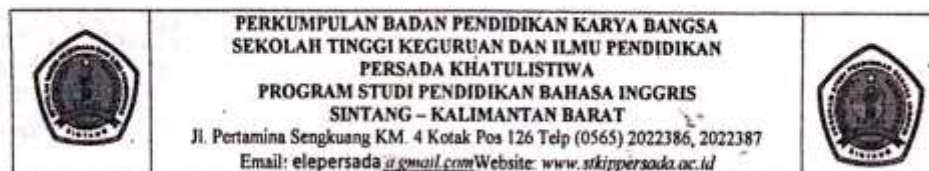


Appendix 1. Research Permission Letter from STKIP Persada Khatulistiwa



Nomor : 308/B-6/G1/IV/2024
Lampiran : 1 (satu) lembar
Perihal : Izin Penelitian

Kepada

Yth. Kepala SMK Amaliyah Sekadau

Di Tempat

Dengan hormat,

Berknaan dengan tugas akhir mahasiswa atau skripsi, kami mohon kepada Bapak/Ibu untuk memberikan izin kepada mahasiswa kami:

Nama : Ayu Sartika Vera
NIM : 2000407122
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Untuk melakukan penelitian di sekolah yang Bapak/ Ibu pimpin dengan judul:

"The Effectiveness of Cognitive Behavior Thearapeutic Using Music For Speaking Anxiety At Eleventh Grade In SMK Amaliyah Sekadau (A Practical Solution for Oral Communication Skill)". Adapun tanggal dan waktu penelitian sepenuhnya adalah hasil koordinasi kedua belah pihak.

Demikian surat permohonan ini kami sampaikan, atas perhatian dan kerjasamanya kami ucapkan terima kasih.

Sintang, 23 April 2024

Mengetahui
Ketua STKIP Persada Khatulistiwa

Didin Syafruddin, S.P., M.Si
NIDN: 1102066603

Prodi PBI
Prodi PBI
Prodi PBI
15028901

Appendix 2. Research Acceptance Letter from SMK Amaliyah Sekadau

 YAYASAN AMALIYAH SEKADAU SEKOLAH MENENGAH KEJURUAN Jalan Tamtama Gg. Amaliyah Telp. (0564) 41179 Fax (0564)41855 Sekadau 79582 Email : smkamaliyahskd@gmail.com www.smkamaliyah-skd.sch.id	
Nomor	: 422/ 85 /SMK-YAS
Lampiran	: -
H a l	: Selesai Penelitian
Kepada. Yth.Ketua Prodi Bahasa Inggris (STKIP-PK) Sintang di- <u>Sintang</u>	
Yang bertanda tangan di bawah ini Kepala SMK Amaliyah,Desa Sungai Ringin Kecamatan Sekadau Hilir Kabupaten Sekadau dengan ini menyatakan Kepada : N A M A : AYU SARTIKA VERA N I M : 200407122 JURUSAN : BAHASA SASTRA DAN SENI PRODI : BAHASA INGGRIS JENJANG PENDIDIKAN: STARA SATU (S.1) ANGKATAN : 2020 TAHUNAKADEMIK : 2023 / 2024 JUDUL : THE EFFECITIVENESS OF COGNITIVE BEHAVIOR THEARAPEUTIC USING MUSIC FOR SPEAKING ANXIETY AT ELEVENTH GRADE IN SMK AMALIYAH SEKADAU (A PRACTICAL SOLUTION FOR ORAL COMMUNICATION SKILL).	
Demikian surat Keterangan ini kami sampaikan untuk Menyatakan bahwa Mahasiswa tersebut telah Melakukan Penelitian di SMK Amaliyah.Atas Perhatiannya Kami ucapkan terima kasih.	
	

Appendix 3. Thesis Guidance Card

Lampiran 6. Formulir Kartu Bimbingan

Appendix 4. Observation Checklist

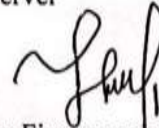
OBSERVATION CHECKLIST

Name : DF
 Age :
 Gender : Male
 Time of observation : 10.15.11.40
 Date of observation : 23 April 2024
 Location of observation : SMK Amaliyah Sekadau

No	Description	Yes	No
1	Do students have difficulty speaking English? <i>Apakah siswa mengalami kesulitan berbicara Bahasa Inggris ?</i>	✓	
2	Do student feel anxiety when asked to speak English? <i>Apakah siswa merasa cemas ketika diminta berbicara Bahasa Inggris ?</i>	✓	
3	Can the therapy method using cognitive behavior therapy overcome students' speaking anxiety? <i>Apakah dengan metode terapy menggunakan cognitive behavior Therapy dapat mengatasi kecemasan berbicara siswa ?</i>	✓	
4	Do students feel better by using cognitive therapy? <i>Apakah dengan menggunakan metode terapy cognitive siswa merasa lebih baik ?</i>	✓	
5	Do student trust the writer in carrying out this therapy? <i>Apakah siswa memperayai peneliti dalam melakukan terapy ini?</i>	✓	
6	Is relaxation necessary after carrying out therapy activities? <i>Apakah diperlukan relaksasi setelah melakukan aktivitas terapy ?</i>	✓	
7	What about music media Is suitable alternative to relax the student mind? <i>Bagaimana dengan media music apakah menjadi alternative yang cocok untuk merelaxasikan pikiran siswa?</i>	✓	
8	Can this type of classical music be used in therapy to help students feel better? <i>Apakah jenis music classic cocok digunakan dalam sebuah therapy untuk membuat siswa merasa lebih baik ?</i>	✓	
9	Do student feel calmer if you listen the music in a peaceful atmosphere? <i>Apakah siswa merasa lebih tenang jika</i>	✓	

	<i>mendengarkan music dengan suasana yang damai?</i>		
10	Can music help improve students' performance in speaking? <i>Apakah music dapat membant meningkatkan performance siswa dalam berbicara ?</i>	✓	

Sekadau, 28 April 2024
Observer



Dedy Firmansyah S.Pd
NIP. 19890908200321

Appendix 5. The Interview Result Analysis of Pre Observation

Code	Code Description	Interview Excerpt
Yellow	The main challenge faced by students in overcoming speaking anxiety in the classroom in speaking activities.	"Based on what I have experienced, some TKJ students have quite good abilities, but most are still lacking. They experience of speaking anxiety that makes them look unconfident when speaking English in the lesson process, there are even students who do not do a practice because they do not dare to come forward in front of the class to speak English. My challenge as a teacher is to be more creative in thinking of methods that can stimulate student to overcome anxiety in students".
Blue	Efforts to teach and support students in gaining self-confidence and can overcome students' speaking anxiety.	"In a way that is fun for the students and motivating for the students"
Green	Seeing the positive impact if there is an application of therapy to change the mindset of students	"Of course it is very good, because it can help students in overcoming the anxiety that students experience so that it interferes with the learning process. "
Purple	See the role of teachers in using or supporting the use of applications therapy in learning.	"As a teacher, I will be greatly helped if the therapy method uses music, especially those that are very easy to apply in the classroom and that will make students feel comfortable in learning"

Appendix 6. The Interview Transcripts

Interview Transcript

Interviewee : Respondent 1
 Interviewer : Ayu Sartika Vera
 Time of interview : 09:00 am
 Date of interview : 16th January 2024
 Location of interview : SMK Amaliyah Sekadau
 List of Acronyms : R = Respondent, I = Interviewer

- I : Menurut pengalaman Anda, apa tantangan utama yang dihadapi siswa dalam mengatasi ketidakpercayaan diri siswa dalam berbicara ?
- R : "Berdasarkan apa yang saya alami, beberapa siswa TKJ memiliki kemampuan yang cukup baik, namun sebagian besar masih kurang. Mereka mengalami tingkat kecemasan berbicara yang membuat mereka terlihat tidak percaya diri ketika berbicara bahasa Inggris dalam proses pembelajaran, bahkan ada siswa yang tidak mengerjakan soal latihan karena tidak berani maju ke depan kelas untuk berbicara bahasa Inggris. Tantangan saya sebagai guru adalah untuk lebih kreatif dalam memikirkan metode yang dapat menstimulasi anak untuk mengatasi kecemasan pada siswa".
- I : Dukungan apa yang biasa diberikan untuk siswa dalam menghadapi masalah tersebut ?
- R : "Dengan cara yang menyenangkan bagi para siswa dan memotivasi para siswa"
- I : Apakah Anda melihat dampak positif jika ada sebuah metode therapy yang dapat mrngubah pola pikir siswa dan dapat mengatasi kecemasan pada siswa ?
- R : "Tentu saja sangat baik, karena dapat membantu siswa dalam mengatasi kecemasan yang dialami siswa sehingga mengganggu proses belajar. "
- I : Bagaimana Anda melihat peran guru dalam menggunakan atau mendukung penggunaan metode therapy ini dalam pembelajaran?
- R : "Sebagai seorang guru, saya akan sangat terbantu jika metode terapi menggunakan musik, terutama yang sangat mudah diaplikasikan di dalam kelas dan akan membuat siswa merasa nyaman dalam belajar"

Appendix.7 Questionnaires

Questionnaires of Speaking Anxiety

Name :
 Age :
 Gender :
 Major :
 Class :

PETUNJUK PENGISIAN SKALA

1. Berikut ini ada sejumlah pernyataan. Berilah tanda silang (X) pada salah satu pilihan jawaban yang berada di sebelah kanan.

- Bacalah dengan teliti sebelum mengisi pernyataan yang ada.
- Pilihlah jawaban yang sesuai dengan diri Anda sendiri.
- Tidak ada jawaban yang salah, semua jawaban benar.

Adapun lima pilihan yang disediakan yaitu:

SA : Bila pernyataan tersebut **STRONGLY AGREE (5)** dengan diri Anda.

A : Bila pernyataan tersebut **AGREE (4)** dengan diri Anda.

U : Bila pernyataan tersebut **UNDECIDED (3)** dengan diri Anda.

D : Bila pernyataan tersebut **DISAGREE (2)** dengan diri Anda.

DS : D : Bila pernyataan tersebut **STRONGLY DISAGREE (1)** dengan diri Anda.

Contoh :**Cara menjawab**

No. Pernyataan SA A U D SD

1 *Saya tidak yakin dapat berbicara di depan Kelas dengan baik* X

Jika ingin mengganti jawaban

No. Pernyataan SA A U D SD

1. *Saya tidak yakin dapat berbicara di depan Kelas dengan baik* X X

2. Usahakanlah untuk tidak melewati satu nomor pun dalam memberi jawaban pada pernyataan-pernyataan ini.

NO	PERNYATAAN	SA	A	U	D	SD
1	I am not sure I can speak in front of class well <i>Saya tidak yakin dapat berbicara di depan Kelas dengan baik</i>					
2	I feel nervous when I am about to speak in front of the class <i>Saya merasa gelisah ketika akan berbicara di depan kelas</i>					
3	My heartbeats rapidly when I am going to speak in front of the class. <i>Jantung saya berdetak cepat ketika akan berbicara di depan kelas</i>					
4	My stomach feels queasy when I am speak in front of the class. <i>Perut saya terasa mual ketika akan berbicara di depan kelas</i>					
5	I lose concentration when speaking in front of the class <i>Saya kehilangan konsentrasi ketika berbicara di depan kelas</i>					
6	I forget what I will be going to say when speaking in front of the class <i>Saya lupa apa yang akan saya sampaikan ketika berbicara di depan kelas</i>					
7	I am afraid of being laughed at when speaking in front of the class <i>Saya takut ditertawakan Ketika berbicara di depan kelas</i>					
8	I am afraid that what I say is wrong when speaking in front of the class <i>Saya takut apa yang saya ucapkan itu salah ketika berbicara di depan kelas</i>					
9	I stammer when speaking in front of the class <i>Saya berbicara terbata-bata ketika berbicara di depan kelas</i>					
10	My speech becomes garbled when speaking in front of the class <i>Pembicaraan saya menjadi kacau Ketika berbicara di depan kelas</i>					
11	I have trouble sleeping when I have to speak on the next day in front of the class <i>Saya sulit tidur ketika besok akan berbicara di depan kelas</i>					
12	I remained calm even when it will my turn to speak in front of the class is getting closer <i>Saya tetap merasa tenang meskipun giliran saya untuk berbicara di depan kelas semakin dekat</i>					
13	I believe that I am capable of speaking in front of the class <i>Saya percaya bahwa saya mampu berbicara di depan kelas</i>					
14	I am confident when speaking in front of Class					

	<i>Saya percaya diri ketika berbicara di depan Kelas</i>					
15	I can stand quietly when speaking in front of the class <i>Saya dapat berdiri dengan tenang Ketika berbicara di depan kelas</i>					
16	I can speak calmly when speaking in front of the class <i>Saya dapat berbicara dengan tenang pada saat berbicara di depan kelas</i>					
17	I can organize my words well when speaking in front of the class <i>Saya dapat menyusun kata-kata dengan baik ketika berbicara di depan kelas</i>					
18	I am confident in what I say when speaking in front of the class <i>Saya yakin dengan yang saya ucapkan ketika berbicara di depan kelas</i>					
19	I can speak clearly when speaking in front of the class <i>Saya dapat berbicara dengan jelas Ketika berbicara di depan kelas</i>					
20	I am able to look at my classmates in the eyes when speaking in front of the class <i>Saya mampu menatap mata teman sekelas Ketika berbicara di depan kelas</i>					
21	I can concentrate even when attention is on me when speaking in front of many people <i>Saya dapat berkonsentrasi meskipun perhatian tertuju pada saya Ketika berbicara di depan banyak orang</i>					
22	I can speak fluently when speaking in front of the class <i>Saya dapat berbicara dengan lancar Ketika berbicara di depan kelas</i>					
23	I can speak with organization when speaking in front of the class <i>Saya dapat berbicara dengan teratur pada saat berbicara di depan kelas</i>					
24	I can speak with when speaking in front of the class <i>I can speak correctly when speaking in front of the class</i>					
25	I feel relaxed when I am about to speak in Front of the class <i>Saya merasa rileks ketika akan berbicara di Depan kelas</i>					

Appendix 8. The Result Questionnaires of Pretest

	Pretest																											
Respond	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Score	Category	
Respond 1	4	4	4	4	4	3	3	3	3	3	4	3	4	4	3	3	4	3	4	2	4	3	4	3	3	86	High	
Respond 2	5	4	5	4	4	4	4	3	3	3	4	3	4	4	3	3	4	3	4	5	4	4	4	3	3	94	High	
Respond 3	4	4	2	5	4	5	5	5	5	5	3	3	5	3	3	4	3	4	4	2	4	3	5	3	3	87	High	
Respond 4	5	3	4	1	3	3	3	4	4	3	5	4	5	4	3	4	4	4	5	5	5	5	4	4	3	4	92	High
Respond 5	4	4	5	5	5	5	5	4	4	5	5	5	5	5	4	4	4	4	5	5	5	5	4	4	4	4	96	High
Respond 6	2	5	5	5	2	3	3	4	3	4	5	5	5	5	4	4	3	4	3	5	4	3	3	3	3	89	High	
Respond 7	4	2	3	1	3	2	4	5	3	2	3	4	3	4	5	4	4	5	4	3	4	5	4	3	3	91	High	
Respond 8	4	3	2	1	4	5	3	2	5	4	1	5	4	4	4	3	3	3	5	5	3	2	4	4	2	84	High	
Respond 9	2	1	3	5	2	3	3	2	3	5	5	4	4	4	5	4	3	5	4	3	4	5	4	4	3	97	High	
Respond 10	5	5	5	5	4	4	4	5	5	5	5	5	2	2	3	3	3	2	3	3	3	3	3	3	3	91	High	
Respond 11	3	4	4	1	3	3	4	4	4	3	5	5	5	5	4	4	3	3	3	3	4	4	3	3	3	91	High	
Respond 12	3	4	4	1	3	3	4	4	4	4	1	4	3	3	4	3	5	5	5	3	4	3	4	3	3	90	High	
Respond 13	5	5	5	1	4	4	5	5	5	5	3	3	5	3	3	3	3	3	3	3	4	2	3	3	3	91	High	
Respond 14	2	5	4	5	4	4	4	3	4	4	4	5	3	4	3	3	3	3	4	3	4	3	3	3	3	95	High	
Respond 15	4	4	5	5	5	5	5	4	4	5	5	5	4	4	4	3	3	3	3	3	3	3	3	4	3	90	High	
Respond 16	5	4	4	5	4	5	5	4	5	5	5	5	4	4	3	3	3	3	4	3	3	3	3	3	4	94	High	
Respond 17	4	3	4	4	3	3	4	3	4	4	5	3	4	3	3	5	3	4	4	3	4	3	4	4	4	95	High	
Respond 18	4	4	4	4	5	3	4	4	4	5	4	5	4	4	5	3	4	5	3	5	3	4	3	3	3	98	High	
Respond 19	4	4	4	4	5	3	4	4	4	5	4	5	4	4	5	3	4	5	3	5	3	4	3	3	3	98	High	

Respond 20	4	4	2	1	2	3	3	4	4	5	4	5	4	3	5	3	4	4	3	5	3	4	3	3	3	89	High
Respond 21	4	4	4	4	5	3	4	4	4	5	4	5	4	4	4	3	3	4	3	5	3	4	3	3	3	95	High
Respond 22	4	4	3	2	4	3	3	3	4	5	4	5	4	4	5	3	4	5	3	5	3	4	3	3	3	90	High
Respond 23	4	4	4	4	5	3	4	4	4	5	4	5	4	1	5	3	4	5	3	5	3	4	3	2	3	96	High
Respond 24	3	4	4	4	3	3	4	4	4	5	4	5	4	4	5	3	4	4	3	5	4	4	3	3	3	95	High
Respond 25	3	3	3	3	3	4	3	4	4	4	4	4	5	3	4	5	3		5	3	3	4	3	3	2	91	High
Score																										2.305	High
Mean																										92,2	

Category	Respond
Exorbitant	0
High	25
Meddle anxious	0
Low	0
Relaxed	0
Score	25

Appendix 9. Questionnaires of Respondent 1 (Pretest)

Questionnaires of Speaking Anxiety

Name : Respondent 1
 Age : 17 Y.O
 Gender : Female
 Major : TKJ
 Class : XI TKJ 1

PETUNJUK PENGISIAN SKALA

1. Berikut ini ada sejumlah pernyataan. Berilah tanda silang (X) pada salah satu pilihan jawaban yang berada di sebelah kanan.

- Bacalah dengan teliti sebelum mengisi pernyataan yang ada.
- Pilihlah jawaban yang sesuai dengan diri Anda sendiri.
- Tidak ada jawaban yang salah, semua jawaban benar.

Adapun lima pilihan yang disediakan yaitu:

SA : Bila pernyataan tersebut **STRONGLY AGREE (5)** dengan diri Anda.

A : Bila pernyataan tersebut **AGREE (4)** dengan diri Anda.

U : Bila pernyataan tersebut **UNDECIDED (3)** dengan diri Anda.

D : Bila pernyataan tersebut **DISAGREE (2)** dengan diri Anda.

DS : D : Bila pernyataan tersebut **STRONGLY DISAGREE (1)** dengan diri Anda.

Contoh :

Cara menjawab

No. Pernyataan SA A U D SD

1. Saya tidak yakin dapat berbicara di depan Kelas dengan baik X

Jika ingin mengganti jawaban

No. Pernyataan SA A U D SD

1. Saya tidak yakin dapat berbicara di depan Kelas dengan baik X X

2. Usahakanlah untuk tidak melewati satu nomor pun dalam memberi jawaban pada pernyataan-pernyataan ini.

NO	PERNYATAAN	SA	A	U	D	SD
1	I am not sure I can speak in front of class well <i>Saya tidak yakin dapat berbicara di depan Kelas dengan baik</i>		X			
2	I feel nervous when I am about to speak in front of the class <i>Saya merasa gelisah ketika akan berbicara di depan kelas</i>		X			
3	My heartbeats rapidly when I am going to speak in front of the class. <i>Jantung saya berdetak cepat ketika akan berbicara di depan kelas</i>		X			
4	My stomach feels queasy when I am speak in front of the class. <i>Perut saya terasa mual ketika akan berbicara di depan kelas</i>		X			
5	I lose concentration when speaking in front of the class <i>Saya kehilangan konsentrasi ketika berbicara di depan kelas</i>		X			
6	I forget what I will be going to say when speaking in front of the class <i>Saya lupa apa yang akan saya sampaikan ketika berbicara di depan kelas</i>			X		
7	I am afraid of being laughed at when speaking in front of the class <i>Saya takut diterawakan Ketika berbicara di depan kelas</i>			X		
8	I am afraid that what I say is wrong when speaking in front of the class <i>Saya takut apa yang saya ucapkan itu salah ketika berbicara di depan kelas</i>			X		
9	I stammer when speaking in front of the class <i>Saya berbicara terbata-bata ketika berbicara di depan kelas</i>			X		
10	My speech becomes garbled when speaking in front of the class <i>Pembicaraan saya menjadi kacau Ketika berbicara di depan kelas</i>			X		
11	I have trouble sleeping when I have to speak on the next day in front of the class <i>Saya sulit tidur ketika besok akan berbicara di depan kelas</i>		X			
12	I remained calm even when it will my turn to speak in front of the class is getting closer <i>Saya tetap merasa tenang meskipun giliran saya untuk berbicara di depan kelas semakin dekat</i>			X		
13	I believe that I am capable of speaking in front of the class <i>Saya percaya bahwa saya mampu berbicara di depan kelas</i>		X			
14	I am confident when speaking in front of Class		X			

	Saya percaya diri ketika berbicara di depan Kelas					
15	I can stand quietly when speaking in front of the class Saya dapat berdiri dengan tenang Ketika berbicara di depan kelas			X		
16	I can speak calmly when speaking in front of the class Saya dapat berbicara dengan tenang pada saat berbicara di depan kelas			X		
17	I can organize my words well when speaking in front of the class Saya dapat menyusun kata-kata dengan baik ketika berbicara di depan kelas		X			
18	I am confident in what I say when speaking in front of the class Saya yakin dengan yang saya ucapkan ketika berbicara di depan kelas			X		
19	I can speak clearly when speaking in front of the class Saya dapat berbicara dengan jelas Ketika berbicara di depan kelas		X			
20	I am able to look at my classmates in the eyes when speaking in front of the class Saya mampu menatap mata teman sekelas Ketika berbicara di depan kelas				X	
21	I can concentrate even when attention is on me when speaking in front of many people Saya dapat berkonsentrasi meskipun perhatian tertuju pada saya Ketika berbicara di depan banyak orang		X			
22	I can speak fluently when speaking in front of the class Saya dapat berbicara dengan lancar Ketika berbicara di depan kelas			X		
23	I can speak with organization when when speaking in front of the class Saya dapat berbicara dengan teratur pada saat berbicara di depan kelas		X			
24	I can speak with when when speaking in front of the class I can speak correctly when speaking in front of the class			X		
25	I feel relaxed when I am about to speak in Front of the class Saya merasa rileks ketika akan berbicara di Depan kelas			X		

Appendix 10. Questionnaires of Respondent 2 (Pretest)

Questionnaires of Speaking Anxiety

Name : Respondent 2
 Age : 16 years old
 Gender : Female
 Major : TKJ
 Class : XI TKJ 1

PETUNJUK PENGISIAN SKALA

1. Berikut ini ada sejumlah pernyataan. Berilah tanda silang (X) pada salah satu pilihan jawaban yang berada di sebelah kanan.

- Bacalah dengan teliti sebelum mengisi pernyataan yang ada.
- Pilihlah jawaban yang sesuai dengan diri Anda sendiri.
- Tidak ada jawaban yang salah, semua jawaban benar.

Adapun lima pilihan yang disediakan yaitu:

SA : Bila pernyataan tersebut **STRONGLY AGREE (5)** dengan diri Anda.

A : Bila pernyataan tersebut **AGREE (4)** dengan diri Anda.

U : Bila pernyataan tersebut **UNDECIDED (3)** dengan diri Anda.

D : Bila pernyataan tersebut **DISAGREE (2)** dengan diri Anda.

DS : D : Bila pernyataan tersebut **STRONGLY DISAGREE (1)** dengan diri Anda.

Contoh :

Cara menjawab

No. Pernyataan SA A U D SD

1. Saya tidak yakin dapat berbicara di depan Kelas dengan baik X

Jika ingin mengganti jawaban

No. Pernyataan SA A U D SD

1. Saya tidak yakin dapat berbicara di depan Kelas dengan baik X X

2. Usahakanlah untuk tidak melewati satu nomor pun dalam memberi jawaban pada pernyataan-pernyataan ini.

NO	PERNYATAAN	SA	A	U	D	SD
1	I am not sure I can speak in front of class well <i>Saya tidak yakin dapat berbicara di depan Kelas dengan baik</i>	X				
2	I feel nervous when I am about to speak in front of the class <i>Saya merasa gelisah ketika akan berbicara di depan kelas</i>		X			
3	My heartbeats rapidly when I am going to speak in front of the class. <i>Jantung saya berdetak cepat ketika akan berbicara di depan kelas</i>	X				
4	My stomach feels queasy when I am speak in front of the class. <i>Perut saya terasa mual ketika akan berbicara di depan kelas</i>		X			
5	I lose concentration when speaking in front of the class <i>Saya kehilangan konsentrasi ketika berbicara di depan kelas</i>		X			
6	I forget what I will be going to say when speaking in front of the class <i>Saya lupa apa yang akan saya sampaikan ketika berbicara di depan kelas</i>		X			
7	I am afraid of being laughed at when speaking in front of the class <i>Saya takut ditertawakan Ketika berbicara di depan kelas</i>		X			
8	I am afraid that what I say is wrong when speaking in front of the class <i>Saya takut apa yang saya ucapkan itu salah ketika berbicara di depan kelas</i>			X		
9	I stammer when speaking in front of the class <i>Saya berbicara terbata-bata ketika berbicara di depan kelas</i>			X		
10	My speech becomes garbled when speaking in front of the class <i>Pembicaraan saya menjadi kacau Ketika berbicara di depan kelas</i>			X		
11	I have trouble sleeping when I have to speak on the next day in front of the class <i>Saya sulit tidur ketika besok akan berbicara di depan kelas</i>		X			
12	I remained calm even when it will my turn to speak in front of the class is getting closer <i>Saya tetap merasa tenang meskipun giliran saya untuk berbicara di depan kelas semakin dekat</i>			X		
13	I believe that I am capable of speaking in front of the class <i>Saya percaya bahwa saya mampu berbicara di depan kelas</i>		X			
14	I am confident when speaking in front of Class		X			

	Saya percaya diri ketika berbicara di depan Kelas			/		
15	I can stand quietly when speaking in front of the class Saya dapat berdiri dengan tenang Ketika berbicara di depan kelas			X		
16	I can speak calmly when speaking in front of the class Saya dapat berbicara dengan tenang pada saat berbicara di depan kelas			X		
17	I can organize my words well when speaking in front of the class Saya dapat menyusun kata-kata dengan baik ketika berbicara di depan kelas		X			
18	I am confident in what I say when speaking in front of the class Saya yakin dengan yang saya ucapkan ketika berbicara di depan kelas			X		
19	I can speak clearly when speaking in front of the class Saya dapat berbicara dengan jelas Ketika berbicara di depan kelas		X			
20	I am able to look at my classmates in the eyes when speaking in front of the class Saya mampu menatap mata teman sekelas Ketika berbicara di depan kelas	X				
21	I can concentrate even when attention is on me when speaking in front of many people Saya dapat berkonsentrasi meskipun perhatian tertuju pada saya Ketika berbicara di depan banyak orang		X			
22	I can speak fluently when speaking in front of the class Saya dapat berbicara dengan lancar Ketika berbicara di depan kelas		X			
23	I can speak with organization when speaking in front of the class Saya dapat berbicara dengan teratur pada saat berbicara di depan kelas		X			
24	I can speak with when speaking in front of the class I can speak correctly when speaking in front of the class			X		
25	I feel relaxed when I am about to speak in Front of the class Saya merasa rileks ketika akan berbicara di Depan kelas			X		

Appendix 11. Questionnaires of Respondent 3 (Pretest)

Questionnaires of Speaking Anxiety

Name : . respondent 3
 Age : 17 tahun
 Gender : male
 Major : TKJ
 Class : XI

PETUNJUK PENGISIAN SKALA

1. Berikut ini ada sejumlah pernyataan. Berilah tanda silang (X) pada salah satu pilihan jawaban yang berada di sebelah kanan.

- Bacalah dengan teliti sebelum mengisi pernyataan yang ada.
- Pilihlah jawaban yang sesuai dengan diri Anda sendiri.
- Tidak ada jawaban yang salah, semua jawaban benar.

Adapun lima pilihan yang disediakan yaitu:

SA : Bila pernyataan tersebut **STRONGLY AGREE (5)** dengan diri Anda.

A : Bila pernyataan tersebut **AGREE (4)** dengan diri Anda.

U : Bila pernyataan tersebut **UNDECIDED (3)** dengan diri Anda.

D : Bila pernyataan tersebut **DISAGREE (2)** dengan diri Anda.

DS : D : Bila pernyataan tersebut **STRONGLY DISAGREE (1)** dengan diri Anda.

Contoh :

Cara menjawab

No. Pernyataan SA A U D SD

1 *Saya tidak yakin dapat berbicara di depan Kelas dengan baik* X

Jika ingin mengganti jawaban

No. Pernyataan SA A U D SD

1. *Saya tidak yakin dapat berbicara di depan Kelas dengan baik* X X

2. Usahakanlah untuk tidak melewati satu nomor pun dalam memberi jawaban pada pernyataan-pernyataan ini.

NO	PERNYATAAN	SA	A	U	D	SD
1	I am not sure I can speak in front of class well <i>Saya tidak yakin dapat berbicara di depan Kelas dengan baik</i>		X			
2	I feel nervous when I am about to speak in front of the class <i>Saya merasa gelisah ketika akan berbicara di depan kelas</i>		X			
3	My heartbeats rapidly when I am going to speak in front of the class. <i>Jantung saya berdetak cepat ketika akan berbicara di depan kelas</i>				X	
4	My stomach feels queasy when I am speak in front of the class. <i>Perut saya terasa mual ketika akan berbicara di depan kelas</i>	X				
5	I lose concentration when speaking in front of the class <i>Saya kehilangan konsentrasi ketika berbicara di depan kelas</i>		X			
6	I forget what I will be going to say when speaking in front of the class <i>Saya lupa apa yang akan saya sampaikan ketika berbicara di depan kelas</i>	X				
7	I am afraid of being laughed at when speaking in front of the class <i>Saya takut ditertawakan Ketika berbicara di depan kelas</i>	Y				
8	I am afraid that what I say is wrong when speaking in front of the class <i>Saya takut apa yang saya ucapkan itu salah ketika berbicara di depan kelas</i>	X				
9	I stammer when speaking in front of the class <i>Saya berbicara terbata-bata ketika berbicara di depan kelas</i>	Y				
10	My speech becomes garbled when speaking in front of the class <i>Pembicaraan saya menjadi kacau Ketika berbicara di depan kelas</i>	X				
11	I have trouble sleeping when I have to speak on the next day in front of the class <i>Saya sulit tidur ketika besok akan berbicara di depan kelas</i>			X		
12	I remained calm even when it will my turn to speak in front of the class is getting closer <i>Saya tetap merasa tenang meskipun giliran saya untuk berbicara di depan kelas semakin dekat</i>			X		
13	I believe that I am capable of speaking in front of the class <i>Saya percaya bahwa saya mampu berbicara di depan kelas</i>	X				
14	I am confident when speaking in front of Class			X		

	Saya percaya diri ketika berbicara di depan Kelas			✗		
15	I can stand quietly when speaking in front of the class Saya dapat berdiri dengan tenang Ketika berbicara di depan kelas			✗		
16	I can speak calmly when speaking in front of the class Saya dapat berbicara dengan tenang pada saat berbicara di depan kelas		✗			
17	I can organize my words well when speaking in front of the class Saya dapat menyusun kata-kata dengan baik ketika berbicara di depan kelas			✗		
18	I am confident in what I say when speaking in front of the class Saya yakin dengan yang saya ucapkan ketika berbicara di depan kelas		✗			
19	I can speak clearly when speaking in front of the class Saya dapat berbicara dengan jelas Ketika berbicara di depan kelas		✗			
20	I am able to look at my classmates in the eyes when speaking in front of the class Saya mampu menatap mata teman sekelas Ketika berbicara di depan kelas				✗	
21	I can concentrate even when attention is on me when speaking in front of many people Saya dapat berkonsentrasi meskipun perhatian tertuju pada saya Ketika berbicara di depan banyak orang		✗			
22	I can speak fluently when speaking in front of the class Saya dapat berbicara dengan lancar Ketika berbicara di depan kelas			✗		
23	I can speak with organization when speaking in front of the class Saya dapat berbicara dengan teratur pada saat berbicara di depan kelas	✗				
24	I can speak with when speaking in front of the class I can speak correctly when speaking in front of the class			✗		
25	I feel relaxed when I am about to speak in Front of the class Saya merasa rileks ketika akan berbicara di Depan kelas			✗		

Appendix 12. The Result Questionnaires of Posttest

	Posttest																											
Respond	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Score	Category	
Respond 1	2	1	2	2	2	2	2	2	2	2	2	2	2	2	3	4	4	3	3	3	3	3	3	3	3	4	63	Meddle Anxious
Respond 2	2	2	1	1	2	3	3	3	2	2	2	2	3	3	2	3	4	3	3	3	3	3	3	3	3	2	63	Meddle Anxious
Respond 3		2	3	1	3	2	4	2	2	1	1	1	5	3	4	3	5	5	5	4	4	4	4	4	4	2	74	Meddle Anxious
Respond 4	4	3	2	1	2	3	1	3	3	1	1	1	3	4	3	4	4	5	3	3	3	2	2	4	5	68	Meddle Anxious	
Respond 5	2	2	2	2	2	2	2	2	2	2	2	5	5	5	2	2	2	3	3	2	2	3	3	3	3	3	63	Meddle Anxious
Respond 6	1	1	1	2	2	1	1	2	2	3	2	3	3	3	4	3	3	3	3	3	2	3	3	3	3	3	60	Meddle Anxious
Respond 7	2	2	2	1	1	1	1	1	2	2	2	2	3	2	3	3	3	3	3	2	3	4	3	3	2	56	Meddle Anxious	
Respond 8	3	2	2	21	4	3	4	4	5	3	1	3	3	3	4	3	3	3	2	2	3	3	3	4	1	65	Meddle Anxious	
Respond 9	3	3	2	1	4	3	1	4	2	2	2	1	2	3	3	3	4	3	2	1	1	3	3	3	2	62	Meddle Anxious	
Respond 10	3	2	3	1	3	3	3	3	4	3	3	2	3	3	3	2	2	3	2	2	3	3	3	2	2	64	Meddle Anxious	
Respond 11	4	4	3	2	3	4	4	4	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	69	Meddle Anxious
Respond 12	4	4	3	2	3	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	67	Meddle Anxious
Respond 13	2	2	2	1	1	3	2	1	3	3	2	3	3	2	2	2	2	2	3	2	1	1	3	3	2	53	Meddle Anxious	
Respond 14	3	4	1	1	3	2	1	1	3	2	1	4	4	3	3	3	2	2	2	2	2	1	3	3	4	57	Meddle Anxious	
Respond 15	1	1	1	1	2	2	2	3	3	2	3	2	3	4	3	3	2	3	3	3	2	2	3	3	3	60	Meddle Anxious	
Respond 16	2	2	2	1	1	1	1	1	2	1	2	3	3	3	3	3	3	3	3	3	2	1	3	3	3	50	Low	
Respond 17	1	2	3	1	1	3	2	3	2	1	1	2	4	3	3	3	3	4	4	5	4	3	3	3	2	67	Meddle Anxious	
Respond 18	3	3	3	3	2	2	2	2	2	2	1	1	1	1	3	2	2	3	3	3	3	3	3	3	3	61	Meddle Anxious	
Respond 19	3	4	4	2	3	3	4	4	3	2	2	3	3	3	3	4	3	3	3	1	2	3	3	3	2	74	Meddle Anxious	

Respond 20	1	1	1	1	1	2	2	3	3	2	2	3	4	4	3	3	3	3	2	2	3	3	2	3	2	61	Meddle Anxious	
Respond 21	3	4	1	1	5	5	1	2	4	3	1	4	4	2	3	2	1	2	1	1	2	2	2	2	3	50	Low	
Respond 22	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	1	2	2	2	3	3	3	3	3	3	50	Meddle Anxious	
Respond 23	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	4	4	4	4	3	62	Meddle Anxious
Respond 24	2	2	2	1	1	3	1	3	2	3	1	2	3	1	2	3	2	2	2	2	3	2	4	3	2	54	Meddle Anxious	
Respond 25	2	2	2	1	2	2	1	3	2	3	1	2	3	1	2	3	2	2	2	2	3	2	4	3	2	54	Meddle Anxious	
Score																											1.490	Meddle Anxious
Mean																											59,6	

Category	Responds
Exorbitant	0
High	0
Meddle anxious	23
Low	2
Relaxed	0

Appendix 13. Questionnaires of Respondent 1 (Posttest)

Questionnaires of Speaking Anxiety

Name : Respondent 1
 Age : 17 y.o
 Gender : Female
 Major : TKJ
 Class : XI TKJ 1

PETUNJUK PENGISIAN SKALA

1. Berikut ini ada sejumlah pernyataan. Berilah tanda silang (X) pada salah satu pilihan jawaban yang berada di sebelah kanan.

- Bacalah dengan teliti sebelum mengisi pernyataan yang ada.
- Pilihlah jawaban yang sesuai dengan diri Anda sendiri.
- Tidak ada jawaban yang salah, semua jawaban benar.

Adapun lima pilihan yang disediakan yaitu:

SA : Bila pernyataan tersebut **STRONGLY AGREE (5)** dengan diri Anda.

A : Bila pernyataan tersebut **AGREE (4)** dengan diri Anda.

U : Bila pernyataan tersebut **UNDECIDED (3)** dengan diri Anda.

D : Bila pernyataan tersebut **DISAGREE (2)** dengan diri Anda.

DS : D : Bila pernyataan tersebut **STRONGLY DISAGREE (1)** dengan diri Anda.

Contoh :

Cara menjawab

No. Pernyataan SA A U D SD

1. Saya tidak yakin dapat berbicara di depan Kelas dengan baik X

Jika ingin mengganti jawaban

No. Pernyataan SA A U D SD

1. Saya tidak yakin dapat berbicara di depan Kelas dengan baik X X

2. Usahakanlah untuk tidak melewati satu nomor pun dalam memberi jawaban pada pernyataan-pernyataan ini.

NO	PERNYATAAN	SA	A	U	D	SD
1	I am not sure I can speak in front of class well <i>Saya tidak yakin dapat berbicara di depan Kelas dengan baik</i>				X	
2	I feel nervous when I am about to speak in front of the class <i>Saya merasa gelisah ketika akan berbicara di depan kelas</i>					X
3	My heartbeats rapidly when I am going to speak in front of the class. <i>Jantung saya berdetak cepat ketika akan berbicara di depan kelas</i>				X	
4	My stomach feels queasy when I am speak in front of the class. <i>Perut saya terasa mual ketika akan berbicara di depan kelas</i>				X	
5	I lose concentration when speaking in front of the class <i>Saya kehilangan konsentrasi ketika berbicara di depan kelas</i>				X	
6	I forget what I will be going to say when speaking in front of the class <i>Saya lupa apa yang akan saya sampaikan ketika berbicara di depan kelas</i>				X	
7	I am afraid of being laughed at when speaking in front of the class <i>Saya takut ditertawakan Ketika berbicara di depan kelas</i>				X	
8	I am afraid that what I say is wrong when speaking in front of the class <i>Saya takut apa yang saya ucapkan itu salah ketika berbicara di depan kelas</i>				X	
9	I stammer when speaking in front of the class <i>Saya berbicara terbata-bata ketika berbicara di depan kelas</i>				X	
10	My speech becomes garbled when speaking in front of the class <i>Pembicaraan saya menjadi kacau Ketika berbicara di depan kelas</i>				X	
11	I have trouble sleeping when I have to speak on the next day in front of the class <i>Saya sulit tidur ketika besok akan berbicara di depan kelas</i>				X	
12	I remained calm even when it will my turn to speak in front of the class is getting closer <i>Saya tetap merasa tenang meskipun giliran saya untuk berbicara di depan kelas semakin dekat</i>				X	
13	I believe that I am capable of speaking in front of the class <i>Saya percaya bahwa saya mampu berbicara di depan kelas</i>			X		
14	I am confident when speaking in front of Class			X		

	<i>Saya percaya diri ketika berbicara di depan Kelas</i>					
15	I can stand quietly when speaking in front of the class <i>Saya dapat berdiri dengan tenang Ketika berbicara di depan kelas</i>			X		
16	I can speak calmly when speaking in front of the class <i>Saya dapat berbicara dengan tenang pada saat berbicara di depan kelas</i>	X	X			
17	I can organize my words well when speaking in front of the class <i>Saya dapat menyusun kata-kata dengan baik ketika berbicara di depan kelas</i>	X				
18	I am confident in what I say when speaking in front of the class <i>Saya yakin dengan yang saya ucapkan ketika berbicara di depan kelas</i>			X		
19	I can speak clearly when speaking in front of the class <i>Saya dapat berbicara dengan jelas Ketika berbicara di depan kelas</i>			X		
20	I am able to look at my classmates in the eyes when speaking in front of the class <i>Saya mampu menatap mata teman sekelas Ketika berbicara di depan kelas</i>			X		
21	I can concentrate even when attention is on me when speaking in front of many people <i>Saya dapat berkonsentrasi meskipun perhatian tertuju pada saya Ketika berbicara di depan banyak orang</i>			X		
22	I can speak fluently when speaking in front of the class <i>Saya dapat berbicara dengan lancar Ketika berbicara di depan kelas</i>			X		
23	I can speak with organization when speaking in front of the class <i>Saya dapat berbicara dengan teratur pada saat berbicara di depan kelas</i>			X		
24	I can speak with when speaking in front of the class <i>I can speak correctly when speaking in front of the class</i>			X		
25	I feel relaxed when I am about to speak in Front of the class <i>Saya merasa rileks ketika akan berbicara di Depan kelas</i>			X		

Appendix 14. Questionnaires of Respondent 2 (Posttest)

Questionnaires of Speaking Anxiety

Name : Respondent 2
 Age : 16
 Gender : male
 Major : TKJ
 Class : XI TKJ 1

PETUNJUK PENGISIAN SKALA

1. Berikut ini ada sejumlah pernyataan. Berilah tanda silang (X) pada salah satu pilihan jawaban yang berada di sebelah kanan.

- Bacalah dengan teliti sebelum mengisi pernyataan yang ada.
- Pilihlah jawaban yang sesuai dengan diri Anda sendiri.
- Tidak ada jawaban yang salah, semua jawaban benar.

Adapun lima pilihan yang disediakan yaitu:

SA : Bila pernyataan tersebut **STRONGLY AGREE (5)** dengan diri Anda.

A : Bila pernyataan tersebut **AGREE (4)** dengan diri Anda.

U : Bila pernyataan tersebut **UNDECIDED (3)** dengan diri Anda.

D : Bila pernyataan tersebut **DISAGREE (2)** dengan diri Anda.

DS : D : Bila pernyataan tersebut **STRONGLY DISAGREE (1)** dengan diri Anda.

Contoh :

Cara menjawab

No. Pernyataan SA A U D SD

1. Saya tidak yakin dapat berbicara di depan Kelas dengan baik X

Jika ingin mengganti jawaban

No. Pernyataan SA A U D SD

1. Saya tidak yakin dapat berbicara di depan Kelas dengan baik X X

2. Usahakanlah untuk tidak melewati satu nomor pun dalam memberi jawaban pada pernyataan-pernyataan ini.

NO	PERNYATAAN	SA	A	U	D	SD
1	I am not sure I can speak in front of class well <i>Saya tidak yakin dapat berbicara di depan Kelas dengan baik</i>				X	
2	I feel nervous when I am about to speak in front of the class <i>Saya merasa gelisah ketika akan berbicara di depan kelas</i>				X	
3	My heartbeats rapidly when I am going to speak in front of the class. <i>Jantung saya berdetak cepat ketika akan berbicara di depan kelas</i>					X
4	My stomach feels queasy when I am speak in front of the class. <i>Perut saya terasa mual ketika akan berbicara di depan kelas</i>					X
5	I lose concentration when speaking in front of the class <i>Saya kehilangan konsentrasi ketika berbicara di depan kelas</i>				X	
6	I forget what I will be going to say when speaking in front of the class <i>Saya lupa apa yang akan saya sampaikan ketika berbicara di depan kelas</i>			X		
7	I am afraid of being laughed at when speaking in front of the class <i>Saya takut ditertawakan Ketika berbicara di depan kelas</i>			X		
8	I am afraid that what I say is wrong when speaking in front of the class <i>Saya takut apa yang saya ucapkan itu salah ketika berbicara di depan kelas</i>			X		
9	I stammer when speaking in front of the class <i>Saya berbicara terbata-bata ketika berbicara di depan kelas</i>				X	
10	My speech becomes garbled when speaking in front of the class <i>Pembicaraan saya menjadi kacau Ketika berbicara di depan kelas</i>				X	
11	I have trouble sleeping when I have to speak on the next day in front of the class <i>Saya sulit tidur ketika besok akan berbicara di depan kelas</i>				X	
12	I remained calm even when it will my turn to speak in front of the class is getting closer <i>Saya tetap merasa tenang meskipun giliran saya untuk berbicara di depan kelas semakin dekat</i>				X	
13	I believe that I am capable of speaking in front of the class <i>Saya percaya bahwa saya mampu berbicara di depan kelas</i>			X		
14	I am confident when speaking in front of Class			X		

	Saya percaya diri ketika berbicara di depan Kelas					
15	I can stand quietly when speaking in front of the class Saya dapat berdiri dengan tenang Ketika berbicara di depan kelas				X	
16	I can speak calmly when speaking in front of the class Saya dapat berbicara dengan tenang pada saat berbicara di depan kelas			X		
17	I can organize my words well when speaking in front of the class Saya dapat menyusun kata-kata dengan baik ketika berbicara di depan kelas		X			
18	I am confident in what I say when speaking in front of the class Saya yakin dengan yang saya ucapkan ketika berbicara di depan kelas				X	
19	I can speak clearly when speaking in front of the class Saya dapat berbicara dengan jelas Ketika berbicara di depan kelas				X	
20	I am able to look at my classmates in the eyes when speaking in front of the class Saya mampu menatap mata teman sekelas Ketika berbicara di depan kelas				X	
21	I can concentrate even when attention is on me when speaking in front of many people Saya dapat berkonsentrasi meskipun perhatian tertuju pada saya Ketika berbicara di depan banyak orang				X	
22	I can speak fluently when speaking in front of the class Saya dapat berbicara dengan lancar Ketika berbicara di depan kelas				X	
23	I can speak with organization when when speaking in front of the class Saya dapat berbicara dengan teratur pada saat berbicara di depan kelas				X	
24	I can speak with when when speaking in front of the class I can speak correctly when speaking in front of the class				X	
25	I feel relaxed when I am about to speak in Front of the class Saya merasa rileks ketika akan berbicara di Depan kelas					X

Appendix 15. Questionnaires of Respondent 3 (Posttest)

Questionnaires of Speaking Anxiety

Name : Respondent 3
 Age : 16.70
 Gender : Female
 Major : Tkj
 Class : XI Tkj

PETUNJUK PENGISIAN SKALA

1. Berikut ini ada sejumlah pernyataan. Berilah tanda silang (X) pada salah satu pilihan jawaban yang berada di sebelah kanan.

- Bacalah dengan teliti sebelum mengisi pernyataan yang ada.
- Pilihlah jawaban yang sesuai dengan diri Anda sendiri.
- Tidak ada jawaban yang salah, semua jawaban benar.

Adapun lima pilihan yang disediakan yaitu:

SA : Bila pernyataan tersebut **STRONGLY AGREE (5)** dengan diri Anda.

A : Bila pernyataan tersebut **AGREE (4)** dengan diri Anda.

U : Bila pernyataan tersebut **UNDECIDED (3)** dengan diri Anda.

D : Bila pernyataan tersebut **DISAGREE (2)** dengan diri Anda.

DS : D : Bila pernyataan tersebut **STRONGLY DISAGREE (1)** dengan diri Anda.

Contoh :

Cara menjawab

No. Pernyataan SA A U D SD

1. Saya tidak yakin dapat berbicara di depan Kelas dengan baik X

Jika ingin mengganti jawaban

No. Pernyataan SA A U D SD

1. Saya tidak yakin dapat berbicara di depan Kelas dengan baik X X

2. Usahakanlah untuk tidak melewati satu nomor pun dalam memberi jawaban pada pernyataan-pernyataan ini.

NO	PERNYATAAN	SA	A	U	D	SD
1	I am not sure I can speak in front of class well <i>Saya tidak yakin dapat berbicara di depan Kelas dengan baik</i>				X	
2	I feel nervous when I am about to speak in front of the class <i>Saya merasa gelisah ketika akan berbicara di depan kelas</i>				X	
3	My heartbeats rapidly when I am going to speak in front of the class. <i>Jantung saya berdetak cepat ketika akan berbicara di depan kelas</i>			X		
4	My stomach feels queasy when I am speak in front of the class. <i>Perut saya terasa mual ketika akan berbicara di depan kelas</i>	X				X
5	I lose concentration when speaking in front of the class <i>Saya kehilangan konsentrasi ketika berbicara di depan kelas</i>			X		
6	I forget what I will be going to say when speaking in front of the class <i>Saya lupa apa yang akan saya sampaikan ketika berbicara di depan kelas</i>				X	
7	I am afraid of being laughed at when speaking in front of the class <i>Saya takut ditertawakan Ketika berbicara di depan kelas</i>		X			
8	I am afraid that what I say is wrong when speaking in front of the class <i>Saya takut apa yang saya ucapkan itu salah ketika berbicara di depan kelas</i>				X	
9	I stammer when speaking in front of the class <i>Saya berbicara terbata-bata ketika berbicara di depan kelas</i>				X	
10	My speech becomes garbled when speaking in front of the class <i>Pembicaraan saya menjadi kacau Ketika berbicara di depan kelas</i>					X
11	I have trouble sleeping when I have to speak on the next day in front of the class <i>Saya sulit tidur ketika besok akan berbicara di depan kelas</i>					X
12	I remained calm even when it will my turn to speak in front of the class is getting closer <i>Saya tetap merasa tenang meskipun giliran saya untuk berbicara di depan kelas semakin dekat</i>					X
13	I believe that I am capable of speaking in front of the class <i>Saya percaya bahwa saya mampu berbicara di depan kelas</i>	X				
14	I am confident when speaking in front of Class			X		

	<i>Saya percaya diri ketika berbicara di depan Kelas</i>					
15	I can stand quietly when speaking in front of the class <i>Saya dapat berdiri dengan tenang Ketika berbicara di depan kelas</i>		X			
16	I can speak calmly when speaking in front of the class <i>Saya dapat berbicara dengan tenang pada saat berbicara di depan kelas</i>			X		
17	I can organize my words well when speaking in front of the class <i>Saya dapat menyusun kata-kata dengan baik ketika berbicara di depan kelas</i>	X				
18	I am confident in what I say when speaking in front of the class <i>Saya yakin dengan yang saya ucapkan ketika berbicara di depan kelas</i>	X				
19	I can speak clearly when speaking in front of the class <i>Saya dapat berbicara dengan jelas Ketika berbicara di depan kelas</i>	X				
20	I am able to look at my classmates in the eyes when speaking in front of the class <i>Saya mampu menatap mata teman sekelas Ketika berbicara di depan kelas</i>	X	X			
21	I can concentrate even when attention is on me when speaking in front of many people <i>Saya dapat berkonsentrasi meskipun perhatian tertuju pada saya Ketika berbicara di depan banyak orang</i>		X			
22	I can speak fluently when speaking in front of the class <i>Saya dapat berbicara dengan lancar Ketika berbicara di depan kelas</i>		X			
23	I can speak with organization when speaking in front of the class <i>Saya dapat berbicara dengan teratur pada saat berbicara di depan kelas</i>		X			
24	I can speak with when speaking in front of the class <i>I can speak correctly when speaking in front of the class</i>		X			
25	I feel relaxed when I am about to speak in Front of the class <i>Saya merasa rileks ketika akan berbicara di Depan kelas</i>					X

Appendix 16. The Result of Normality Test (SPSS)

NPar Tests**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		25
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	7.33279753
Most Extreme Differences	Absolute	.130
	Positive	.130
	Negative	-.085
Test Statistic		.130
Asymp. Sig. (2-tailed) ^c		.200 ^d
Monte Carlo Sig. (2-tailed) ^e	Sig.	.336
	99% Confidence Interval Lower Bound	.323
	Upper Bound	.348

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Regression**Variables Entered/Removed^a**

Model	Variables Entered	Variables Removed	Method
1	Pre-con ^b	.	Enter

a. Dependent Variable: Post-con

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.718 ^a	.516	.495	3.601

a. Predictors: (Constant), Pre-con

b. Dependent Variable: Post-con

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	317.926	1	317.926	24.512	<,001 ^b
	Residual	298.314	23	12.970		
	Total	616.240	24			

a. Dependent Variable: Post-con

b. Predictors: (Constant), Pre-con

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.159	14.222		1.558	.133
	Pre-con	.749	.151	.718	4.951	<,001

a. Dependent Variable: Post-con

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	85.08	98.56	92.48	3.640	25
Residual	-9.574	4.426	.000	3.526	25
Std. Predicted Value	-2.033	1.671	.000	1.000	25
Std. Residual	-2.658	1.229	.000	.979	25

a. Dependent Variable: Post-con

Appendix 17. The Result of Homogeneity Test (SPSS)

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	6.024	1	48	.018
	Based on Median	5.611	1	48	.022
	Based on Median and with adjusted df	5.611	1	35.398	.023
	Based on trimmed mean	6.042	1	48	.018

ANOVA

Hasil

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11919.680	1	11919.680	349.841	<,.001
Within Groups	1635.440	48	34.072		
Total	13555.120	49			

ANOVA Effect Sizes^a

		Point Estimate	95% Confidence Interval	
			Lower	Upper
Hasil	Eta-squared	.879	.807	.913
	Epsilon-squared	.877	.803	.911
	Omega-squared Fixed-effect	.875	.800	.909
	Omega-squared Random-effect	.875	.800	.909

a. Eta-squared and Epsilon-squared are estimated based on the fixed-effect model.

System Settings

Keyword	Description	Setting
LOCALE	country and character set	en_ID.windows-1252 (en_ID)

Appendix 18. ATP

School : SMK Amaliyah Sekadau

Class : XI TKJ

Curriculum : Merdeka Belajar

Teacher : Respondent 1

PHASE F			
HIGH SCHOOL Y11 - Y12			
HIGH SCHOOL - B1 CEFR (threshold preliminary): AS COMMON REFERENCE LEVEL Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans. https://www.cambridgeenglish.org/Images/126011-using-cefr-principles-of-good-practice.pdf https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168045b15e			
PHASE F (Y11-Y12)		YEAR 11-Y12 CP Breakdown	Proposed ATP for Y11
Listening and Speaking			Proposed ATP for Y12
By the end of Phase F, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to open-ended questions and use strategies to initiate, sustain and conclude conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on a wide range of topics. They use English to express opinions on social issues and to discuss youth-related interests, behaviours and values across cultural contexts. They give and justify opinions, make comparisons and evaluate perspectives. They employ self-correction and repair strategies, and use nonverbal elements such as gestures, speed and pitch to be understood in most contexts.		- use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. - use and respond to open-ended questions and use strategies to initiate, sustain and conclude conversations and discussion. - understand and identify the main ideas and relevant details of discussions or presentations on a wide range of topics. - use English to express opinions on social issues and to discuss youth-related interests, behaviours and values across cultural contexts. - give and justify opinions, make comparisons and evaluate perspectives. - employ self-correction and repair strategies, and use nonverbal elements such as gestures, speed	F.1 Mengidentifikasi secara mandiri konteks, gagasan utama, dan informasi terperinci dari ragam teks deskripsi, eksposisi, dan prosedur lisan maupun tulisan yang disajikan dalam bentuk multimoda dalam lingkup minat remaja. F.2 Menjelaskan karakteristik, rangkaian penyusunan dan pengembangan gagasan dari ragam teks deskripsi, eksposisi, dan prosedur lisan dan tulisan dalam bentuk multimoda dalam lingkup minat remaja. F.3 Menganalisa makna tersirat dan tersurat dari ragam teks deskripsi, eksposisi, dan prosedur lisan dan tulisan dalam bentuk multimoda dalam lingkup minat remaja. F.4 Menguraikan gagasan dan pendapat disertai dengan alasan terhadap ragam teks deskripsi, eksposisi, dan prosedur yang disajikan dalam bentuk multimoda dalam lingkup minat remaja, minat
			F.1 Mengidentifikasi secara mandiri konteks, gagasan utama, dan informasi terperinci dari ragam teks argumen dan diskusi lisan maupun tulisan yang disajikan dalam bentuk multimoda dalam lingkup minat remaja. F.2 Menguraikan karakteristik, rangkaian penyusunan dan pengembangan gagasan dari ragam teks argumen dan diskusi lisan dan tulisan dalam bentuk multimoda dalam lingkup minat remaja. F.3 Menafsirkan makna tersirat dan tersurat dari ragam teks argumen dan diskusi lisan dan tulisan dalam bentuk multimoda dalam lingkup minat remaja. F.4 Merekomendasikan gagasan dan pendapat disertai dengan alasan terhadap ragam teks argumen dan diskusi yang disajikan dalam bentuk multimoda dalam lingkup minat remaja, minat remaja, sosial, dan budaya

Reading By the end of Phase F, students independently read and respond to a wide range of texts such as narratives, descriptives, expositions, procedures, argumentatives and	- independently read and respond to a wide range of texts such as narratives, descriptives, expositions, procedures, argumentatives and discussions. - read to learn and read for pleasure.	sosial, dan budaya F.5 Mendemonstrasikan komunikasi yang efektif dalam penyampaian gagasan dan pendapat di berbagai diskusi, kegiatan kolaborasi, dan presentasi untuk berbagai tujuan.	F.5 Mendemonstrasikan komunikasi yang efektif dalam penyampaian gagasan dan pendapat di berbagai diskusi, kegiatan kolaborasi, dan presentasi untuk berbagai tujuan pada beragam konteks.
Writing and Presenting By the end of Phase F, students independently write an extensive range of fictional and factual text types, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctuation, capitalization and tenses. They express complex ideas and use a wide range of vocabulary and verb tenses in their writing. They include topic sentences in their paragraphs and use time markers for sequencing, also conjunctions, connectives and pronoun references for linking or contrasting ideas between and within paragraphs. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.	- independently write an extensive range of fictional and factual text types, showing an awareness of purpose and audience. - plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctuation, capitalization and tenses. - express complex ideas and use a wide range of vocabulary and verb tenses in their writing. - include topic sentences in their paragraphs and use time markers for sequencing, also conjunctions, connectives and pronoun references for linking or contrasting ideas between and within paragraphs. - present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.	F.6 Mengimplementasikan penggunaan kosakata dan tata bahasa yang tepat dan sesuai saat menulis atau berbicara dalam berbagai konteks. F.7 Merancang secara mandiri beragam teks deskripsi, eksposisi, dan prosedur tulisan melalui proses menulis dengan memperhatikan tujuan penulisan dan minat pembaca dalam lingkup minat remaja. F.8 Memproduksi secara mandiri beragam teks tulisan yang jelas dan runtut dengan pengembangan ide, organisasi dan gaya penulisan yang sesuai dengan konteks, tujuan penulisan dan minat pembaca dalam lingkup minat remaja.	F.6 Mengimplementasikan penggunaan ragam kosakata dan tata bahasa yang tepat dan sesuai saat menulis atau berbicara dalam berbagai konteks. F.7 Merancang secara mandiri beragam teks argumen dan diskusi tulisan melalui proses menulis dengan memperhatikan tujuan penulisan dan minat pembaca dalam lingkup global. F.8 Memproduksi secara mandiri beragam teks argumen dan diskusi tulisan yang jelas dan runtut dengan pengembangan ide, organisasi, dan gaya penulisan yang sesuai dengan konteks, tujuan penulisan dan minat pembaca dalam lingkup global.

Appendix 19. Module

MODULE

Nama Sekolah	: SMK Amaliyah Sekadau
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: XI/Genap
Materi	: Analytical Eksposition
Alokasi Waktu	: 2 x 45 Menit

A. Learning Outcomes

Understand and express very short and simple oral and written interpersonal interaction texts involving the actions of greeting, saying goodbye and responding.

B. Learning Objectives

Student be able to understand the definition, the structures, and the language features of analytical exposition text. Students will be able to process, interpret, and evaluate information from some examples of analytical exposition text.

C. Profile of Pancasila Students

Global Diversity
Independent
Critical Reasoning

D. Material**What is analytical exposition?**

The definition of analytical exposition text is actually very easy to understand. In language, "analytical" means, "examining or liking to examine things very carefully" (Cambridge). That is, (like to examine / test something carefully). While the meaning of exposition is "a comprehensive description" or a broad explanation. Thus, the definition of analytical Exposition can be understood as a text that tries to provide a comprehensive explanation of an issue by carefully presenting supporting opinions. The main purpose of analytical exposition text is, "to attempt to persuade the reader to believe something by presenting one side of the argument." It means, "to attempt to persuade the reader to believe something by presenting one side of the argument." This text is an argumentative text because it shows an opinion (argument) about something. Its social function is to convince the reader that the topic presented is an important topic to discuss.

E. Learning Steps

Introduction Activity (15 minutes)	
Teacher	Student
1. The teacher opens with greetings and prayers 2. The teacher checks the attendance of students 3. The teacher prepares students psychologically and physically to follow the learning process, invites students to tidy up the class and gives warning up to arouse the enthusiasm of students. 4. The teacher conveys the learning objectives and the benefits of learning in everyday life.	1. Students greet the teacher and classmates then pray. 2. Students raise their hands when the teacher calls their names. 3. Students prepare physically and psychologically to learn and carry out activities according to instructions from the teacher. 4. Students listen to the motivation given then build enthusiasm and have motivation to learn.
Core Activities (60 minutes)	
Teacher	Student
1. The teacher starts by relating the learning material. 2. The teacher gives a picture for students to identify. 3. The teacher presents the material using power point/writing. 4. The teacher displays and explains about the Generic Structure, Language Feature and Social Function of analytical exposition. 5. The teacher asks the learners to conduct a dialog in front of the class related to the material. 6. Before doing speaking activities, learners are given questioners as a form of pretest.	1. The teacher starts by relating the learning material. 2. The teacher gives a picture for students to identify. 3. The teacher presents the material using power point/writing. 4. The teacher displays and explains about the Generic Structure, Language Feature and Social Function of analytical exposition. 5. The teacher asks the learners to conduct a dialog in front of the class related to the material. 6. Before doing speaking activities, learners are given questioners as a form of pretest.
Closing Activity (15 minutes)	
Teacher	Student
5. The teacher draws conclusions on the results of the learning activities. 6. The teacher gives reinforcement. 7. The teacher conveys the material for the next lesson. 8. The teacher closes the lesson with greetings and prayer.	5. Students are able to give opinions and conclusions at the end of the lesson. 6. Students help answer as a form of understanding of the material that has been learned. 7. Students listen or take notes on the next learning material to facilitate understanding. 8. Students give closing greetings and say thank you and pray.

F. Task

Buatlah teks analitical eksposition tentang diri senidiri kemudian perssentasikan didepan kelass.

G. Assessment of Learning Outcomes

Attitude Assessment Table

No	Name	Aspect			
		Cooperation	Responsible	Diciplint	Polite
1.	AI	4	4	3	4
2.	AA	4	4	4	4
3.	AW	4	4	4	4
4.	AAD	4	4	4	4
5.	BB	3	4	3	4
6.	CR	3	4	3	4
7.	DV	4	3	4	4
8.	DA	4	4	4	4
9.	FR	5	5	5	5
10.	FC	4	4	3	4
11.	KS	4	4	4	4
12.	KN	4	4	4	4
13.	MM	4	4	4	4
14.	MW	4	4	3	4
15.	MU	4	3	4	3
16.	MTS	4	4	4	4
17.	MWA	4	5	5	4
18.	PJ	4	4	4	4
19.	PR	3	4	4	4
20.	PNP	4	4	4	4
21.	PP	4	4	4	4
22.	PE	4	4	4	4
23.	TD	3	4	4	3
24.	WL	4	4	4	4
25.	WW	4	4	4	4
26.					

Notes :

Score 1-5

5 = Very Understanding

4 = Understand

3 = Enough Understanding

2 = Lack of Understanding

1 = Don't Understand

Speaking Skills Assessment Table

No.	Name	Aspect			
		Vocabulary	Grammar	Fluency	Pronunciation and Accent
1.	AI	2	2	3	3
2.	AA	3	3	3	3
3.	AW	3	2	3	3
4.	AAO	3	3	3	3
5.	BB	2	3	2	3
6.	CR	3	2	3	3
7.	DV	3	2	2	2
8.	DA	3	3	3	3
9.	PR	2	2	2	3
10.	FS	2	2	2	2
11.	KS	2	3	2	2
12.	KN	2	3	2	2
13.	MM	3	2	2	3
14.	MA	2	3	3	2
15.	MJ	2	2	2	2
16.	MIS	2	2	3	3
17.	MWA	2	3	3	2
18.	PJ	2	3	2	2
19.	PR	2	2	2	2
20.	PMP	2	2	2	3
21.	PP	2	2	2	3
22.	RE	2	2	2	2
23.	TD	2	3	2	3
24.	WL	2	2	2	3
25.	WW	3	3	3	3
26.					

Notes :

Information for:

1. Vocabulary 1-5
2. Grammar 1-5

3. Fluncy 1-5
4. Pronounciation and Accent 1-5

Teacher



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Writer



Ayu Sartika Vera
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Acknowledged by :
Principal of SMK Amaliyah Sekadau



H. Isnaini S.JP. M.Si

MODULE

Nama Sekolah : SMK Amaliyah Sekadau
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : XI/Genap
 Materi : Imperatives
 Alokasi Waktu : 2 x 45 Menit

A. Learning Outcomes

Understand and express very short and simple oral and written interpersonal interaction texts involving the actions of greeting, saying goodbye and responding.

B. Learning Objectives

Student be able to understand the definition, the structures, and the language features of analytical exposition text. Students will be able to process, interpret, and evaluate information from some examples of imperatives.

C. Profile of Pancasila Students

Global Diversity
 Independent
 Critical Reasoning

D. Material

What is argument?

An imperative sentence is used to convey a command, a request, or a forbiddance. It always takes the second person (you) for the subject but most of the time the subject remains hidden. The imperative is also used to give an order, to give a warning or advice, and to make a request.

E. Learning Steps

Introduction Activity (15 minutes)	
Teacher	Student
1. The teacher opens with greetings and prayers	1. Students greet the teacher and classmates then pray.
2. The teacher checks the attendance of students	2. Students raise their hands when the teacher calls their names.
3. The teacher prepares students psychologically and physically to follow the learning process, invites	3. Students prepare physically and psychologically to learn and carry out activities according to instructions from the teacher.

students to tidy up the class and gives warning up to arouse the enthusiasm of students. 4. The teacher conveys the learning objectives and the benefits of learning in everyday life.	4. Students listen to the motivation given then build enthusiasm and have motivation to learn.
Core Activities (60 minutes)	
Teacher	Student
1. The teacher starts by relating the learning material. 2. The teacher gives a picture for students to identify. 3. The teacher presents the material using power point/writing. 4. The teacher displays and explains about the Generic Structure, Language Feature and Social Function of imperatives. 5. The teacher asks the learners to conduct a dialog in front of the class related to the material. 6. Before doing speaking activities, The teacher ask one by one of the student problem.	1. The teacher starts by relating the learning material. 2. The teacher gives a picture for students to identify. 3. The teacher presents the material using power point/writing. 4. The teacher displays and explains about the Generic Structure, Language Feature and Social Function of argument. 5. The teacher asks the learners to conduct a dialog in front of the class related to the material. 6. Before doing speaking activities, The student ask one by one by teacher.
Closing Activity (15 minutes)	
Teacher	Student
1. The teacher draws conclusions on the results of the learning activities. 2. The teacher gives reinforcement. 3. The teacher conveys the material for the next lesson. 4. The teacher closes the lesson with greetings and prayer.	1. Students are able to give opinions and conclusions at the end of the lesson. 2. Students help answer as a form of understanding of the material that has been learned. 3. Students listen or take notes on the next learning material to facilitate understanding. 4. Students give closing greetings and say thank you and pray.

F. Task

Please, make 10 imperative sentences and then present come front in the class with your soulmate.

G. Assessment of Learning Outcomes

Attitude Assessment Table

No	Name	Aspect			
		Vocabulary	Grammar	Fluency	Pronunciation and Accent
1.	AI	3	3	3	3
2.	AA	3	3	1	3
3.	AW	3	2	4	4
4.	AAD	3	4	3	3
5.	BB	3	3	3	4
6.	CR	3	2	4	3
7.	DV	3	3	4	4
8.	DA	4	3	3	3
9.	PR	3	4	3	3
10.	FS	3	4	4	3
11.	Kr	2	3	3	3
12.	EN	2	3	3	3
13.	MM	3	3	4	3
14.	MT	3	4	3	3
15.	MJ	4	3	2	3
16.	MTS	2	3	3	3
17.	MWA	3	3	3	4
18.	PI	4	3	2	3
19.	PR	4	3	2	3
20.	PXP	2	4	3	3
21.	PP	3	3	3	3
22.	RE	3	4	3	3
23.	TD	2	1	2	3
24.	LVI	4	3	3	3
25.	WW	3	4	3	3
26.					

Notes :

Score 1-5

5 = Very Understanding

4 = Understand

3 = Enough Understanding

2 = Lack of Understanding

1 = Don't Understand

Speaking Skills Assessment Table

No	Name	Aspect			
		Cooperation	Responsible	Diciplint	Polite
1.	AI	4	4	4	5
2.	AI	4	4	4	5
3.	AW	3	4	4	5
4.	AAD	4	4	4	4
5.	BB	4	4	4	4
6.	CR	3	3	5	5
7.	DV	4	4	5	4
8.	DA	4	4	5	5
9.	PR	4	4	5	5
10.	FS	4	5	4	5
11.	FS	4	4	4	4
12.	EN	4	4	4	4
13.	MIM	4	4	5	4
14.	MW	3	4	5	4
15.	MJ	4	4	5	4
16.	MIS	4	4	5	4
17.	MW	5	4	4	4
18.	PI	5	4	4	4
19.	PR	4	4	4	4
20.	PND	4	4	4	4
21.	PD	4	4	4	4
22.	RE	4	4	4	4
23.	TD	4	4	4	4
24.	WL	4	4	4	5
25.	WW	4	4	4	5
26.			1		

Notes :

Information for:

1. Vocabulary 1-5
2. Grammar 1-5
3. Fluncy 1-5
4. Pronunciation and Accent 1-5

Teacher



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Principal of SMK Amaliyah Sekadau



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MODULE

Nama Sekolah	: SMK Amaliyah Sekadau
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: XI/Genap
Materi	: Procedure Text
Alokasi Waktu	: 2 x 45 Menit

A. Learning Outcomes

Understand and express very short and simple oral and written interpersonal interaction texts involving the actions of greeting, saying goodbye and responding.

B. Learning Objectives

Student be able to understand the definition, the structures, and the language features of analytical exposition text. Students will be able to process, interpret, and evaluate information from some examples of procedure text.

C. Profile of Pancasila Students

Global Diversity
Independent
Critical Reasoning

D. Material

What is procedure text?

Procedure text is a text that gives you instruction how to do or make something. Purpose/ Social Function To explain the reader or listener about how to do something with the sequence of actions or steps Generic Stucture of Procedure Text Procedure text memiliki skema susunan umum atau generic structure. Berikut ini generic stucture of procedure text:

- Goal : memberikan informasi tentang maksud dan tujuan prosedur dan memprediksi suatu kesimpulan.
- Materials : berisi daftar materi atau bahan-bahan yang dibutuhkan untuk melakukan suatu prosedur atau langkah-langkah.
- Steps : daftar urutan instruksi/aktivitas untuk mencapai tujuan dalam urutan langkah yang benar.
- Result : Hasil dari serangkaian langkah-langkah yang telah dilakukan.

Language Features

- Using simple present tense

- Using conjunction (First, second, then, after that, finally)
- Using command / imperatives sentence
- Using action verbs (open, take, put, etc)

E. Learning Steps

Introduction Activity (15 minutes)	
Teacher	Student
1. The teacher opens with greetings and prayers 2. The teacher checks the attendance of students 3. The teacher prepares students psychologically and physically to follow the learning process, invites students to tidy up the class and gives warning up to arouse the enthusiasm of students. 4. The teacher conveys the learning objectives and the benefits of learning in everyday life.	1. Students greet the teacher and classmates then pray. 2. Students raise their hands when the teacher calls their names. 3. Students prepare physically and psychologically to learn and carry out activities according to instructions from the teacher. 4. Students listen to the motivation given then build enthusiasm and have motivation to learn.
Core Activities (60 minutes)	
Teacher	Student
1. The teacher starts by relating the learning material. 2. The teacher gives a picture for students to identify. 3. The teacher presents the material using power point/writing. 4. The teacher displays and explains about the Generic Structure, Language Feature and Social Function of procedure text. 5. The teacher asks the learners to present in the class as a test 6. After doing speaking test, learners are given questionnaires	1. The teacher starts by relating the learning material. 2. The teacher gives a picture for students to identify. 3. The teacher presents the material using power point/writing. 4. The teacher displays and explains about the Generic Structure, Language Feature and Social Function of procedure text. 5. The students present about material 6. After doing speaking test, learners are given questionnaires
Closing Activity (15 minutes)	
Teacher	Student
1. The teacher draws conclusions on the results of the learning activities. 2. The teacher gives reinforcement. 3. The teacher conveys the material for the next lesson.	1. Students are able to give opinions and conclusions at the end of the lesson. 2. Students help answer as a form of understanding of the material that has been learned. 3. Students listen or take notes on the next learning material to facilitate understanding.

4. The teacher closes the lesson with greetings and prayer.	4. Students give closing greetings and say thank you and pray.
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F. Task

Task 1 : Answer the following questions about procedure text: recipe. Then discuss your answer with other groups!

1. What is the definition of procedure text: recipe?
2. What is the purpose/ social function of a recipe?
3. Explain the generic structure of recipe text?
4. What is the verb tense used in recipe text?
5. What do you know about imperative sentence?

Task 2: create procedures for how to operate the computer then present it to the class

G. Assessment of Learning Outcomes

Attitude Assessment Table

No.	Name	Aspect			
		Vocabulary	Grammar	Fluency	Pronunciation and Accent
1.	AI	4	4	3	3
2.	AA	3	3	3	5
3.	AW	3	3	4	4
4.	AD	3	4	4	4
5.	BE	3	4	3	4
6.	CR	3	3	4	4
7.	DV	3	4	4	4
8.	DA	4	4	3	3
9.	FR	4	5	3	3
10.	FS	3	5	5	3
11.	ES	3	4	3	3
12.	EN	3	4	3	4
13.	MM	3	3	5	4
14.	MA	3	5	4	3
15.	MI	3	3	3	3
16.	MTS	3	3	4	3
17.	MWA	4	4	3	3
18.	PI	3	3	3	3

19.	PNP	3	3	3	3
20.	PR	3	3	2	4
21.	PP	4	3	3	3
22.	PE	3	4	4	3
23.	TD	3	4	3	3
24.	WL	3	3	3	3
25.	WW	3	4	3	3
26.					

Notes :

Score 1-5

5 = Very Understanding

4 = Understand

3 = Enough Understanding

2 = Lack of Understanding

1 = Don't Understand

Speaking Skills Assessment Table

No	Name	Aspect			
		Cooperation	Responsible	Diciplint	Polite
1.	AI	3	4	3	3
2.	AI	4	4	4	4
3.	AW	3	3	4	4
4.	AAD	2	3	3	3
5.	BB	4	4	4	4
6.	CR	3	4	5	5
7.	DV	3	4	4	5
8.	DA	4	3	4	5
9.	FR	4	4	4	5
10.	FS	4	3	4	4
11.	ES	3	4	4	4
12.	EN	4	3	4	4
13.	MM	3	3	4	4
14.	MA	4	4	4	4
15.	MJ	3	3	3	4
16.	NITS	3	3	3	4
17.	MWA	4	4	3	4
18.	H	4	3	3	4
19.	PR	4	3	4	3

20.	PNP	4	4	4	3
21.	VP	4	4	4	4
22.	PE	4	4	4	4
23.	TD	3	4	4	4
24.	WL	4	4	1	4
25.	WW	4	4	4	4
26.					

Notes :

Information for:

1. Vocabulary 1-5
2. Grammar 1-5
3. Fluncy 1-5
4. Pronunciation and Accent 1-5

Teacher



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H. Isnaini S.P. M.Si

Nama Sekolah : SMK Amaliyah Sekadau
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : XI/Genap
 Materi : Prepositions.
 Alokasi Waktu : 2 x 45 Menit

A. Learning Outcomes

Understand and express very short and simple oral and written interpersonal interaction texts involving the actions of greeting, saying goodbye and responding.

B. Learning Objectives

Student be able to understand the definition, the structures, and the language features of analytical exposition text. Students will be able to process, interpret, and evaluate information from some examples of prepositions.

C. Profile of Pancasila Students

Global Diversity
 Independent
 Critical Reasoning

D. Material

What is prepositions?

A prepositions is a word or group of words used before a noun, a pronoun, or a noun phrase to show time, direction, place, location, or spatial relationships. It can also be used to introduce an object.

- To refer to a direction
- To refer to one point in time
- To refer the time of day
- To refer to extended time

E. Learning Steps

Introduction Activity (15 minutes)	
Teacher	Student
1. The teacher opens with greetings and prayers	1. Students greet the teacher and classmates then pray.
2. The teacher checks the attendance of students	2. Students raise their hands when the teacher calls their names.
3. The teacher prepares students psychologically and physically to follow the learning process, invites	3. Students prepare physically and psychologically to learn and carry out activities according to instructions from the teacher.

students to tidy up the class and gives warning up to arouse the enthusiasm of students. 4. The teacher conveys the learning objectives and the benefits of learning in everyday life.	4. Students listen to the motivation given then build enthusiasm and have motivation to learn.
Core Activities (60 minutes)	
Teacher	Student
1. The teacher starts by relating the learning material. 2. The teacher gives a picture for students to identify. 3. The teacher presents the material using power point/writing. 4. The teacher displays and explains about the Generic Structure, Language Feature and Social Function of prepositions. 5. The teacher asks the learners to conduct a dialog in front of the class related to the material. 6. Before doing speaking activities, learners are given music for relaxation and give a questionnaire as post-test.	1. The teacher starts by relating the learning material. 2. The teacher gives a picture for students to identify. 3. The teacher presents the material using power point/writing. 4. The teacher displays and explains about the Generic Structure, Language Feature and Social Function of passive voice. 5. The teacher asks the learners to conduct a dialog in front of the class related to the material. 6. Before doing speaking activities, learners are given music for relaxation and give a questionnaire as post-test.
Closing Activity (15 minutes)	
Teacher	Student
1. The teacher draws conclusions on the results of the learning activities. 2. The teacher gives reinforcement. 3. The teacher conveys the material for the next lesson. 4. The teacher closes the lesson with greetings and prayer.	1. Students are able to give opinions and conclusions at the end of the lesson. 2. Students help answer as a form of understanding of the material that has been learned. 3. Students listen or take notes on the next learning material to facilitate understanding. 4. Students give closing greetings and say thank you and pray.

F. Task

Pilihlah 5 dari 10 kalimat di activity 16. Kemudian lakukan persentasi kedepan kelas

G. Assessment of Learning Outcomes

Attitude Assessment Table

No	Name	Aspect			
		Cooperation	Responsible	Diciplint	Polite
1.	AI	4	4	3	4
2.	AA	4	4	3	4
3.	AW	4	4	4	4
4.	HAO	4	4	4	4
5.	BB	4	4	4	4
6.	CR	4	4	4	4
7.	DV	4	4	4	4
8.	DA	4	4	4	4
9.	PR	5	5	4	4
10.	FS	4	4	4	4
11.	FS	3	3	4	4
12.	EN	4	4	4	4
13.	MM	4	4	4	5
14.	MLW	4	4	4	4
15.	MJ	4	4	4	4
16.	MLVA	4	4	4	4
17.	PI	4	4	4	4
18.	PR	4	3	4	4
19.	PNP	4	4	4	4
20.	PP	3	4	4	4
21.	KE	4	4	4	4
22.	PC	4	4	4	4
23.	TD	4	4	4	4
24.	UOL	4	4	4	4
25.	LWL	4	4	4	4
26.		4	4	4	4

Notes :

Score 1-5

5 = Very Understanding

4 = Understand

3 = Enough Understanding

2 = Lack of Understanding

1 = Don't Understand

Speaking Skills Assessment Table

No.	Name	Aspect			
		Vocabulary	Grammar	Fluency	Pronunciation and Accent
1.	As	4	4	4	4
2.	AA	4	3	4	5
3.	Aw	4	3	4	5
4.	AAD	4	4	5	5
5.	BA	3	4	4	4
6.	CR	3	4	4	4
7.	DU	3	5	4	4
8.	DA	4	4	4	3
9.	FR	4	3	3	4
10.	FS	4	3	3	3
11.	FS	4	3	3	3
12.	FN	4	4	3	4
13.	MM	3	3	3	4
14.	MA	4	4	3	3
15.	MS	4	4	3	3
16.	MTS	4	3	4	3
17.	MVA	4	4	4	4
18.	PN	3	3	3	3
19.	PNP	3	3	4	4
20.	PR	4	4	3	4
21.	PP	4	4	3	4
22.	RE	4	5	4	4
23.	TD	3	4	3	3
24.	LVL	3	4	4	3
25.	LWL	4	4	4	3
26.					

Notes :

Information for:

1. Vocabulary 1-5
2. Grammar 1-5
3. Fluency 1-5
4. Pronunciation and Accent 1-5

Teacher



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Appendix 20. Documentation



Picture 1. Pre-test of eksperiment class



Picture 2. Process cognitive behavior therapy of eksperiment clas



Picture 3. Process relaxation of eksperiment class



Picture 4. Post-test of eksperiment class

BIOGRAPHY



Her name is Ayu Sartika Vera. She was born in Sekadau on August 2, 1999. She is the second child of Mr. Jais (alm.) and Mrs. Kartina. She lives on Jln. Kayu Lapis KM 18, Sekadau Hulu District, Sekadau Regency, the writer can be contacted via email ayusartikavera08gmail.com. in 2006 she started primary school education at SDN 40 Engkersik and completed it in 2012. In 2012 to 2015 he studied at SMP N 4 Sekadau Hilir. And in 2015 to 2018 he continued his education at SMK Amaliyah Sekadau. Then in 2020 he took education at STKIP Persada Khatulistiwa Sintang and took the English Study Program and completed his studies in 2024 with a thesis entitled "The Effectiveness of Cognitive Behavioral Therapy Using Music for Speaking Anxiety in Class XI Students at SMK Amaliyah Sekadau (A Practical Solution for Oral Communication Skills)". The writer hopes that this thesis will make a positive contribution to the world of education and be useful for all parties.

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