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APPENDIX

The Questionnaire Results

STATEMENT	A	SA	D	SD
1.I am afraid of being laughed by my friends.	4	11	10	8
2.I don't know what my teacher said and the instruction to do.	1	14	13	6
3.English is difficult for me.	6	17	5	5
4.My English is very poor than my friends.	1	12	7	13
5.I am not confident to be speaking alone in front of others.	3	13	11	6
6.I am afraid that my words are wrong.	7	16	8	2

7.I don't know the word to say when I need to speak spontaneously.	4	17	11	3
8. I don't know the English when I have something to tell.	7	16	8	1
9.I am lost my confident when I think that my friends don't know/ understand what I said.	17	8	2	6
10.I am not prepared myself well to speak in front of others before.	6	13	11	4
11. I am shy to speak in front of my friends.	3	15	7	11
12. I think I will get rejected by my friends when I speak In front of them.	5	16	7	10

13. When I stand up in front of class, I am shy and suddenly forget what to say.	8	12	8	5
14. I am afraid of having harsh correction by my teacher when I falls.	6	11	9	7
15. I am afraid when I imagine that my teacher will correct me in front of the class, then my friends laugh of that.	6	14	11	3

Student's Interview Result

NO	Questions	The students answer
1	<p>Please tell me something about how you have felt during English classes especially in speaking class when you already do the retelling story</p>	<p><i>A. My feelings are ordinary, because I have experienced it when I was 10 years old.</i></p> <p><i>B. usually I feel quite nervous when I retell the story, because they will be laughed at me when I do something mistake.</i></p> <p><i>C. feel normal.</i></p> <p><i>D. I little bit nervous.</i></p> <p><i>E. I felt so nervous and of course confused what I had to say.</i></p> <p><i>F. I felt so nervous.</i></p> <p><i>G. I felt nervous.</i></p>
2	<p>What bothers you the most about English classes? Why and tell me.</p>	<p><i>A. The bothers is when my friends are speaking to each others</i></p> <p><i>B. probably, the one that bothers me in English class usually my friends because they usually don't know what the meaning.</i></p> <p><i>C. maybe the pronunciation.</i></p> <p><i>D. I think nothing.</i></p>

		<p><i>E. about my pronunciation.</i></p> <p><i>F. my friends disturb me.</i></p> <p><i>G. my friends, afraid of being laughed by friends.</i></p>
3	Do you have any idea why you feel so anxious in your English classes? Why and tell me.	<p><i>A. i am afraid if I don't remember the words.</i></p> <p><i>B. when in English class usually feel fine, because I already understand the meaning of the sentence that the teacher says.</i></p> <p><i>C. I never feel anxious when I speak in front of class.</i></p> <p><i>D. maybe my pronunciation.</i></p> <p><i>E. I afraid if my friends don't understand what I said.</i></p> <p><i>F. mispronunciation, forget the words.</i></p> <p><i>G. I am afraid if my friends don't understand.</i></p>
4.	How do you think people in your classroom will react if you make a mistake?	<p><i>A.No reaction probably.</i></p> <p><i>B. probably they will laughed at me or scream something to me.</i></p> <p><i>C. they laughed.</i></p>

		<p><i>D. they laughed at me.</i></p> <p><i>E. maybe judge me and laughed me.</i></p> <p><i>F. silent but laughed.</i></p> <p><i>G. my friends laughed.</i></p>
5.	Do you think English is difficult language to learn? Why and tell me more.	<p><i>A.No, I have study when I was a kids since my mom sent me in English learning.</i></p> <p><i>B. no, because when I was a kid I usually watched movie, songs in English.</i></p> <p><i>C. no, I think not, because with English I can know words and I want to learn English more.</i></p> <p><i>D. I don't think so, because I learned English when I was child.</i></p> <p><i>E. no, because I love english</i></p> <p><i>F. no, because I like english</i></p> <p><i>G. yes, because Im not speak English</i></p>
6.	Have your teacher played a role in your feelings, either good or bad about your English classes ?	<p><i>A.i think my teacher didn't play a role in my feeling.</i></p> <p><i>B. my teacher good because</i></p>

		<p><i>they help me when I don't understand something.</i></p> <p><i>C. I think not, because both of you I cute.</i></p> <p><i>D. good because my teacher explain me until we understand.</i></p> <p><i>E. I think good because my teacher can increase my vocabulary.</i></p> <p><i>F. my teacher is friendly</i></p> <p><i>G. good because I enjoyed.</i></p>
7.	<p>What are you confused about when you stand up in front of your friends?</p>	<p><i>A. Confused, because I don't know what I want to say.</i></p> <p><i>B. probably, think what I have to say next.</i></p> <p><i>C. I don't know what I want to talk about.</i></p> <p><i>D.</i></p> <p><i>E. i am afraid starring my friends eyes because I feel nervous and confused about if I have miss pronounce words and something like that.</i></p> <p><i>F. forget the words.</i></p> <p><i>G. miss pronounce.</i></p>

8.	Do you think that your friends will don't know what you said when you retell the story ?	<p><i>A. yes, I think my friend don't know what I said when I retell the story.</i></p> <p><i>B. yes, they usually they don't understand the English sentences.</i></p> <p><i>C. I think not, because they bad in English.</i></p> <p><i>D. I don't think so.</i></p> <p><i>E. maybe yes, sometimes my friends don't understand because my pronunciation are bad.</i></p> <p><i>F. no, because no one knows what I mean.</i></p> <p><i>G. maybe yes.</i></p>
9.	Do you already think the words to say when you know that the teacher asked you to be retell in front of your friends?	<p><i>A. I already think the words to say when I know that the teacher asked me to be retell in front of my friends.</i></p> <p><i>B. yes, usually I already think what to say.</i></p> <p><i>C. yes, just before I tell what teacher says.</i></p> <p><i>D. yes, usually I prepare before I speak.</i></p>

		<p><i>E. I think I have prepare it.</i></p> <p><i>F. yes, because I need to prepare my work.</i></p> <p><i>G. I have already prepared</i></p>
10.	Are you lost your confident when you need to speak orally? Why?	<p><i>A.no, because I have experienced it.</i></p> <p><i>B. no, because I just have to speak.</i></p> <p><i>C. yes, sometimes.</i></p> <p><i>D. a little bit, because I am not ready.</i></p> <p><i>E. yes of course because I don't prepare it so I cannot speak spontaneously.</i></p> <p><i>F. maybe no, I am still confident.</i></p> <p><i>G. yes because I am nervous.</i></p>
11.	Do you feel anxious like what you feel that you need to speak up in front of people when the situation was finish or clearly done ? why?	<p><i>A.sometime I still feel anxious if my friends don't know what to say.</i></p> <p><i>B. no, i usually feel free because the situation was done.</i></p> <p><i>C. I feel satisfied.</i></p>

		<p><i>D. yes I anxious because I think my friends still don't understand what I said.</i></p> <p><i>E. I am still afraid.</i></p> <p><i>F. little bit, I was still thinking of my friends whether they understand or not</i></p> <p><i>G. no, I am satisfied.</i></p>
12.	Do you think that your English is bad than others?	<p><i>A.no, I don't think my English is bad, because I had to study when I was elementary school.</i></p> <p><i>B. no, because they usually ask me to translate English.</i></p> <p><i>C. yes, maybe my English is bad.</i></p> <p><i>D. I think no because I have to study better.</i></p> <p><i>E. not, maybe good.</i></p> <p><i>F. no.</i></p> <p><i>G. yes, because I don't understand English</i></p>

Lesson plan

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMA WACHID NHASYIM 2 TAMAN
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: XI/Satu
Materi Pokok	: Narrative text
Alokasi Waktu	: 2 pertemuan (4jp)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu	11.12.1 Memahami makna teks fungsional pendek dan esei berbentuk <i>narrative</i> , <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

pengetahuan dalam teks berbentuk <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i>	
12.2 Mengungkap-kan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i>	12.2.1 Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk <i>narrative</i> , <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari

C. Tujuan pembelajaran

- a. Siswa mampu mengidentifikasi berbagai aspek dari teks seperti isi, struktur teks.
- b. Siswa dapat mengidentifikasi makna yang ada dalam teks yang dibaca
- c. Siswa dapat mengidentifikasi langkah-langkah retorika dari teks

Fokus nilai-nilai sikap

- Peduli
- Kerjasama
- Proaktif

D. Materi Pembelajaran

1. Narrative Text

Narrative text is a kind of text to retell the story that past tense.

Fungsi Sosial:

The purpose of the text is to entertain or to amuse the readers or listeners about the story

Generic structure:

1. Orientation: It set the scene and introduce the participants (it answers the question: who, when, what, and where).
2. Complication: Tells the problems of the story and how the main characters solve them.

3. Resolution: The crisis is revolved, for better or worse.
4. Re-orientation: The ending of the story.

Unsur Kebahasaan:

- a. Menggunakan pola kalimat Simple Past Tense
- b. Biasanya dimulai dengan kata keterangan waktu (Adverbs of Time) . Seperti : long time ago..., once, one, once upon a time.

E. Metode Pembelajaran

1. Scientific Approach

	Pertemuan 1
	Kegiatan Pendahuluan
Stimulation	<p>Orientasi</p> <ul style="list-style-type: none"> - Guru mengucapkan salam kepada peserta didik. - Guru mengajak peserta didik untuk berdo'a bersama - Guru mengecek daftar kehadiran, kesiapan, dan sumber pembelajaran peserta didik. <p>Apresepsi</p> <ul style="list-style-type: none"> - Guru menggunakan materi/ tema/ kegiatan pembelajaran yang akan di lakukan dengan pengalaman pesrta didik dengan materi / tema / kegiatan sebelumnya. - Guru mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan <p>Memotivasi</p> <ul style="list-style-type: none"> - Memberikan cakupan tentang manfaat mempelajari pelajaran yang akandi pelajari dalam kehidupan sehari-hari. - Menyampaikan tujuan pembelajaran pada pertemuan. - Mengajukan pertanyaan. <p>Pemberi acuan</p> <ul style="list-style-type: none"> - Guru memberitahukan materi pelajaran yang akan dipelajari. - Guru menanyakan pengalaman peserta didik.

Kegiatan Inti (Pertemuan Pertama)	
Data collection	<p>Mengamati</p> <ul style="list-style-type: none"> - Guru meminta siswa melihat/membaca tentang bentuk teks narative - guru meminta siswa mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan dari teks narrative
Data verification	<p>Mencoba</p> <ul style="list-style-type: none"> - Guru meminta siswa untuk mengelompokkan struktur teks, unsur kebahasaan serta membedakan fungsi social dari teks narrative - Guru meminta siswa mempresentasikan hasil kerja mereka. - Guru meminta siswa untuk menceritakan ulang cerita yang telah mereka baca.
Kegiatan penutup (pertemuan 1)	
	<p>Peserta didik :</p> <ul style="list-style-type: none"> - Membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. <p>Guru :</p> <ul style="list-style-type: none"> - Memberikan penghargaan kepada setiap individu yang memiliki kinerja dan kerjasama yang baik - Memberikan motivasi untuk meningkatkan keinginan siswa untuk lebih semangat dalam mempelajari bab yang di bahas (exposition text) - Menyampaikan rencana pembelajaran pada pertemuan berikutnya

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2. Discovery learning
3. Strategi :mengamati, mencoba, mengelompokkan, dan penugasan individu.

F. Media, Alat, dan Sumber Pembelajaran

- 1) Media
 - Pictures
 - Power Point Presentation
 - Teks narrative
- 2) Alat
 - Laptop
 - LCD
- 3) Sumber belajar
 - *Internet*

G. Kegiatan pembelajaran

Exercise 1.

The Legend of Rawa Pening

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a “lesung”, a big wooden mortar for pounding rice. She reminded him, “please remember, if there is a flood you must save yourself. Use this “lesung” as a boat”. The “lesung” was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. “Can I try?” asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the “lesung” as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

Glossary :

1. weak : lemah
2. hole : lubang
3. flooded : membanjiri
4. village : desa
5. lake : danau
6. commonly: umum nya.

Penilaian

RUBRIK PENILAIAN SPEAKING		
ASPEK	SKOR	KETERANGAN
Pengucapan	5	<input type="checkbox"/> Mudah dipahami dan memiliki aksen penutur asli
	4	<input type="checkbox"/> Mudah dipahami meskipun dengan aksen tertentu
	3	<input type="checkbox"/> Ada masalah pengucapan yang membuat pendengar harus konsentrasi penuh dan kadang-kadang ada kesalahpahaman
	2	<input type="checkbox"/> Sulit dipahami karena ada masalah pengucapan, sering diminta mengulang
	1	<input type="checkbox"/> Masalah pengucapan serius sehingga tidak bisa dipahami

ASPEK	SKOR	KETERANGAN
Tata Bahasa	5	<input type="checkbox"/> Tidak ada atau sedikit kesalahan tata bahasa
	4	<input type="checkbox"/> Kadang-kadang membuat kesalahan tata bahasa tetapi tidak mempengaruhi makna
	3	<input type="checkbox"/> Sering membuat kesalahan tata bahasa yang mempengaruhi makna
	2	<input type="checkbox"/> Banyak kesalahan tata bahasa yang menghambat makna dan sering menata ulang kalimat
	1	<input type="checkbox"/> Kesalahan tata bahasa begitu parah sehingga sulit dipahami

ASPEK	SKOR	KETERANGAN
	5	<input type="checkbox"/> Menggunakan kosa kata dan ungkapan seperti penutur asli
	4	<input type="checkbox"/> Kadang-kadang menggunakan kosa kata yang tidak tepat

Kosa Kata	3	<input type="checkbox"/>	Sering menggunakan kosa kata yang tidak tepat, percakapan menjadi terbatas karena keterbatasan kosa kata
	2	<input type="checkbox"/>	Menggunakan kosa kata secara salah dan kosa kata terbatas sehingga sulit dipahami
	1	<input type="checkbox"/>	Kosa kata sangat terbatas sehingga percakapan tidak mungkin terjadi
ASPEK	SKOR	KETERANGAN	
Kelancaran	5	<input type="checkbox"/>	Lancar seperti penutur asli
	4	<input type="checkbox"/>	Kelancaran tampak sedikit terganggu oleh masalah bahasa
	3	<input type="checkbox"/>	Kelancaran agak banyak terganggu oleh masalah bahasa
	2	<input type="checkbox"/>	Sering ragu-ragu dan terhenti karena keterbatasan bahasa

ASPEK	SKOR	KETERANGAN	
Pemahaman	5	<input type="checkbox"/>	Memahami semua tanpa mengalami kesulitan
	4	<input type="checkbox"/>	Memahami hampir semuanya, walau ada pengulangan pada bagian tertentu
	3	<input type="checkbox"/>	Memahami sebagian besar apa yang dikatakan bila bicara agak diperlambat walau ada pengulangan
	2	<input type="checkbox"/>	Susah mengikuti apa yang dikatakan.
	1	<input type="checkbox"/>	Tidak bisa memahami walaupun percakapan sederhana
	1	<input type="checkbox"/>	Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi



RECORDS OF THESIS SUPERVISION SESSION

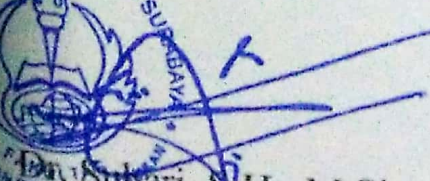
Student's Name : Ilma Nur Fadilla
 Student's Reg. Number (NIM) : 165300049
 Department : English Language Education
 Thesis Title : EFL Student's Anxiety in Retelling Story at SMA Wachid Hasyim 2 Taman Sidoarjo

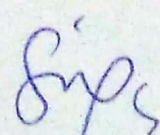
No.	Dates	Materials	Advisor
1.	11-12-2019	Proposed chapter I	a/n
2.	18-12-2019	Chapter I revised (change into past tense), Proposed chapter II	Sya
3.	03-01-2020	Chapter I and II revised (change into past tense), Proposed chapter III	Sya
4.	06-01-2020	Chapter I, II and III revised (change into past tense, data analysis and data validity)	Sya
5.	08-01-2020	Chapter I and II acc, Chapter III revised (data analysis)	Sya
6.	10-01-2020	Chapter III acc, Proposed chapter IV	Sya
7.	13-01-2020	Chapter IV revised (finding and discussion), Proposed chapter V	Sya
8.	15-01-2020	Chapter IV acc, Chapter V revised (conclusion)	Sya
9.	17-01-2020	Chapter I, II, III, IV and V acc	Sya

The Thesis supervisions have been completed on 20th January, 2020.

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NIDN 0719117001



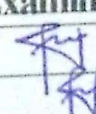
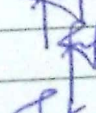

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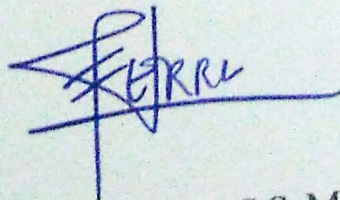
THESIS REVISION FORM

Student's name : Ilma Nur Fadilla
Student's Reg. Number (NIM) : 165300049
Department : English Language Education Department
Thesis Examination Date : 22 January 2020
Thesis Title : EFL Student's Anxiety in Retelling Story at SMA Wachid Hasyim 2 Taman Sidoarjo
Examiner 1 : Ferra Dian Andanty, S.S, M.pd
Examiner 2 : Dr. Dyah Rochmawati, M.Pd.

No	Materials	Examiner 1	Examiner 2
1.	Abstract		alv Suci
2.	List of appendices		Suci
3.	Chapter IV data and source of data collection technique		Suci

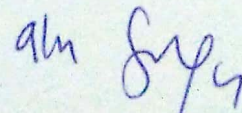
The deadline for the corrected or revised thesis: two weeks after the thesis examination.

Examiner 1,



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