESULT

NO .	NAME	QUESTIONNAIRE STATEMENT														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Correspondent 1						√	√		√		√				
2	Correspondent 2						√	√		√		√				
3	Correspondent 3						√	√		√		√				
4	Correspondent 4						√	√		√		√				
5	Correspondent 5	√					√	√		√		√				
6	Correspondent 6						√	√				√				
7	Correspondent 7						√	√		√		√				
8	Correspondent 8						√	√								
9	Correspondent 9							√		√						
10	Correspondent 10						√	√		√		√				
11	Correspondent 11						√	√		√		√				
12	Correspondent 12						√	√		√		√				
13	Correspondent 13	√					√	√		√	√	√				
14	Correspondent 14						√	√		√		√				
15	Correspondent 15						√	√		√	√	√				
16	Correspondent 16															
17	Correspondent 17						√	√		√	√	√				
18	Correspondent 18	√					√	√	√	√	√					
19	Correspondent 19						√	√		√	√	√				
20	Correspondent 20							√		√						
21	Correspondent 21						√	√		√	√	√				
22	Correspondent 22						√	√		√	√	√				
23	Correspondent 23							√		√						
24	Correspondent 24						√	√		√	√	√				
25	Correspondent 25						√	√		√	√	√				
26	Correspondent 26						√	√		√		√				
27	Correspondent 27						√	√		√	√	√				
28	Correspondent 28						√	√		√	√	√				
29	Correspondent 29						√	√		√	√	√				
30	Correspondent 30							√								
31	Correspondent 31						√	√		√		√				
32	Correspondent 32						√	√		√	√	√				
33	Correspondent 33						√	√		√	√	√				
34	Correspondent 34						√	√		√	√	√				
35	Correspondent 35						√	√		√	√	√			√	
36	Correspondent 36						√	√		√	√	√				
37	Correspondent 37							√		√		√				
38	Correspondent 38						√	√		√	√	√				
39	Correspondent 39						√	√								
40	Correspondent 40						√	√		√						
41	Correspondent 41							√				√				
42	Correspondent 42						√	√		√	√	√				
43	Correspondent 43						√	√		√	√	√				
44	Correspondent 44						√	√		√	√	√				
45	Correspondent 45						√	√		√	√	√				
TOTAL		3	0	0	0	0	38	44	1	39	22	35	0	0	1	0

APPENDIX 11

THE CAUSES OF STUDENTS' SPEAKING ANXIETY

No.	Name of Respondents	Students' Answer
1	Correspondent 1	yes, a little. Because speaking English is an unusual thing that I do. I feel anxiety, but it just a little because I know speaking English lesson can make me practice about English language.
2	Correspondent 2	yes, because I'm not fluent to read it. I'm shy if I'm wrong to read it.
3	Correspondent 3	yes, because I can't speak English, especially if there is not a preparation.
4	Correspondent 4	yes, because my teacher always correct my grammar when I speak English.
5	Correspondent 5	yes, because I'm afraid what I say is wrong and I feel anxious when my teacher and my friend look at me when I speak in front of class, I'm afraid if they laugh me and it make my concentration is lose and finally my material that I know is lose too.
6	Correspondent 6	No, because I always pray to overcome my anxiety.
7	Correspondent 7	yes, because I'm afraid when the students will laugh at me when I speak English
8	Correspondent 8	Yes, a little. Because I'm afraid what I say is not appropriate with the right articulation, shy and not confident.
9	Correspondent 9	because when I speak English I'm afraid and shy because I can't speak English fluently.
10	Correspondent 10	yes, because for me, it is a difficult thing. It is like the pronunciation, the process of writing and when speak English every day.
11	Correspondent 11	yes, because I'm afraid in speaking class, when I'm nervous I forget all of thing that I prepare before and I'm afraid that the other students will laugh me when I have a mistake in speaking English.
12	Correspondent 12	Yes, because I'm nervous when speak English and I forget my material if I feel nervous. I fell afraid if my teacher doesn't know about what I say.
13	Correspondent 13	yes, when I speak in front of class I fell tense and anxiety.
14	Correspondent 14	yes, because I feel afraid when I can't speak English.
15	Correspondent 15	Sometimes, because when I don't know what my teacher say. But, I try to believe myself that I can speak English fluently.
16	Correspondent 16	No, I have a principle to confident, correct my mistake since in elementary school and junior high school, I make a commitment with myself that succes come from myself.
17	Correspondent 17	yes, because when I speak English I can't fluent like my friends.
18	Correspondent 18	yes, because I'm afraid if I speak English in classroom.
19	Correspondent 19	yes, because I can't speak the word in English well.
20	Correspondent 20	Yes, a little. I'm afraid if I speak in front of classroom, I feel down.
21	Correspondent 21	yes, because I'm lack in articulation, I'm afraid if my teacher give me some critics.

22	Correspondent 22	yes, because I afraid to speak English.
23	Correspondent 23	No, because when I feel anxious I will feel more anxious, so, I try to relaxed and speak as know as I can.
24	Correspondent 24	yes, because for me, I'm not understand with English, it also with the pronunciation, I always feel that my friend can speak English well than me.
25	Correspondent 25	yes, because I afraid to speak English without preparation.
26	Correspondent 26	Yes, because the pronunciation is difficult to understand and practice. I'm afraid if my teacher gives me critic about my pronunciation.
27	Correspondent 27	yes, because I'm afraid I can't speak English well.
28	Correspondent 28	yes, because I'm afraid I can't speak English, sometimes I think not join it, but I try to learn it again.
29	Correspondent 29	yes, because in junior high school I never speak English in front of class, since in senior high school I try to speak English in front of class. I'm not confident and afraid to make a mistake.
30	Correspondent 30	yes, because I'm afraid the language that say do not understand by the other students or I'm afraid if the word that I say is wrong.
31	Correspondent 31	yes, because I'm afraid if I make a mistake and I feel nervous.
32	Correspondent 32	yes, because speak English need a long time to learn and it is not easy.
33	Correspondent 33	yes, because I'm not confident to speak in front of many people.
34	Correspondent 34	yes, because for me English is a difficult lesson for me than the other lesson. I always think that my friend is cleverer than me.
35	Correspondent 35	yes, although i have prepared well. When I speak in front of class, I still tense.
36	Correspondent 36	yes, I feel anxiety. Because I'm not fluent in speak English and I feel anxious when my teacher will give me a question and I can't answer it. I feel anxious when my teacher call my name to speak in front of class.
37	Correspondent 37	yes, because speak English is not easy for me and I feel anxious.
38	Correspondent 38	yes, because I can't speak English, I'm afraid if my teacher will give me a comment to me.
39	Correspondent 39	yes, because I feel nervous and afraid if the word that I say is wrong and do not understand by my friends and my teacher.
40	Correspondent 40	a little, because I'm afraid to speak English, I afraid I make a mistake.
41	Correspondent 41	yes, because for me English is a difficult lesson for me than the other lesson. I'm afraid my friend laughs at me.
42	Correspondent 42	yes, because I can't speak English.
43	Correspondent 43	yes, because I afraid to make a mistake in my pronunciation and afraid if I forget about my material I will laugh by myself. I lose my confident.
44	Correspondent 44	No, because I am sure with myself that I can speak English.
45	Correspondent 45	yes, because I don't know what my teacher say and I'm not sure what I say. But, I try to overcome my anxiety.

APPENDIX 12

THE STUDENTS' PREFERENCE OF THE STRATEGIES TO OVERCOME STUDENTS' SPEAKING ANXIETY

No.	Name	The strategies to overcome speaking anxiety				
		Preparation	Relaxation	Positive Thinking	Peer Seeking	Resignation
1	Correspondent 1			√		
2	Correspondent 2	√				
3	Correspondent 3				√	
4	Correspondent 4		√			
5	Correspondent 5			√		
6	Correspondent 6	√				
7	Correspondent 7	√				
8	Correspondent 8			√		
9	Correspondent 9				√	
10	Correspondent 10			√		
11	Correspondent 11	√				
12	Correspondent 12	√				
13	Correspondent 13			√		
14	Correspondent 14					√
15	Correspondent 15		√			
16	Correspondent 16			√		
17	Correspondent 17	√				
18	Correspondent 18	√				
19	Correspondent 19		√			
20	Correspondent 20		√			
21	Correspondent 21		√			
22	Correspondent 22		√			
23	Correspondent 23	√				
24	Correspondent 24		√			
25	Correspondent 25		√			
26	Correspondent 26		√			
27	Correspondent 27			√		
28	Correspondent 28		√			
29	Correspondent 29					√
30	Correspondent 30	√				
31	Correspondent 31	√				
32	Correspondent 32		√			
33	Correspondent 33	√				
34	Correspondent 34		√			
35	Correspondent 35		√			
36	Correspondent 36	√				
37	Correspondent 37					√
38	Correspondent 38		√			
39	Correspondent 39		√			
40	Correspondent 40			√		
41	Correspondent 41	√				
42	Correspondent 42	√				
43	Correspondent 43		√			
44	Correspondent 44	√				
45	Correspondent 45		√			
TOTAL		15	17	8	2	3

APPENDIX 13

THE STRATEGIES TO OVERCOME STUDENTS' SPEAKING ANXIETY

No.	Name of Respondents	Students' Answer
1	Correspondent 1	I'm sure with myself.
2	Correspondent 2	Study as well as I can.
3	Correspondent 3	I try to overcome my anxiety, afraid and less confident, I'm sure my friend also feel anxious like me.
4	Correspondent 4	I take a deep breath when I feel anxious in Speaking class. I make sure to myself that I can speak English.
5	Correspondent 5	I try to convince myself that I can and I try to confident with myself.
6	Correspondent 6	Prepare my material early and after I get a new materi, I try to undersand it until I get the turn to speak English.
7	Correspondent 7	I always prepare my material and study before I speak English in the classroom.
8	Correspondent 8	I always speak to myself that I can, I am the best in the classroom. With this way, I'm not inferior because inferior can make me down.
9	Correspondent 9	I often try to look at my friend and laugh. I think that my friend also difficult in speak English like me.
10	Correspondent 10	I try to convince myself that I can speak English and try to relaxed.
11	Correspondent 11	I always prepare my material and study hard before I speak English in classroom.
12	Correspondent 12	I more often study English so that I can speak English fluently.
13	Correspondent 13	I'm sure I can speak English because I'm sure with myself.
14	Correspondent 14	I avoid involve in a situation that can make me feel anxious to speak English in speaking class
15	Correspondent 15	Trying to confident, never show our tense/ anxiety so that the other students' don't feel anxious too and covince that what I say is right.
16	Correspondent 16	Before I speak English, I always say to myself that " you must dominate your self" and always say like that if I feel anxious/ nervous and take a deep breath.
17	Correspondent 17	Prepare my material before read or speak English.
18	Correspondent 18	I want to make a habit to learn English.
19	Correspondent 19	I take a breath and I do not look to my friend (look upper)
20	Correspondent 20	Pray and take a deep breath.
21	Correspondent 21	Keep relaxed and make sure that I can.

22	Correspondent 22	I take a deep breath and than exhale.
23	Correspondent 23	Preapare my material before I speak English and often read / speak English.
24	Correspondent 24	Look at the audiens, do not hurried in speaking.
25	Correspondent 25	Take a deep breath, upright standing and make my body relaxed.
26	Correspondent 26	Try to relaxed, take a deep breath and make sure to my self that I can.
27	Correspondent 27	Try to make sure that I can.
28	Correspondent 28	Take a deep breath and keep study to speak English.
29	Correspondent 29	I avoid involve in a situation that can make me feel anxious, to overcome my anxiety I want to speak English in a quiet classroom.
30	Correspondent 30	I always prepare my material and study hard before I speak English in classroom.
31	Correspondent 31	Usually I speak in front of mirror and prepare my material to speak English.
32	Correspondent 32	I try do not tense and nervous when I speak English in front of classroom.
33	Correspondent 33	Keep silent and prepare ourself.
34	Correspondent 34	I take a deep breath when I feel anxious in speaking class to relaxed myself.
35	Correspondent 35	Take a deep breath and memorize it well.
36	Correspondent 36	Try to a make habit of learn to speak English in front of classroom and more study about the meaning of this language.
37	Correspondent 37	I avoid involve in a situation that can make me feel anxious to speak English in speaking class
38	Correspondent 38	Pray and take a deep breath.
39	Correspondent 39	Take a deep breath, try to relaxed, prepare my material and study to speak English well, practice to speak English in front of classroom.
40	Correspondent 40	Confident, I'm sure I can speak English
41	Correspondent 41	Prepare my material and study hard before I speak English.
42	Correspondent 42	Study as well as I can.
43	Correspondent 43	Take a deep breath and say bismillah when I will speak in front of classroom.
44	Correspondent 44	I make a habit of learning to speak English.
45	Correspondent 45	Don't nervous to speak English, feel confident.

APPENDIX 14

INTERVIEW RESULT

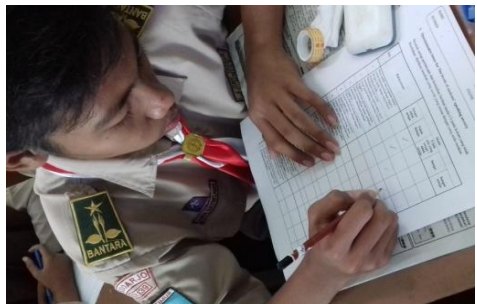
NO.	NAME	INTERVIEW QUESTION		
		Question 1	Question 2	Question 3
1	Correspondent 1	Anxious	I feel afraid if my friends laugh me.	I'm sure with myself and study hard.
2	Correspondent 2	Nervous	I feel difficult how to read it.	I convince to myself and prepare the material.
3	Correspondent 3	Nervous, anxious	I'm afraid if I can't speak English.	I try not to strain and be confident.
4	Correspondent 4	Nervous, afraid	I feel afraid if my friends laugh me and can't speak well.	I take a deep breath and convince to my elf.
5	Correspondent 5	Strain, afraid and nervous	I afraid if I make a mistake.	More confident, I take a deep breath and convince to myself.
6	Correspondent 6	little Anxious	I afraid about the material to be memorized.	Prepare the material, try to relax.
7	Correspondent 7	Nervous, afraid	I feel afraid if my friends laugh me, afraid if I can't speak English and afraid if my teacher give me some critics.	Prepare the material.
8	Correspondent 8	Nervous, dizzy	I'm afraid if I can't speak English.	I'm sure with myself.
9	Correspondent 9	Anxious, afraid	Difficult to memorize.	Study hard and try not to strain.
10	Correspondent 10	Afraid, nervous and anxiety	I afraid about the material to be memorized.	I take a deep breath and convince to my self.
11	Correspondent 11	Anxious, afraid and tremble	I'm afraid if I can't speak English and afraid if my friends laugh me.	I'm sure with my self and prepare the material.
12	Correspondent 12	dizzy and afraid	I'm afraid if I can't speak English well.	Study hard.
13	Correspondent 13	Strain, afraid	I feel afraid if my friends laugh me and afraid if I make a mistake.	Be confident and take a deep breath.
14	Correspondent 14	Strain, afraid	I'm afraid because I'm not getting of best of the material.	Prepare the material.
15	Correspondent 15	Nervous, afraid	I'm afraid if I can't speak English.	Prepare the material.
16	Correspondent 16	No, I'm not have an axiety	No, I'm not having an anxiety.	Prepare the material and I'm sure with my self.
17	Correspondent 17	Anxious	Not fluency.	Study hard.
18	Correspondent 18	Anxious , afraid	I afraid if I make a mistake.	Prepare the material.
19	Correspondent 19	Anxious , afraid	I feel afraid if I'm wrong in pronunciation.	I take a deep breath and always say to myself that a difficult problem for my self also a difficult problem for other person.
20	Correspondent 20	Strain, afraid	I'm afraid to have down in front of class and afraid to make a mistake.	Study hard and I'm sure with my self.

21	Correspondent 21	dizzy and afraid	I'm not good in articulation.	I take a deep breath and convince to my self.
22	Correspondent 22	Dizzy and nervous	I'm not confident in front of class.	Take a deep breath.
23	Correspondent 23	Strain, afraid	I'm afraid because I'm not getting of best of the material.	Study hard.
24	Correspondent 24	Anxious and dizzy	Not fluency.	Be confident and convince to my self..
25	Correspondent 25	Anxious	I afraid if I make a mistake.	Study hard and take a deep breath.
26	Correspondent 26	Anxious, afraid	I'm afraid if I can't speak English well.	Prepare the material and take a deep breath.
27	Correspondent 27	afraid	Not fluency.	I convince to my self.
28	Correspondent 28	shy and dizzy	I can't speak English.	Prepare the material.
29	Correspondent 29	dizzy and afraid	I'm afraid because I'm not getting of best of the material.	Study every day.
30	Correspondent 30	strain and afraid	I afraid if I make a mistake.	Prepare the material.
31	Correspondent 31	strain and anxious	I afraid if I make a mistake.	Repeat the material, speak in front of mirror and make sure to my self.
32	Correspondent 32	dizzy and afraid	I feel afraid if my friends laugh me and difficult to memorized.	Prepare the material and convince to my self.
33	Correspondent 33	Anxious , nervous	I afraid if my teacher gives me some comments.	Take a deep breath.
34	Correspondent 34	Afraid	I afraid if my friend doesn't know what I say.	Take a deep breath.
35	Correspondent 35	Anxious, afraid and tremble	I feel afraid if my friends laugh me.	Study hard, I'm sure with my self that I can speak English.
36	Correspondent 36	Afraid, tremble	I can't speak English.	I'm sure with my self that I can speak English.
37	Correspondent 37	afraid, trmenle and anxious	Not fluency.	I'm sure with my self that I can speak English.
38	Correspondent 38	Nervous, speechless	I feel afraid if my friends laugh me and afraid making mistake.	Take a deep breath and study hard.
39	Correspondent 39	Anxious, afraid and strain	I afraid if I make a mistake.	Study hard and convince to my self.
40	Correspondent 40	Tremble	I afraid if I make a mistake.	Be confident and prepare the material.
41	Correspondent 41	Nervous	I feel afraid if my friends laugh me, afraid if I can't speak English and afraid if my teacher give me some critics.	Prepare the material and confident.
42	Correspondent 42	anxious and strain	I can't speak English well.	Study hard and I'm sure with my self.
43	Correspondent 43	strain and dizzy	I feel afraid if my friends laugh me.	Take a deep breath and I'm sure with my self.
44	Correspondent 44	jittery, blank	I'm afraid that I will feel blank in front of class.	Prepare the material and I'm sure with my self.
45	Correspondent 45	anxious and strain	I'm afraid because I'm not getting of best of the material.	Be confident.

APPENDIX 15
PICTURES OF THE OBSERVATION



PICTURES OF THE QUESTIONNAIRE SECTION



PICTURES OF THE INTERVIEW SECTION



APPENDIX 16

THE STUDENTS OF X AKUNTANSI 4 SMK YAPALIS KRIAN

NO.	NAME	CODE
1	ADE DEBITA SARI	Correspondent 1
2	AFIFAH ZAHRO	Correspondent 2
3	ANI DINA LESTARI	Correspondent 3
4	ANIS SUSANTI	Correspondent 4
5	ANITA ROVIDA	Correspondent 5
6	ARDI SATRITAMA	Correspondent 6
7	ARLINDA MEILANI UTAMI	Correspondent 7
8	DESY AYU SUMARTIANINGSIH	Correspondent 8
9	DIKE WIJAYANTI	Correspondent 9
10	DIYAN NOVITA SARI	Correspondent 10
11	DWI AYU INDAH LESTARI	Correspondent 11
12	DWI PURWANINGSEH	Correspondent 12
13	ELLA NURYANI	Correspondent 13
14	EMILIA	Correspondent 14
15	EVA NAYLUL HAQ	Correspondent 15
16	FARAH KHOSRAVI UMMA	Correspondent 16
17	HANIA RACHMATUL FAUZIAH	Correspondent 17
18	IKA PUJI WINARTI	Correspondent 18
19	IMAS AYYUHANA	Correspondent 19
20	ISNAWATI NUR ROHMAH	Correspondent 20
21	LALA HERMAWATI	Correspondent 21
22	LINTANG JULIA SALSADILA	Correspondent 22
23	MOHAMMAD IRHAM MUQODDAM	Correspondent 23
24	NOVITA RIWAYANTI	Correspondent 24
25	NURUL FADILAH	Correspondent 25
26	PUTRI JANNAH	Correspondent 26
27	PUTRI NURUL HIDAYATI	Correspondent 27
28	PUTRI RIZKHA UMAMI	Correspondent 28
29	RENATA AUVIARA SUCI	Correspondent 29
30	RENI NOVARETA	Correspondent 30
31	RINA VIRA LESTARI	Correspondent 31
32	RISMA WAHYU ATIKA	Correspondent 32
33	ROUDOTUL MISBAH	Correspondent 33
34	ROUDLOTUL AULIYAH	Correspondent 34
35	SAPITRI EKA WULANDARI	Correspondent 35
36	SEPTIA SETYO RAHAYU	Correspondent 36
37	SILFANIA CINTANA DEWI	Correspondent 37
38	SITI NUR AINIYAH	Correspondent 38
39	SIFIYANI	Correspondent 39
40	SYENIA NUR ANDRIYANI	Correspondent 40
41	TASYA ANUGRAH PUTRI	Correspondent 41
42	TRI ELFIRAH DIANITA	Correspondent 42
43	VINDIAH DWI WULANDARI	Correspondent 43
44	VIRTHALIA ANANDA PUTRI	Correspondent 44
45	YOLANDA TASYAKI FASYADILLAH	Correspondent 45

**LEMBAR VALIDASI
QUESTIONNAIRE I**

Nama : Icha Suci Setyawati
 Jurusan : Pendidikan Bahasa Inggris
 Judul Penelitian : The Analysis of Students' Speaking Anxiety in
 Speaking Recount (A Case study at the Tenth Grade of
 SMK Yapalis Krian)
 Semester : VIII (delapan)
 Nama Validator : Agus Poerwanto, S.Psi, M.Kes.
 Pekerjaan : Dosen Psikologi

A. Petunjuk

1. Questionnaire I ini digunakan mencari dan mengetahui level kecemasan yang dimiliki siswa dalam berbicara bahasa Inggris.
2. Berilah tanda cek (√) pada kolom penilaian yang sesuai menurut pendapat anda.
3. Makna point validitas adalah 1 berarti "sangat tidak baik"; 2 berarti "tidak baik"; 3 berarti "baik"; 4 berarti "sangat baik".
4. Bila ada beberapa hal yang perlu direvisi, mohon menuliskan butir-butir revisi secara langsung pada tempat yang disediakan dalam naskah ini.

B. Penilaian ditinjau dari beberapa aspek

No	Aspek Yang dinilai	Skala Penilaian			
		1	2	3	4
I.	FORMAT				
	1. Kejelasan penyusunan pertanyaan				✓
	2. Kejelasan sistem penomoran				✓
	3. Pengaturan ruang / tata letak				✓
	4. Kesesuaian jenis dan ukuran huruf				✓

	5. Kemerarikan				✓
II	BAHASA				
	1. Kesesuaian bahasa yang digunakan dengan kaidah bahasa Indonesia			✓	
	2. Kesederhanaan struktur kalimat			✓	
	3. Kalimat soal tidak mengandung arti ganda			✓	
	4. Bahasa yang digunakan mudah dipahami			✓	
	5. Bahasa yang digunakan bersifat komunikatif			✓	
III	ISI				
	1. Kesesuaian topic dengan isi Questionnaire				✓
	2. Kebenaran isi/materi				✓
	3. Kesesuaian isi dengan teori yang digunakan (Young, 2005)				✓
	4. Kelayakan sebagai perangkat penelitian				✓
	5. Dapat digunakan untuk mencari dan mengetahui level kecemasan yang dimiliki oleh siswa dalam berbicara bahasa Inggris				✓

Keterangan Skala Penilaian

- 1: berarti "sangat tidak baik"
- 2: berarti "tidak baik"
- 3: berarti "baik"
- 4: berarti "sangat baik"

C. Penilaian Umum

Kesimpulan penilaian secara umum

(mohon dilingkari angka yang sesuai dengan penilaian anda)

- a. Lembar Questionnaire ini:
 - 1. Sangat Tidak Baik
 - 2. Tidak Baik
 - 3. Baik
 - 4. Sangat Baik

5. Lembar Questionnaire ini:

1. Belum dapat digunakan dan masih memerlukan konsultasi
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Komentar dan Saran Perbaikan

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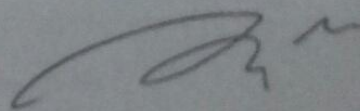
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Surabaya, 27 - 03 - 2017
Validator



(Agus Poerwanto, S.Psi, M.Kes.)

**LEMBAR VALIDASI
QUESTIONNAIRE II**

Nama : Icha Suci Setyawati
 Jurusan : Pendidikan Bahasa Inggris
 Judul Penelitian : The Analysis of Students' Speaking Anxiety in
 Speaking Recount (A Case study at the Tenth Grade of
 SMK Yapalis Krian)
 Semester : VIII (delapan)
 Nama Validator : Agus Pcerwanto, S.Psi, M.Kes.
 Pekerjaan : Dosen Psikologi

A. Petunjuk

1. Questionnaire II ini digunakan mencari dan mengetahui strategi untuk mengurangi kecemasan yang dimiliki siswa dalam berbicara bahasa Inggris.
2. Berilah tanda cek (√) pada kolom penilaian yang sesuai menurut pendapat anda.
3. Makna point validitas adalah 1 berarti "sangat tidak baik"; 2 berarti "tidak baik"; 3 berarti "baik"; 4 berarti "sangat baik".
4. Bila ada beberapa hal yang perlu direvisi, mohon menuliskan butir-butir revisi secara langsung pada tempat yang disediakan dalam naskah ini.

B. Penilaian ditinjau dari beberapa aspek

No	Aspek Yang dinilai	Skala Penilaian			
		1	2	3	4
I.	FORMAT				
	1. Kejelasan penyusunan pertanyaan				✓
	2. Kejelasan sistem penomoran				✓
	3. Pengaturan ruang / tata letak				✓
	4. Kesesuaian jenis dan ukuran huruf				✓

	5. Kemenarikan					✓
II	BAHASA					
	1. Kesesuaian bahasa yang digunakan dengan kaidah bahasa Indonesia					✓
	2. Kesederhanaan struktur kalimat					✓
	3. Kalimat soal tidak mengandung arti ganda					✓
	4. Bahasa yang digunakan mudah dipahami					✓
	5. Bahasa yang digunakan bersifat komunikatif					✓
III	ISI					
	1. Kesesuaian topic dengan isi Questionnaire					✓
	2. Kebenaran isi/materi					✓
	3. Kesesuaian isi dengan teori yang digunakan (David Shinji Kondo dan Yan Ying-Ling, 2004)					✓
	4. Kelayakan sebagai perangkat penelitian					✓
	5. Dapat digunakan untuk mencari dan mengetahui strategi untuk mengurangi kecemasan yang dimiliki oleh siswa dalam berbicara bahasa Inggris					✓

Keterangan Skala Penilaian

- 1: berarti "sangat tidak baik"
- 2: berarti "tidak baik"
- 3: berarti "baik"
- 4: berarti "sangat baik"

C. Penilaian Umum

Kesimpulan penilaian secara umum

(mohon dilingkari angka yang sesuai dengan penilaian anda)

a. Lembar Questionnaire ini:

- 1. Sangat Tidak Baik
- 2. Tidak Baik
- 3. Baik
- 4. Sangat Baik

b. Lembar Questionnaire ini:

1. Belum dapat digunakan dan masih memerlukan konsultasi
2. Dapat digunakan dengan banyak revisi
- ③ Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Komentar dan Saran Perbaikan

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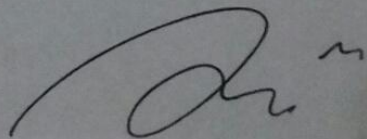
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Surabaya, 27-03-2017
Validator



(Agus Poerwanto, S.Psi, M.Kes.)

**LEMBAR VALIDASI
QUESTIONNAIRE III**

Nama : Icha Suci Setyawati
 Jurusan : Pendidikan Bahasa Inggris
 Judul Penelitian : The Analysis of Students' Speaking Anxiety in Speaking Recount (A Case study at the Tenth Grade of SMK Yapalis Krian)
 Semester : VIII (delapan)
 Nama Validator : Agus Poerwanto, S.Psi, M.Kes.
 Pekerjaan : Dosen Psikologi

A. Petunjuk

1. Questionnaire III ini digunakan mencari dan mengetahui penyebab dan cara mengurangi kecemasan yang dimiliki siswa dalam berbicara bahasa Inggris.
2. Berilah tanda cek (√) pada kolom penilaian yang sesuai menurut pendapat anda.
3. Makna point validitas adalah 1 berarti "sangat tidak baik"; 2 berarti "tidak baik"; 3 berarti "baik"; 4 berarti "sangat baik".
4. Bila ada beberapa hal yang perlu direvisi, mohon menuliskan butir-butir revisi secara langsung pada tempat yang disediakan dalam naskah ini.

B. Penilaian ditinjau dari beberapa aspek

No	Aspek Yang dinilai	Skala Penilaian			
		1	2	3	4
I.	FORMAT				
	1. Kejelasan penyusunan pertanyaan				✓
	2. Kejelasan sistem penomoran				✓
	3. Pengaturan ruang / tata letak				✓
	4. Kesesuaian jenis dan ukuran huruf				✓

	5. Kemerarikan				✓
II	BAHASA				
	1. Kesesuaian bahasa yang digunakan dengan kaidah bahasa Indonesia				✓
	2. Kesederhanaan struktur kalimat				✓
	3. Kalimat soal tidak mengandung arti ganda				✓
	4. Bahasa yang digunakan mudah dipahami				✓
	5. Bahasa yang digunakan bersifat komunikatif				✓
III	ISI				
	1. Kesesuaian topic dengan isi Questionnaire				✓
	2. Kebenaran isi/materi				✓
	3. Dapat digunakan untuk mencari dan mengetahui penyebab dan cara mengurangi kecemasan yang dimiliki siswa dalam berbicara bahasa Inggris.				✓
	4. Kelayakan sebagai perangkat penelitian				✓

Keterangan Skala Penilaian

- 1: berarti "sangat tidak baik"
- 2: berarti "tidak baik"
- 3: berarti "baik"
- 4: berarti "sangat baik"

C. Penilaian Umum

Kesimpulan penilaian secara umum

(mohon dilingkari angka yang sesuai dengan penilaian anda)

- a. Lembar Questionnaire ini:
 - 1. Sangat Tidak Baik
 - 2. Tidak Baik
 - 3. Baik
 - 4. Sangat Baik
- b. Lembar Questionnaire ini:

1. Belum dapat digunakan dan masih memerlukan konsultasi
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Komentar dan Saran Perbaikan

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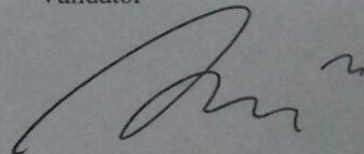
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Surabaya, 27-03-2017

Validator



(Agus Poerwanto, S.Psi, M.Kes.)

**LEMBAR VALIDASI
QUESTIONNAIRE I**

Nama : Icha Suci Setyawati
 Jurusan : Pendidikan Bahasa Inggris
 Judul Penelitian : The Analysis of Students' Speaking Anxiety in Speaking Recount (A Case study at the Tenth Grade of SMK Yapalis Krian)
 Semester : VIII (delapan)
 Nama Validator : Dr. Dwijani Ratna Dewi, M.Pd
 Pekerjaan : Dosen Bahasa Inggris (Psycholinguistic)

A. Petunjuk

1. Questionnaire I ini digunakan mencari dan mengetahui level kecemasan yang dimiliki siswa dalam berbicara bahasa Inggris.
2. Berilah tanda cek (√) pada kolom penilaian yang sesuai menurut pendapat anda.
3. Makna point validitas adalah 1 berarti "sangat tidak baik"; 2 berarti "tidak baik"; 3 berarti "baik"; 4 berarti "sangat baik".
4. Bila ada beberapa hal yang perlu direvisi, mohon menuliskan butir-butir revisi secara langsung pada tempat yang disediakan dalam naskah ini.

B. Penilaian ditinjau dari beberapa aspek

No	Aspek Yang dinilai	Skala Penilaian			
		1	2	3	4
I.	FORMAT				
	1. Kejelasan penyusunan pertanyaan			✓	
	2. Kejelasan sistem penomoran			✓	
	3. Pengaturan ruang / tata letak			✓	
	4. Kesesuaian jenis dan ukuran huruf			✓	

	5. Kemenarikan			✓	
II	BAHASA				
	1. Kesesuaian bahasa yang digunakan dengan kaidah bahasa Indonesia			✓	
	2. Kesederhanaan struktur kalimat			✓	
	3. Kalimat soal tidak mengandung arti ganda			✓	
	4. Bahasa yang digunakan mudah dipahami			✓	
	5. Bahasa yang digunakan bersifat komunikatif			✓	
III	ISI				
	1. Kesesuaian topic dengan isi Questionnaire			✓	
	2. Kebenaran isi/materi			✓	
	3. Kesesuaian isi dengan teori yang digunakan (Young, 2005)			✓	
	4. Kelayakan sebagai perangkat penelitian			✓	
	5. Dapat digunakan untuk mencari dan mengetahui level kecemasan yang dimiliki oleh siswa dalam berbicara bahasa Inggris			✓	

Keterangan Skala Penilaian

- 1: berarti "sangat tidak baik"
- 2: berarti "tidak baik"
- 3: berarti "baik"
- 4: berarti "sangat baik"

C. Penilaian Umum

Kesimpulan penilaian secara umum

(mohon dilingkari angka yang sesuai dengan penilaian anda)

a. Lembar Questionnaire ini:

- 1. Sangat Tidak Baik
- 2. Tidak Baik
- 3. Baik
- 4. Sangat Baik

b. Lembar Questionnaire ini:

1. Belum dapat digunakan dan masih memerlukan konsultasi
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Komentar dan Saran Perbaikan

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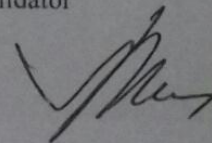
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Surabaya, 11 April 2017

Validator



(Dr. Dwijani Ratna Dewi, M.Pd)

**LEMBAR VALIDASI
QUESTIONNAIRE II**

Nama : Icha Suci Setyawati
 Jurusan : Pendidikan Bahasa Inggris
 Judul Penelitian : The Analysis of Students' Speaking Anxiety in
 Speaking Recount (A Case study at the Tenth Grade of
 SMK Yapalis Krian)
 Semester : VIII (delapan)
 Nama Validator : Dr. Dwijani Ratna Dewi, M Pd
 Pekerjaan : Dosen Bahasa Inggris (Psycholinguistic)

A. Petunjuk

1. Questionnaire II ini digunakan mencari dan mengetahui strategi untuk mengurangi kecemasan yang dimiliki siswa dalam berbicara bahasa Inggris.
2. Berilah tanda cek (√) pada kolom penilaian yang sesuai menurut pendapat anda.
3. Makna point validitas adalah 1 berarti "sangat tidak baik"; 2 berarti "tidak baik"; 3 berarti "baik"; 4 berarti "sangat baik".
4. Bila ada beberapa hal yang perlu direvisi, mohon menuliskan butir-butir revisi secara langsung pada tempat yang disediakan dalam naskah ini.

B. Penilaian ditinjau dari beberapa aspek

No	Aspek Yang dinilai	Skala Penilaian			
		1	2	3	4
I.	FORMAT				
	1. Kejelasan penyusunan pertanyaan			✓	
	2. Kejelasan sistem penomoran			✓	
	3. Pengaturan ruang / tata letak			✓	
	4. Kesesuaian jenis dan ukuran huruf			✓	

	5. Kemerarikan			✓
II	BAHASA			
	1. Kesesuaian bahasa yang digunakan dengan kaidah bahasa Indonesia			✓
	2. Kesederhanaan struktur kalimat			✓
	3. Kalimat soal tidak mengandung arti ganda			✓
	4. Bahasa yang digunakan mudah dipahami			✓
	5. Bahasa yang digunakan bersifat komunikatif			✓
III	ISI			
	1. Kesesuaian topic dengan isi Questionnaire			✓
	2. Kebenaran isi/materi			✓
	3. Kesesuaian isi dengan teori yang digunakan (David Shinji Kondo dan Yan Ying-Ling, 2004)			✓
	4. Kelayakan sebagai perangkat penelitian			✓
	5. Dapat digunakan untuk mencari dan mengetahui strategi untuk mengurangi kecemasan yang dimiliki oleh siswa dalam berbicara bahasa Inggris			✓

Keterangan Skala Penilaian

- 1: berarti "sangat tidak baik"
- 2: berarti "tidak baik"
- 3: berarti "baik"
- 4: berarti "sangat baik"

C. Penilaian Umum

Kesimpulan penilaian secara umum

(mohon dilingkari angka yang sesuai dengan penilaian anda)

a. Lembar Questionnaire ini.

- 1. Sangat Tidak Baik
- 2. Tidak Baik
- ③ Baik
- 4. Sangat Baik

- b. Lembar Questionnaire ini:
1. Belum dapat digunakan dan masih memerlukan konsultasi
 2. Dapat digunakan dengan banyak revisi
 3. Dapat digunakan dengan sedikit revisi
 4. Dapat digunakan tanpa revisi

D. Komentar dan Saran Perbaikan

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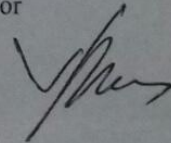
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Surabaya, 11 April 2017

Validator



(Dr. Dwijani Ratna Dewi, M.Pd)

**LEMBAR VALIDASI
QUESTIONNAIRE III**

Nama : Icha Suci Setyawati
 Jurusan : Pendidikan Bahasa Inggris
 Judul Penelitian : The Analysis of Students' Speaking Anxiety in Speaking Recount (A Case study at the Tenth Grade of SMK Yapalis Krian)
 Semester : VIII (delapan)
 Nama Validator : Dr. Dwijani Ratna Dewi, M.Pd
 Pekerjaan : Dosen Bahasa Inggris (Psycholinguistic)

A. Petunjuk

1. Questionnaire III ini digunakan mencari dan mengetahui penyebab dan cara mengurangi kecemasan yang dimiliki siswa dalam berbicara bahasa Inggris.
2. Berilah tanda cek (√) pada kolom penilaian yang sesuai menurut pendapat anda.
3. Makna point validitas adalah 1 berarti "sangat tidak baik"; 2 berarti "tidak baik"; 3 berarti "baik"; 4 berarti "sangat baik".
4. Bila ada beberapa hal yang perlu direvisi, mohon menuliskan butir-butir revisi secara langsung pada tempat yang disediakan dalam naskah ini.

B. Penilaian ditinjau dari beberapa aspek

No	Aspek Yang dinilai	Skala Penilaian			
		1	2	3	4
I.	FORMAT				
	1. Kejelasan penyusunan pertanyaan			✓	
	2. Kejelasan sistem penomoran			✓	
	3. Pengaturan ruang / tata letak			✓	
	4. Kesesuaian jenis dan ukuran huruf			✓	

	5. Kemerarikan			✓
II	BAHASA			
	1. Kesesuaian bahasa yang digunakan dengan kaidah bahasa Indonesia			✓
	2. Kesederhanaan struktur kalimat			✓
	3. Kalimat soal tidak mengandung arti ganda			✓
	4. Bahasa yang digunakan mudah dipahami			✓
	5. Bahasa yang digunakan bersifat komunikatif			✓
III	ISI			
	1. Kesesuaian topic dengan isi Questionnaire			✓
	2. Kebenaran isi/materi			✓
	3. Dapat digunakan untuk mencari dan mengetahui penyebab dan cara mengurangi kecemasan yang dimiliki siswa dalam berbicara bahasa Inggris.			✓
	4. Kelayakan sebagai perangkat penelitian			✓

Keterangan Skala Penilaian

- 1: berarti "sangat tidak baik"
- 2: berarti "tidak baik"
- 3: berarti "baik"
- 4: berarti "sangat baik"

C. Penilaian Umum

Kesimpulan penilaian secara umum

(mohon dilingkari angka yang sesuai dengan penilaian anda)

a. Lembar Questionnaire ini:

- 1. Sangat Tidak Baik
- 2. Tidak Baik
- ③ Baik
- 4. Sangat Baik

b. Lembar Questionnaire ini:

1. Belum dapat digunakan dan masih memerlukan konsultasi
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Komentor dan Saran Perbaikan

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Surabaya, 11 April 2017

Validator

(Dr. Dwijani Ratna Dewi, M.Pd)

**LEMBAR OBSERVATOR
OBSERVATION CHECKLIST**

Dengan ini menyatakan bahwa,

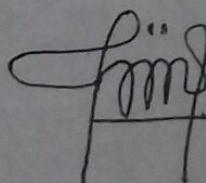
Nama Observator : Moch. Zaini, S.Pd

Pekerjaan : Guru Bahasa Inggris "SMK YAPALIS KRIAN"

Telah menjadi observator ke – 2 dalam penelitian yang berjudul "The Analysis of Students' Speaking Anxiety in Speaking Recount (A Case study at the Tenth Grade of SMK Yapalis Krian) yang telah dilaksanakan di kelas X Akutansi 4 SMK Yapalis Krian Sidoarjo tahun ajaran 2016 – 2017. Observer ke – 2 bertugas untuk mengobservasi apakah siswa tersebut memiliki kecemasan dalam berbicara bahasa Inggris atau tidak dengan berpacu pada observation checklist.

Sidoarjo. _____

Observer 2



(Moch. Zaini, S.Pd)



YAYASAN PERGURUAN AL-ISLAM (YAPALIS)
SEKOLAH MENENGAH KEJURUAN
SMK "YAPALIS" KRIAN

NPSN : 20554854

TERAKREDITASI "A"

NSS : 344050203041

Bidang Keahlian :

1. Teknologi & Rekayasa
2. Teknologi Informasi & Komunikasi
3. Teknologi Informasi & Komunikasi
4. Bisnis dan Manajemen

Program Keahlian :

1. Teknik Otomotif
2. Teknik Komputer & Informatika
3. Teknik Komputer & Informatika
4. Kejuruan

Paket Keahlian :

1. Teknik Sepeda Motor
2. Teknik Komputer & Jaringan
3. Multimoda
4. Akutansi

Jl. Kyai Mojo No. 18 Jeruk Gamping Krian - Sidoarjo Telp / Fax, 0318986494 Kode Pos 61262
E-mail : smk.yapalis@gmail.com Website : www.smkyapalis-krian.sch.id

SURAT KETERANGAN

Nomor : 191/SMK/YP/Kr/V/2017

Yang bertanda tangan dibawah ini :

Nama : Dr. H. SUTIJONO,MM
Jabatan : Kepala SMK "YAPALIS" Krian

Menerangkan bahwa :

Nama : ICHA SUCI SETYAWATI
NIM : 20131111055
Program Studi : Pendidikan Bahasa Inggris (S1)

Mahasiswa tersebut diatas telah melakukan penelitian di SMK "Yapalis" Krian mulai tanggal 13 April s.d 5 Mei 2017 untuk keperluan penyusunan skripsi yang berjudul "THE ANALYSIS OF STUDENT SPEAKING ANXIETY (A CASE STUDY AT THE TENTH GRADE OF SMK YAPALIS KRIAN)".

Demikian surat keterangan ini dibuat dengan sebenarnya, untuk digunakan sebagaimana mestinya.



5 Mei 2017

SMK "YAPALIS" Krian

Dr. H. SUTIJONO, MM

BERITA ACARA BIMBINGAN SKRIPSI

1. NAMA MAHASISWA : Icha Suci Setyawati
2. NIM : 20131111055
3. PROGRAM STUDI : Pendidikan Bahasa Inggris
4. JUDUL SKRIPSI : The Analysis of Students' Speaking Anxiety in Speaking Recount (A Case Study at the tenth grade of SMK Yapalis Krian)
5. TANGGAL PENGAJUAN SKRIPSI :

TANGGAL	MATERI BIMBINGAN	PARAF	
		PEMBIMBING I	PEMBIMBING II
4 Feb 2017	Pengajuan Judul		
24 Feb 2017	Pengajuan Bab 1		
9 Mar 2017	Revisi Bab 1, Pengajuan Bab 2		
20 Mar 2017	Acc Bab 1, Revisi Bab 2		
25 Mar 2017	Acc Bab 2, pengajuan Bab 3		
29 Mar 2017	Acc Bab 3, pengajuan Questionnaire		
16 Mei 2017	Laporan Hasil Penelitian		
23 Mei 2017	Pengajuan Bab 4		
3 Juni 2017	Revisi Bab 4 (Analisa Data)		
8 Juni 2017	Revisi Bab 4 (Analisa Data)		
10 Juni 2017	Revisi Bab 4 (Analisa Data)		
16 Juni 2017	Revisi Bab 4 (Analisa Data)		
22 Juni 2017	Acc Bab 4, pengajuan Bab 5		
12 Juli 2017	Revisi Bab 5		
21 Juli 2017	Acc Bab 5, pengajuan abstract		
26 Juli 2017	Acc Abstract		

6. TANGGAL SELESAI MENULIS SKRIPSI : 26 - 7 - 2017
7. TANGGAL RENCANA UJIAN SKRIPSI : 4 - 7 - 2017

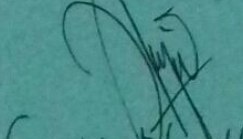
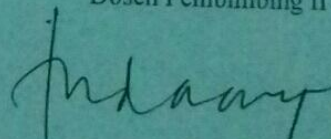
KETERANGAN :

Mahasiswa Tersebut Diatas Telah Menyelesaikan Bimbingan Penulisan Skripsi Dan Sudah Dapat Diajukan Dalam Sidang Ujian Skripsi.

Surabaya,

Dosen Pembimbing I

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PERSETUJUAN REVISI

Setelah kami teliti hasil perbaikan revisi skripsi :

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Judul Skripsi : The Analysis of Students' Speaking Anxiety
in Speaking Recount (A Case study at the tenth
grade of SMK Yapalis Krian)

Kami penguji menyetujui perbaikan revisi skripsi tersebut.

	Nama penguji	Tanda tangan	Tanggal
1.	<u>Gusti Nur Hafifah, S.Pd, M.Pd.</u>		<u>7/8/2017</u>
2.	<u>Sulton Dedi Wijaya, M.Pd.</u>		<u>7/8/2017</u>
3.	<u>Vega Hesmatantya, S.Pd, M.Pd.</u>		<u>7/8/2017</u>



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ENDORSEMENT LETTER
286/PB-UMS/EL/VIII/2017

This letter is to certify that the abstract of the thesis below

Title : The Analysis of Students' Speaking Anxiety in Speaking Recount (A Case Study at the Tenth Grade of SMK Yapalis Krian)
Student's name : Icha Suci Setyawati
Reg. Number : 20131111055
Department : S1 Pendidikan Bahasa Inggris

has been endorsed by Pusat Bahasa *UMSurabaya* for further approval by the examining committee of the faculty.

Surabaya, 9 August 2017



Abde Hamsia, M.Pd.