

APPENDICES

Appendix 1 Observation checklist (For Students)

NO	COMPONENT	CRITERIA	YES	NO	NOTE
1.	Preparation and practice	<ul style="list-style-type: none"> Students use rehearsal before speaking tasks. 	✓		When the teacher gives an assignment to go to the front and then introduce themselves, the students are seen memorizing it over and over again.
		<ul style="list-style-type: none"> Student seek additional practice opportunities outside class. 		✓	Students only memorize during learning.
		<ul style="list-style-type: none"> Students prepare notes or scripts before speaking. 	✓		Students are seen taking notes on assignments given by the teacher.
2.	Social strategies	<ul style="list-style-type: none"> Students form study groups to practice speaking 		✓	The students look busy with each other.
		<ul style="list-style-type: none"> Students seek feedback from peers or teachers. 	✓		seen when students ask each other to find information about the assignment.
		<ul style="list-style-type: none"> Student ask for clarification or help when needed. 	✓		Students often ask the teacher because they don't understand
3.	Relaxation techniques	<ul style="list-style-type: none"> Student practice deep breathing or other relaxation techniques before speaking. 	✓		Before the presentation, students take a deep breath to control their anxiety.
		<ul style="list-style-type: none"> Students use 			

		progressive muscle relaxation techniques.		✓	
4.	Avoidance behaviors	<ul style="list-style-type: none"> Students avoid eye contact during speaking. 	✓		When the teacher asks questions, students often look down and don't show their faces.
		<ul style="list-style-type: none"> Students exhibit avoidance of speaking tasks (e.g., pretending to be busy) 	✓		Many people avoid or ignore when the teacher asks questions.
5.	Performance indicators	<ul style="list-style-type: none"> Students display signs of nervousness (e.g., shaking, sweating). 	✓		While speaking, one of the students was seen shaking until he broke out in a cold sweat.
		<ul style="list-style-type: none"> Students manage to complete speaking tasks despite anxiety. 	✓		Many students force themselves or dare to speak even though they look very anxious.
		<ul style="list-style-type: none"> Student show improvement in confidence over time. 	✓		Students whose presentations are getting later seem to be getting used to it because they see their friends can do it.

Observation Checklist for Student Strategies in Overcoming Speaking Anxiety

Based on theories from recent literature, including Horwitz et al. (2015) on foreign language anxiety, and the practical strategies suggested by Tsiplakides & Keramida (2018), the following checklist can be used:

Appendix 2 Data Interview (For Teacher)

NO	COMPONENT	QUESTION	ANSWER
1.	Creating a supportive environment	<p>What specific actions do you take to make students feel comfortable during speaking activities?</p> <p><i>Tindakan spesifik apa yang Anda ambil untuk membuat siswa merasa nyaman selama kegiatan berbicara?</i></p>	<p>I usually start the lesson with an ice-breaker first so that students do not feel tense during the lesson and also build closeness with students and increase student focus on the material to be taught. but it is situational, it is not always used at the start of each lesson.</p> <p><i>Saya biasanya memulai pelajaran dengan ice-breaker terlebih dahulu agar siswa tidak merasa tegang saat pelajaran berlangsung dan juga membangun kedekatan dengan siswa serta meningkatkan fokus siswa terhadap materi yang akan diajarkan. Namun hal ini tergantung situasi dan tidak selalu digunakan pada awal setiap pelajaran.</i></p>
2.	Encouraging participation	<p>What strategies do you use to ensure all student have equal opportunities to speak?</p> <p><i>Strategi apa yang Anda gunakan untuk memastikan semua siswa memiliki kesempatan yang sama untuk berbicara?</i></p>	<p>Usually I like to use a random strategy, so I will ask questions about the material that I have explained, then I call names randomly, this ensures that all students will get a chance to speak, such as ready or not, they have to answer.</p> <p><i>Biasanya saya suka menggunakan strategi acak, jadi saya akan mengajukan pertanyaan tentang materi yang sudah saya jelaskan, lalu saya menyebut nama secara acak, ini memastikan bahwa semua siswa mendapat kesempatan untuk berbicara, seperti siap atau tidak, mereka harus menjawab.</i></p>

3.	Providing feedback	<p>How do you encourage reluctant students to participate in speaking activities? <i>Bagaimana Anda mendorong siswa yang enggan untuk berpartisipasi dalam kegiatan berbicara?</i></p>	<p>such things often happen, especially considering that most of the students here are male. So, the approach to male students must be a little complicated. As usual, I use the joke method first, then gradually move on to easy-to-understand or basic questions first. So that students are willing to answer. <i>Hal seperti ini memang sering terjadi, apalagi mengingat sebagian besar siswa di sini adalah laki-laki. Jadi, pendekatan kepada siswa laki-laki pasti agak rumit. Seperti biasa, saya menggunakan metode bercanda terlebih dahulu, kemudian secara bertahap beralih ke pertanyaan yang mudah dipahami atau mendasar terlebih dahulu. Sehingga siswa mau menjawab.</i></p>
4.	Building confidence	<p>What methods do you use to help students build their confidence in speaking English? <i>Metode apa yang Anda gunakan untuk membantu siswa membangun kepercayaan diri mereka dalam berbicara bahasa Inggris?</i></p>	<p>starting from small things like greeting each other, small approaches first. then, creating several discussion groups between students will build self-confidence over time. especially the classroom environment is very important to instill student support for each other <i>Dimulai dari hal kecil seperti saling menyapa, pendekatan kecil terlebih dahulu. Kemudian membuat beberapa kelompok diskusi antar siswa akan membangun rasa percaya diri seiring berjalannya waktu. Terutama lingkungan kelas sangat penting untuk menanamkan rasa saling</i></p>


			<i>dukung antar siswa.</i>
		How do you address students' fear of making mistakes during speaking tasks? <i>Bagaimana Anda mengatasi rasa takut siswa membuat kesalahan selama tugas berbicara?</i>	the same as before, creating a safe environment for students, approaching students so that students feel comfortable and can talk and share with teachers. <i>sama seperti sebelumnya, menciptakan lingkungan yang aman bagi siswa, mendekati siswa agar siswa merasa nyaman dan dapat berbicara serta berbagi dengan guru.</i>
5.	Teaching strategies	What specific teaching strategies do you employ to reduce speaking anxiety? <i>Strategi pengajaran khusus apa yang Anda gunakan untuk mengurangi kecemasan berbicara?</i>	In my opinion, there is no special way to overcome those who experience speaking anxiety. Just approach them and don't forget to provide ice-breaking before learning, relax the atmosphere in the class first. So that students can relax during learning and will not be tense. <i>Menurut saya, tidak ada cara khusus untuk mengatasi mereka yang mengalami kecemasan berbicara. Dekati saja mereka dan jangan lupa untuk memberikan ice breaking sebelum belajar, rilekskan suasana di kelas terlebih dahulu. Sehingga siswa dapat rileks selama belajar dan tidak tegang.</i>
		How do you integrate anxiety-reducing techniques into your lesson plans? <i>Bagaimana Anda mengintegrasikan teknik pengurangan kecemasan ke dalam rencana pelajaran Anda?</i>	I usually give awards to students who can answer even though their explanation is not quite right. It will make students feel confident and less afraid to speak English. <i>Saya biasanya memberikan penghargaan kepada siswa yang dapat menjawab meskipun penjelasannya kurang tepat. Hal ini akan membuat siswa merasa percaya diri dan tidak takut lagi untuk berbicara dalam bahasa Inggris.</i>

Appendix 3 observation and interview proces documentaions





Appendix 4 Document



YAYASAN PENDIDIKAN GALUH
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Kepada
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 Di Tempat

Dengan Hormat,
 Dalam rangka penyusunan Karya Ilmiah/Skripsi Mahasiswa FKIP Universitas Galuh Ciamis :


Nama : DESTI HARYANI
 N I M : 2109200024
 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 sehubungan dengan penulisan karya ilmiah (Skripsi) yang berjudul : **EFL SPEAKING ANXIETY OF 11th GRADE STUDENT AT SENIOR HIGHSCHOOL IN CIAMIS.**

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

Hormat Kami,
 Wakil Dekan I

 Yoyon Sutrisna, Drs., M.Kes.
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Tembusan disampaikan Kepada Yth,
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 2. Panitia DBS
 3. Arsip



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


Assalamu'alaikum, W.R.Wb.

Menjawab surat Saudara nomor : 474/21/SP/KM/DU/2024 tanggal 28 Mei 2024 perihal permohonan Ijin Penelitian Karya Ilmiah (Skripsi) yang berjudul : **EFL Anxiety of Student Strategies In Overcoming Their Speaking Anxiety. A Case Study At One of Vocational High School In Ciamis.** sebanyak 2 orang sebagai berikut :

No.	Nama	NIM	Program Studi	Tingkat/Semester
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Pada dasarnya kami tidak keberatan dan mengijinkan 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 untuk dipergunakan sebagaimana mestinya.

Wasalamu'alaikum, W.R.Wb.
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KEGIATAN BIMBINGAN SKRIPSI

No	Waktu Tanggal Jam	Pembimbing 1 Topik Bimbingan	Pembimbing 2 Topik Bimbingan	Paraf Pemb. 1	Paraf Pemb. 2
1	28 Mei 2024 08.15 28 Mei 2024 13.45	Wawancara An overview of anxiety dalam kelas dan suasana	Revisi di dalam kelas wawancara tidak simetris dengan judul	A	A
2	28 Mei 2024 11.20	Bab 2 uraian Partisipasi dan wawancara dalam data awal	- Fokus for study - Key terms - R-R-O	A	A
3	7 Juni 2024 11.30	Bab 1.3.	- bab 2 tambah content - table - sama em berevisi	A	A
4	14 Juni 2024	Bab 2.	- Bab 3 Tambahan teori data analisis dan data collection	A	A
5	21 Juni 2024	Data analysis chapter 4	chapter 1-3 Focus on data collection and analysis	A	A
6	10/ 2024 Juni	CHAPTER 4 Revisikan data analysis	CHAPTER 4 focus on data analysis	A	A
7	1/ 2024 Agustus	CHAPTER 5 Perbaikan isi DISCUSSION	CHAPTER 5 focused Discussion	A	A
8	6/ 2024 Agustus	Full paper artikel.	CHAPTER 1-5 Perogianan	A	A

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Curriculum vitae



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