

APPENDICES

Appendix 1: Observation Checklist

No.	Aspects	Criteria	Responses		Notes
			Yes	No	
1.	Preparation	<ul style="list-style-type: none"> • Student are able to understand the topic presented first. 			
		<ul style="list-style-type: none"> • Student mastering the use of visual aids well. 			
		<ul style="list-style-type: none"> • Student provide information well about the topics presented. 			
		<ul style="list-style-type: none"> • The students' attitude shows enthusiasm and interest about the topic presented. 			
		<ul style="list-style-type: none"> • Student can explain the information presented clearly to the audience. 			
		<ul style="list-style-type: none"> • Student answer questions asked by audience in the question and answer session with answers that are informative, clear, accurate and well delivered. 			
2.	Linguistic	<ul style="list-style-type: none"> • Student can make presentations using English entirely without using Indonesian. 			
		<ul style="list-style-type: none"> • Student are able to pronounce English words or sentences correctly in accordance with the rules written in the dictionary and in accordance with the norms that exist in society as users of English. 			
		<ul style="list-style-type: none"> • Student can say a sentence using tenses correctly according to 			

		the rules of English usage.			
		<ul style="list-style-type: none"> Students can fluently pronounce words or sentences in English with good intonation without any mistakes. 			
3.	Non-Linguistic	<ul style="list-style-type: none"> Students' ability to speak English clearly. 			
		<ul style="list-style-type: none"> Students are able to control the course of the presentation well so that there are no obstacles in its implementation. 			
		<ul style="list-style-type: none"> There is high self-assuredness in the students' attitude when presenting the material without any obstacles (nervousness, fear, silence, etc.) 			
		<ul style="list-style-type: none"> Students are able to control obstacles that occur to themselves well without any help from others during the presentation. 			

Appendix 2: List of Interview Questions

No.	Questions
1.	<p>Can you tell me about a time when you had trouble with an English presentation? How did you handle it?</p> <p><i>Bisakah Anda menceritakan tentang suatu waktu ketika Anda mengalami kesulitan dengan presentasi bahasa Inggris? Bagaimana Anda menanganinya?</i></p>
2.	<p>When preparing for an English presentation, how do you decide what parts of the topic you need to focus on the most?</p> <p><i>Saat mempersiapkan presentasi bahasa Inggris, bagaimana Anda memutuskan bagian mana dari topik yang perlu Anda fokuskan paling banyak?</i></p>
3.	<p>What methods do you use to practice and improve your English speaking skills before a presentation?</p> <p><i>Metode apa yang Anda gunakan untuk berlatih dan meningkatkan keterampilan berbicara bahasa Inggris Anda sebelum presentasi?</i></p>
4.	<p>How do you choose the materials or resources that help you understand and present your English topic better?</p> <p><i>Bagaimana Anda memilih bahan atau sumber daya yang membantu Anda memahami dan menyajikan topik bahasa Inggris Anda dengan lebih baik?</i></p>
5.	<p>What do you do to make sure you're ready for your presentation? Do you have a routine for reviewing your work?</p> <p><i>Apa yang Anda lakukan untuk memastikan bahwa Anda siap untuk presentasi Anda? Apakah Anda memiliki rutinitas untuk meninjau pekerjaan Anda?</i></p>
6.	<p>How do you stay motivated and avoid feeling overwhelmed when preparing for an English presentation?</p> <p><i>Bagaimana Anda tetap termotivasi dan menghindari merasa kewalahan saat mempersiapkan presentasi bahasa Inggris?</i></p>
7.	<p>How do you stay motivated and avoid feeling overwhelmed when preparing for an</p>

	<p>English presentation?</p> <p><i>Bagaimana Anda tetap termotivasi dan menghindari merasa kewalahan saat mempersiapkan presentasi bahasa Inggris?</i></p>
8.	<p>Can you give an example of how you've used feedback from teachers or classmates to improve your English presentations?</p> <p><i>Bisakah Anda memberikan contoh bagaimana Anda telah menggunakan umpan balik dari guru atau teman sekelas untuk memperbaiki presentasi bahasa Inggris Anda?</i></p>
9.	<p>How do you manage your time while preparing for an English presentation, especially if you have other schoolwork or activities?</p> <p><i>Bagaimana Anda mengatur waktu Anda saat mempersiapkan presentasi bahasa Inggris, terutama jika Anda memiliki pekerjaan sekolah atau aktivitas lain?</i></p>
10.	<p>How do you reflect on your presentation performance afterwards, and what do you do to improve for next time?</p> <p><i>Bagaimana Anda merefleksikan kinerja presentasi Anda setelahnya, dan apa yang Anda lakukan untuk memperbaiki di lain waktu?</i></p>

Appendix 3: Observation Checklist Data of Participant 1

No.	Aspects	Criteria	Responses		Notes
			Yes	No	
1.	Preparation	<ul style="list-style-type: none"> • Student are able to understand the topic presented first. 		✓	Delivered the material in a basic way, but struggled a lot.
		<ul style="list-style-type: none"> • Student mastering the use of visual aids well. 		✓	Just used whatever stationery was on hand, no visual aids like PowerPoint.
		<ul style="list-style-type: none"> • Student provide information well about the topics presented. 		✓	Didn't really grasp the material, so explanations were unclear and hard to follow.
		<ul style="list-style-type: none"> • The students' attitude shows enthusiasm and interest about the topic presented. 		✓	Lacked engagement and effective body language.
		<ul style="list-style-type: none"> • Student can explain the information presented clearly to the audience. 		✓	Made eye contact mostly with the teacher and around the room to calm nerves, avoided looking directly at the audience.
		<ul style="list-style-type: none"> • Student answer questions asked by audience in the question and answer session with answers that are informative, clear, accurate and well delivered. 		✓	Presentation felt rushed and mostly involved reading from notes, so there wasn't much chance for audience interaction.
2.	Linguistic	<ul style="list-style-type: none"> • Student can make presentations using English entirely without using Indonesian. 			Had trouble with grammar, making sentences hard to understand and misusing

			✓	tenses and structures.
		<ul style="list-style-type: none"> • Student are able to pronounce English words or sentences correctly in accordance with the rules written in the dictionary and in accordance with the norms that exist in society as users of English. 	✓	Relied heavily on notes due to limited vocabulary, which affected fluency and made it hard for the audience to follow.
		<ul style="list-style-type: none"> • Student can say a sentence using tenses correctly according to the rules of English usage. 	✓	Relied heavily on notes due to limited vocabulary, which affected fluency and made it hard for the audience to follow.
		<ul style="list-style-type: none"> • Students can fluently pronounce words or sentences in English with good intonation without any mistakes. 	✓	Pronunciation was unclear and intonation was poor, making the material even harder to follow.
3.	Non-Linguistic	<ul style="list-style-type: none"> • Students' ability to speak English clearly. 	✓	Showed low confidence and high anxiety, evident from a nervous demeanor and lack of composure.
		<ul style="list-style-type: none"> • Student are able to control the course of the presentation well so that there are no obstacles in its implementation. 	✓	The presentation was disorganized, focusing mainly on reading from the notes.
		<ul style="list-style-type: none"> • There is high self- 		Seemed indifferent to the

		assuredness in the students' attitude when presenting the material without any obstacles (nervousness, fear, silence, etc.)		✓	audience, no gestures or much eye contact, which made the presentation less engaging. Stayed in one spot the whole time, not using the space well and having a limited physical presence.
		<ul style="list-style-type: none"> Students are able to control obstacles that occur to themselves well without any help from others during the presentation. 		✓	Poor emotional control, avoiding direct interaction and displaying nervous habits like fidgeting or looking away.

Appendix 4: Observation Checklist Data of Participant 2

No.	Aspects	Criteria	Responses		Notes
			Yes	No	
1.	Preparation	<ul style="list-style-type: none"> Student are able to understand the topic presented first. 	✓		Seemed well-prepared, engaged the audience effectively
		<ul style="list-style-type: none"> Student mastering the use of visual aids well. 		✓	Explained the material clearly without any visual aids.
		<ul style="list-style-type: none"> Student provide information well about the topics presented. 	✓		Presented the topic smoothly, showing a good grasp of the content.
		<ul style="list-style-type: none"> The students' attitude shows enthusiasm and interest about the topic presented. 	✓		Maintained strong eye contact with the audience, used body language and gestures to emphasize points, which made the presentation clearer and more impactful.
		<ul style="list-style-type: none"> Student can explain the information presented clearly to the audience. 	✓		Spoke softly but clearly, ensuring the audience could hear and understand, leading to a smooth and well-paced presentation.
		<ul style="list-style-type: none"> Student answer questions asked by audience in the question and answer session with answers that are informative, clear, accurate and well delivered. 	✓		

2.	Linguistic	<ul style="list-style-type: none"> • Student can make presentations using English entirely without using Indonesian. 		✓	Faced similar grammar and vocabulary challenges as the first participant, including issues with tenses and sentence structure.
		<ul style="list-style-type: none"> • Student are able to pronounce English words or sentences correctly in accordance with the rules written in the dictionary and in accordance with the norms that exist in society as users of English. 		✓	Relied on notes due to vocabulary limitations, affecting fluency and making comprehension a bit challenging.
		<ul style="list-style-type: none"> • Student can say a sentence using tenses correctly according to the rules of English usage. 		✓	
		<ul style="list-style-type: none"> • Students can fluently pronounce words or sentences in English with good intonation without any mistakes. 	✓		Pronunciation was clearer and intonation was more effective compared to the first participant, making the presentation easier to follow and more engaging.
3.	Non-Linguistic	<ul style="list-style-type: none"> • Students' ability to speak English clearly. 	✓		Displayed strong confidence and self-control, managing appearance and emotions well throughout the presentation.
		<ul style="list-style-type: none"> • Student are able to control the course of the presentation well so 			Engaged confidently with the audience, maintaining frequent eye

		that there are no obstacles in its implementation.	✓		contact, which helped keep their attention.
		<ul style="list-style-type: none"> • There is high self-assuredness in the students' attitude when presenting the material without any obstacles (nervousness, fear, silence, etc.) 	✓		Used gestures and body language effectively to highlight points and show enthusiasm, making the presentation more dynamic and engaging. Moved around the space appropriately, not staying in one spot, which added to the physical presence and made the presentation more lively.
		<ul style="list-style-type: none"> • Students are able to control obstacles that occur to themselves well without any help from others during the presentation. 	✓		Showed an understanding of the importance of learning from others' presentations and past mistakes, indicating a proactive approach to self-improvement.

Appendix 5: Detailed Transcription Data from the Interview

No.	Questions	Answers
1.	<p>Can you tell me about a time when you had trouble with an English presentation? How did you handle it?</p> <p><i>Bisakah Anda menceritakan tentang suatu waktu ketika Anda mengalami kesulitan dengan presentasi bahasa Inggris? Bagaimana Anda menanganinya?</i></p>	<p>P1: One time, I got really nervous and forgot my material during an English presentation. I tried to calm down, took a deep breath, and focused on the main points of my presentation.</p> <p>P2: Once, I couldn't pronounce some words correctly, and it made me really embarrassed. I handled it by practicing those words repeatedly until I got them right.</p>
2.	<p>When preparing for an English presentation, how do you decide what parts of the topic you need to focus on the most?</p> <p><i>Saat mempersiapkan presentasi bahasa Inggris, bagaimana Anda memutuskan bagian mana dari topik yang perlu Anda fokuskan paling banyak?</i></p>	<p>P1: I focus on the most important and commonly discussed parts, and also the parts I understand the best so I can explain them well.</p> <p>P2: I usually focus on the parts that seem the most interesting or important to the audience. I also make sure to cover the basics thoroughly.</p>
3.	<p>What methods do you use to practice and improve your English speaking skills before a presentation?</p> <p><i>Metode apa yang Anda gunakan untuk berlatih dan meningkatkan keterampilan berbicara bahasa Inggris Anda sebelum presentasi?</i></p>	<p>P1: I practice in front of the mirror, record myself, and listen back. Sometimes I ask my friends to listen and give feedback.</p> <p>P2: I like to practice with a friend or family member who can give me feedback. I also use language learning apps to improve my pronunciation and fluency.</p>
4.	<p>How do you choose the materials or resources that help you understand and present your English topic better?</p> <p><i>Bagaimana Anda memilih bahan atau sumber daya yang membantu Anda memahami dan menyajikan topik bahasa Inggris Anda dengan lebih baik?</i></p>	<p>P1: I look for sources that are easy to understand and complete. Usually from books, articles, or videos related to the topic.</p> <p>P2: I go for reliable sources like websites and sometimes YouTube videos that explain the topic well.</p>

5.	<p>What do you do to make sure you're ready for your presentation? Do you have a routine for reviewing your work?</p> <p><i>Apa yang Anda lakukan untuk memastikan bahwa Anda siap untuk presentasi Anda? Apakah Anda memiliki rutinitas untuk meninjau pekerjaan Anda?</i></p>	<p>P1: I usually read through my material, practice a few times, and make sure all my aids are ready. I also like to check my slides and notes.</p> <p>P2: I review my notes multiple times, do a full practice run, and sometimes record myself to see how I can improve. I also double-check my slides and equipment.</p>
6.	<p>How do you stay motivated and avoid feeling overwhelmed when preparing for an English presentation?</p> <p><i>Bagaimana Anda tetap termotivasi dan menghindari merasa kewalahan saat mempersiapkan presentasi bahasa Inggris?</i></p>	<p>P1: I try to focus on one thing at a time and make a regular study schedule. If I get tired, I take a short break to avoid stress.</p> <p>P2: I set small goals and reward myself when I achieve them. I also try to stay positive and remind myself that practice makes perfect.</p>
7.	<p>What do you find most challenging about delivering an English presentation, and how do you address this challenge?</p> <p><i>Apa yang menurut Anda paling menantang dalam menyampaikan presentasi bahasa Inggris, dan bagaimana Anda mengatasi tantangan ini?</i></p>	<p>P1: The most challenging part for me is keeping the audience engaged. I try to address this by including interesting facts and using visuals like pictures and videos to keep their attention.</p> <p>P2: I find it hardest to stay confident throughout the presentation. To address this, I practice a lot and sometimes imagine that I'm just talking to a friend instead of an audience.</p>
8.	<p>Can you give an example of how you've used feedback from teachers or classmates to improve your English presentations?</p> <p><i>Bisakah Anda memberikan contoh bagaimana Anda telah menggunakan umpan balik dari guru atau teman sekelas untuk memperbaiki presentasi bahasa Inggris Anda?</i></p>	<p>P1: My teacher once said I was speaking too fast. So, I practiced speaking slower and clearer. My friends also suggested making more eye contact.</p> <p>P2: My teacher once pointed out that I was not loud enough, so I worked on my volume control. A classmate suggested using more hand gestures, which I found helpful.</p>
9.	<p>How do you manage your time while preparing for an English presentation, especially if you have other schoolwork or activities?</p>	<p>P1: I make a schedule and split my time between schoolwork and presentation practice. If I have other activities, I prioritize them so everything gets done</p>

	<p><i>Bagaimana Anda mengatur waktu Anda saat mempersiapkan presentasi bahasa Inggris, terutama jika Anda memiliki pekerjaan sekolah atau aktivitas lain?</i></p>	<p>on time.</p> <p>P2: I make a detailed schedule and stick to it. I also try to finish my other schoolwork early so I can focus more on the presentation.</p>
10.	<p>How do you reflect on your presentation performance afterwards, and what do you do to improve for next time?</p> <p><i>Bagaimana Anda merefleksikan kinerja presentasi Anda setelahnya, dan apa yang Anda lakukan untuk memperbaiki di lain waktu?</i></p>	<p>P1: I usually watch a recording of my presentation and note what I can improve. Then I practice more to get better for the next presentation.</p> <p>P2: After my presentation, I ask for feedback from my teacher and friends. I also think about what parts I felt unsure about and practice those more for next time.</p>

Appendix 6: Documentations of Observation Process



Appendix 7: Documentations of Interview Process



Appendix 8: Document of Research Guidance Attendance List

KEGIATAN BIMBINGAN SKRIPSI						
No	Waktu		Pembimbing 1	Pembimbing 2	Paraf Pemb. 1	Paraf Pemb. 2
	Tanggal	Jam	Topik Bimbingan	Topik Bimbingan		
1	Selasa, 15-01-24 Dosen: 16-03-24		Revisi judul menurut 20 kata	Revisi Bab 1 & Bab 2 (paragraf penyimpulan)	<i>[Signature]</i>	<i>[Signature]</i>
2	Selasa, 26-05-24 Dosen: 08-07-24		Revisi Bab 1 (paragraf di awal & penutup)	Bab 2 (paragraf & penyimpulan) Bab 3 (inti)	<i>[Signature]</i>	<i>[Signature]</i>
3	Selasa, 21-05-24 Selasa, 06-07-24		Revisi Bab 1 (struktur awal)	Revisi Spelling + Grammar Bab 2 & 3 (+ concluding paragraf)	<i>[Signature]</i>	<i>[Signature]</i>
4	Senin, 09-07-24 Selasa, 20-07-24		Bab 2 & 3	Revisi Spelling + Grammar (Revisi bab 4)	<i>[Signature]</i>	<i>[Signature]</i>
5	Senin, 18-07-24 Selasa, 06-08-24		Bab 2 (paragraf 2) Bab 3	Bab 4 & 5	<i>[Signature]</i>	<i>[Signature]</i>
6	Selasa, 16-07-24 Selasa, 30-08-24		Bab 2 & 3 Revisi	Bab 5	<i>[Signature]</i>	<i>[Signature]</i>
7	Jumat, 23-08-24 Sabtu, 24-08-24 Senin, 27-08-24		Bab 4 Revisi (paragraf & awal & penutup)	Jurnal Article	<i>[Signature]</i>	<i>[Signature]</i>
8	Selasa, 06-08-24 Senin, 26-08-24 Selasa, 27-08-24		Bab 4 & 5 (paragraf penyimpulan & concluding & Bab 5 penyimpulan)	Jurnal Article Revisi	<i>[Signature]</i>	<i>[Signature]</i>

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Appendix 9: Document of Research Permit Request Letter & Approval Letter from The School

**YAYASAN PENDIDIKAN GALUH
UNIVERSITAS GALUH
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Kampus: Jl. R.E. Martadinata No. 150 Tlp. (0265) 772192 Fax 771955 Ciamis

Nomor : 474/21/SP/KM/D/17/2024 Ciamis, 28 Mei 2024
Perihal : Ijin Penelitian

Kepada
Yth. Kepala Sekolah SMK LPS 2 CIAMIS
Di Tempat

Dengan Hormat,
Dalam rangka penyusunan Karya Ilmiah/Skripsi Mahasiswa FKIP Universitas Galuh Ciamis :
Nama : Safa Syahla
NIM : 2109200084
Program Studi : PENDIDIKAN BAHASA INGGRIS
Tingkat/Semester : IV (EMPAT)/VIII (DELAPAN)

Kami mohon dengan hormat bantuan Bapak/Ibu untuk dapat menerima dan memberikan kesempatan kepada yang bersangkutan dalam hal mengumpulkan data subabangan dengan penulisan karya ilmiah (Skripsi) yang berjudul : CHALLENGES AND SELF-DIRECTED IMPROVEMENT IN ORAL PRESENTATION OF SENIOR HIGH SCHOOL STUDENTS: A NARRATIVE STUDY.

Demikian permohonan kami, atas bantuan dan perhatiannya kami ucapkan terima kasih.

Hormat Kami,
Wakil Dekan I
[Signature]
Yoyen Sutrisna, Drs., M.Kes.
NIP. 196504121990021001

Tembusan disampaikan Kepada Yth,
1. Prodi di FKIP UNIGAL
2. Panitia DNS
3. Atsip

**YAYASAN SWADAYA CIAMIS (YSC)
SEKOLAH MENENGAH KEURUAN LPS 2
STATUS TERAKREDITASI "A"**
NSS. 322021421500 NPSN. 2025183
Jl. RE. Martadinata No. 23 Telp/Fax. (0265) 779228 Ciamis Kode Pos : 46214
Email : smkpsciamis@gmail.com

Ciamis, 29 Mei 2024

Nomor : 421.5/199-SMK LPS 2/KCD WILXIII
Sifat : Bebas
Lampiran : -/-
Perihal : Jawaban Ijin Penelitian

Kepada :
Yth. Wakil Dekan I Universitas Galuh Ciamis
Fakultas Keguruan Dan Ilmu Pendidikan
di
Tempat

Assalamu'alaikum, Wr.Wb.

Menjawab surat Saudara nomor : 474/21/SP/KM/D/17/2024, tanggal, 28 Mei 2024, perihal permohonan Ijin Penelitian Karya Ilmiah (Skripsi) yang berjudul : "Challenges And Self-Directed Improvement In Oral Presentation Of Senior High School Student A Narrative Study" sebanyak 2 orang sebagai berikut :

No.	Nama	NIM	Program Studi	Tingkat/ Semester
1	Safa Syahla	2109200084	Pend. Bhs. Inggris	IV / VIII
2	Desti Haryani	2109200024	Pend. Bhs. Inggris	IV / VIII

Pada dasarnya kami tidak keberatan dan mengizinkan atas Penelitian Karya Ilmiah tersebut dengan ketentuan tidak mengganggu kelancaran Kegiatan Belajar Mengajar (KBM) di SMK LPS 2 Ciamis.

Demikian surat jawaban ini kami buat dan urut dipergunakan sebagaimana mestinya.

Wasalamu'alaikum, Wr.Wb.

Kepala Sekolah,
[Signature]
MURHAMAD TAUPIK, S.Pd.
NIP. 197907182007011009

Appendix 10: Curriculum Vitae

Full Name : Safa Syahla

Place, Date of Birth : Tasikmalaya, March 21st 2001

Gender : Female

Religion : Islam

Marital Status : Single

Address : Kp. Cicariang RT.004/RW.09, Kelurahan Karsamanak,
Kecamatan Kawalu, Kota Tasikmalaya.

Phone Number : +6281802136960

E-Mail : syhl.sfsy.ae@gmail.com