THE STUDENTS' PERCEPTIONS ON THE USE OF TEAM-BASED LEARNING (TBL) TO OVERCOME STUDENTS' ANXIETY IN SPEAKING ENGLISH

*(**A descriptive qualitative research at the fifth semester students in University of Muhammadiyah Makassar**)*

A THESIS

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UNIVERSITY OF MUHAMMADIYAH MAKASSAR

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August, 28th 2022	I - IV	- Revise the misspelling and grammatical errors - Revise the description in findings - Provide all the appendices - Provide the abstract	9
june, 29th 2023	IV - V	- Arrange the findings based on the research questions in this study - Give more explanation in discussion part - Provide table of content	9
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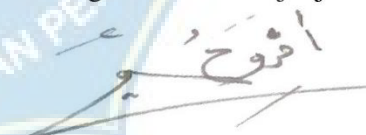
Nama   :   **Andi Wahyu Al fazhimynk Najaah**

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Jurusan   :   Pendidikan Bahasa Inggris

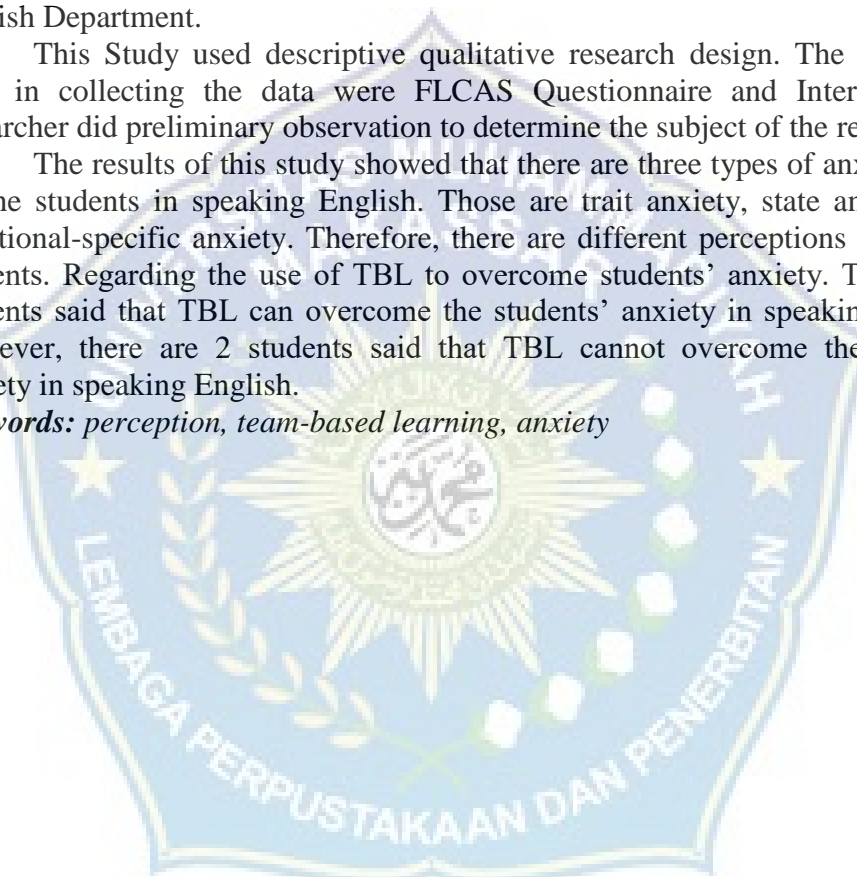Judul Skripsi   :   The Students' Perceptions on the Use of Team-Based Learning (TBL) to Overcome Students' Anxiety in Speaking English

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Yang Membuat Perjanjian

Andi Wahyu Al fazhymynk Najaah

ABSTRACT

Andi Wahyu Al fazhimynk Najaah, 2022. *The Students' Perceptions on the Use of Team-Based Learning (TBL) to Overcome Students' Anxiety in Speaking English.* Supervised by Firman and Andi Bulkis Maghfirah Mannong.

Anxiety in speaking English is very common for the students and there are some reasons that drive their mind grow fast in the direction of anxiety. This study aimed to identify the students' Anxiety in speaking English and the students' perception on the use of Team-Based Learning (TBL) to overcome students' Anxiety. The data collected from the fifth semester students (BG5B) of English Department.

This Study used descriptive qualitative research design. The techniques used in collecting the data were FLCAS Questionnaire and Interview. The researcher did preliminary observation to determine the subject of the research.

The results of this study showed that there are three types of anxiety faced by the students in speaking English. Those are trait anxiety, state anxiety, and situational-specific anxiety. Therefore, there are different perceptions among the students. Regarding the use of TBL to overcome students' anxiety. There are 6 students said that TBL can overcome the students' anxiety in speaking English. However, there are 2 students said that TBL cannot overcome the students' anxiety in speaking English.

Keywords: perception, team-based learning, anxiety

ABSTRAK

Andi Wahyu Al fazhimynk Najaah, 2022. *The Students' Perceptions on the Use of Team-Based Learning (TBL) to Overcome Students' Anxiety in Speaking English.* Dibimbing oleh Firman dan Andi Bulkis Maghfirah Mannong.

Kecemasan dalam berbicara bahasa Inggris sangat umum bagi siswa dan ada beberapa alasan yang mendorong pikiran mereka berkembang pesat ke arah kecemasan. Penelitian ini bertujuan untuk mengidentifikasi kecemasan siswa dalam berbicara bahasa Inggris dan persepsi siswa tentang penggunaan Team-Based Learning (TBL) untuk mengatasi kecemasan siswa. Data dikumpulkan dari mahasiswa semester lima (BG5B) Jurusan Pendidikan Bahasa Inggris.

Penelitian ini menggunakan desain penelitian deskriptif kualitatif. Teknik yang digunakan dalam pengumpulan data adalah Kuesioner FLCAS dan Wawancara. Peneliti melakukan observasi awal untuk menentukan subjek penelitian.

Hasil penelitian ini menunjukkan bahwa ada tiga jenis kecemasan yang dihadapi siswa dalam berbicara bahasa Inggris. Itu adalah kecemasan sifat, kecemasan negara, dan kecemasan spesifik situasional. Oleh karena itu, terdapat perbedaan persepsi di kalangan siswa. Seputar penggunaan TBL untuk mengatasi kecemasan siswa. Ada 6 siswa yang mengatakan bahwa TBL dapat mengatasi kecemasan siswa dalam berbicara bahasa Inggris. Namun, ada 2 siswa yang mengatakan bahwa TBL tidak dapat mengatasi kecemasan siswa dalam berbicara bahasa Inggris.

Kata Kunci: persepsi, team-based learning, kecemasan

MOTTO

الرَّحِيْمِ الرَّحْمٰنِ اللهِ بِسْمِ

Surat An-Nahl Ayat 126

خَيْرٌ لَهُوَ صَبَرْتُمْ وَلَئِنْ ۖ بِهٖ عُوقِبْتُم مَا بِمِثْلِ فَعَاقِبُوا۟ عَاقَبْتُمْ وَإِنْ لِّلصّٰبِرِينَ

Wa in 'āqabtum fa 'āqibu bimišli mā 'uqibtum bih, wa la`in ṣabartum lahuwa khairul liṣ-ṣābirīn

Artinya: Dan jika kamu memberikan balasan, maka balaslah dengan balasan yang sama dengan siksaan yang ditimpakan kepadamu. Akan tetapi jika kamu bersabar, sesungguhnya itulah yang lebih baik bagi orang-orang yang sabar.

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Words are not enough to express their contribution. May Allah bless them all. However, the researcher realized that this paper is not perfect. All the suggestions and constructive criticism from others make this paper better.

The Researcher.

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CHAPTER I

INTRODUCTION

A. Background of Research

In Indonesia, students still find that speaking English is difficult and uncomfortable to use by students in English class nor daily conversation. The very little opportunity for practice may be the root of lack of self-assurance, shyness, and quiet that prevents natural dialogue. stated by Juhanna in Izumi (2017). Even though English has been thought since Elementary School level, Junior High School level, and Senior High School, the students still have some difficulties in learning English especially in Speaking. The students feel that they cannot speak English because of fear for make mistakes and being teased by their classmate or reproofed from teacher. It makes students have much less self-belief, stress, and nervousness that obstruct learning process.

Speaking is the productive skill and it cannot be separated from listening and practice. The more we listen the more words we can produce, same as practice. When we speak, we produce words and it should be meaningful. In general, speaker and listener can be found in communication and there are also message and arguments. Speaking and pronunciation go hand in hand since speaking assists students to develop the English sounds. (Ariska, 2019).

Anxiety of speaking can bother learners' performance of their conversation with another speaker, and also influence comprehending in the new language. Anxiety in speaking English is very common for the students

and there are some reasons that drive their mind grow fast in the direction of anxiety. Students also feel uncomfortable while their performance in speaking skill evaluated through their classmates or others.

Anxiety could be faced by anyone and it turns out to be one of the top emotional problems (Suleimenova, 2013: 1860) it could be disturbing the mind because of fear of threat or misfortune especially in learning process. Mashayekh and Hashemi (2011), added that anxious students may experience "freeze" or "blank" and be unable to provide information on test that they know before the test. Cubukcu (2007; 133) establish the main source of anxiety, there are : "(a) presenting before the class, (b) making mistakes, (c) losing face, (d) lack of ability to express one self, (e) fear of failure, (f) teachers,and (g) fear of living up to the standards.".

In this research, the researcher interest to know students' perception on Team-Based Learning (TBL) to overcome students' anxiety. Team-Based Learning (TBL) is a group-based learning model. Learning with TBL is a learning model using collaborative learning or learning with a collaborative or group system. In line with Laal (2012), A method of teaching and learning called collaborative learning involves groups of students cooperating to solve a problem, finish a task, or produce a product. Learning of collaborative is an approach in education that related to groups to work together, solve problems, do assignments, and create products (Rabbany et al., 2014).

Team-Based Learning (TBL) is a learning model that emphasizes students working collectively in a group is needed to learn to socialize and work

collectively, so that it will help them learn how to solve problems. One method that may help them socialize is to use Team-Based Learning (TBL). In line with Sytron (2014), to build a motivating framework where students gradually hold each other accountable for showing up to class prepared and participating in discussions, Team-Based Learning (TBL) makes use of the unique sequence of solo work, group work, and quick feedback. Team-Based Learning (TBL) uses specific steps in individual work, group work, and direct feedback to motivate so that students can contribute properly in learning activities (Michaelsen et al., 2014). Further, with TBL students also learn how to learn (metacognitive way), work, interact and collaborate in groups that are important part of their future success (Hills, 2001; Lawlor et al., 2018).

The Team-Based Learning model is an alternative model that makes teachers will be less difficult to apply learning strategies in going through the 21st century, especially for language subject, as stated by Atmazaki (2013), the goal of language learning is to support students' continual language development during the learning process, writing, speaking, and reading. Ultimately, the objective is to assist students in using language for learning and effectively and eloquently expressing their thoughts (Sisk, 2011), and speak effectively with others (knowing how to utilize a language, understanding a language, and learning a language). From this view, it is clear that language learning is related to learning the way to use language, use language itself, and learn language to be used as a tool for studying. Therefore, the usage of the TBL model where students use language to learn material and use language to

convey ideas/opinions can be an alternative so that students can maximize their language.

This learning model facilitates teachers to make students fluent in English because in this method, students will be requested to actively talk in small groups to maximize their learning and the learning of other members (Trianto, 2011).

Based on the statements above, the researcher interests to conduct research with title: *"The Students' Perceptions on the Use of Team-Based Learning (TBL) to Overcome Students' Anxiety in Speaking English."*.

B. Problem Statement

According to background of research, the research questions written as follow:

1. What types of anxiety are faced by the students in speaking English?
2. What are the students' perceptions toward the use of Team-Based Learning (TBL) to overcome students' anxiety in speaking English?

C. Research Objectives

Based on problem statement, the research objectives formulated as follow:

1. To identify the types of anxiety are faced by the students in speaking English
2. To identify students' perceptions toward the use of Team-Based Learning (TBL) to overcome students' anxiety in speaking English

D. Significance of Research

The signicance of the research were expected to be useful for :

1. The Researchers

    This research can be used as reference for other researchers that have similiar topic or interest in making research especially in English Learning process.

2. The Teachers

    This research shows the students' perceptions about how Team-Based Learning (TBL) overcome student's anxiety in speaking English so that this research can give another alternative way for teacher in teaching English.

3. The Students

    This research provides an alternative way for students to overcoming their anxiety in speaking English or in other learning process.

E. Scope of Research

The researcher just focused on students' perception toward the use of Team-Based Learning (TBL) to overcome students' anxiety in speaking English in this research. Therefore, this research focused on (BG 4B) students in University of Muhammadiyah Makassar that already learn English till the forth semester.

CHAPTER II

REVIEWED LITERATURE

A. Previous Related Findings:

1. The first research was according to Rusiana (2014), in *The Influence of Team-Based Learning on The Students' Learning.* It was an action research project and the outcomes show that: 1) In Class Action Research class, the implementation of Team-Based Learning (TBL) seems to affect the students' learning positively. Particularly, students turn out to be well prepared and active in class discussion when they make an agreement for the team-test. Further, the students also learn and carry out better in the application section; 2) The students' responses through Team-Based Learning are impressive, they are exited to have a brand new method in learning action research's concept. They truly enjoy the mini-group discussion which students are able to share and obtain some hints from the team. Their understanding also became in the application section of content.

2. The second research, in line with Falker, and Vivian (2013) who investigated *Collaborative Learning and Anxiety: A Phenomenal Study of Collaborrative Learning Activities.* This research explained about the students' impression on collaborative learning, which includes opinion and approximately manners. Moreover, the data were assembled through

interviews were formed from 3 questions. This research results shows that students' anxiety can be reduced through collaborative learning strategy.

3. The following research was conducted by Pattanapichet and Changpueng (2014), *Cooperative Learning: Approach to Reduce The Students' Anxiety in Learning English.* This research included measurements by MacIntyre (1995) that anxiety have become a source of nervous students to distract their concern to variant thought at the same time; they need to concentrate on both assignments and their response to it. This study aims to discover the method to reduce students' anxiety in English Foreign Language learning. The outcomes of this research show that: The collaborative learning method in decrease students' anxiety is giving a huge impact. Students carried out a type of collaborative learning in English learning and seems positively reducing their anxiety.

4. Weni, Zul and Don (2018) in their research "*An Analysis Of Students' Speaking Anxiety Faced by The fourth semester students of English education study program of English Department of Universitas Negeri Padang*" talk about there are three types of speaking anxiety such as communication apprehension, fear of speaking test, and fear of feedback by peers and lecturer, the dominant type of speaking anxiety is in the fear of speaking test. It is happen because of their inability about English for overall. They feel nervousness whenever having no idea to say. They do not know to say anything among the speech because of

their comprehension about the topic, the lack of vocabulary, their pronunciation and their speech speed while the speech or conversation.

5. The next research, *"An Analysis of Students' Speaking Anxiety: A Case Study of the First Year Students of English Study Program of Universitas Riau"* conducted by Clara Putri Audia, Fakhri Ras, Afrianto (2019). The objectives of this research are to find out the level of speaking anxiety experience by the first year students of English Study Program of Universitas Riau and the factors contributing to it. This is mixed-method research; a research combines both quantitative and qualitative paradigms. From individual factors such as fear of making mistake, feeling under pressure dealing with people, and students still lack of English ability. While from the social factors such as afraid of being laugh by other students and afraid of negative evaluation by teachers. Furthermore, to overcome students' speaking anxiety several recommendations were given such as students need to find out the factors contribute to their speaking anxiety and try to find the best way to cope with their anxiety. Students also need to do more practice in speaking English. In line with that, teacher should create a comfortable situation for a speaking class. It is because such situation will help students to feel more relaxed to express their idea through speaking activity.

6. Furthermore, Nur Aeni (2020), An Analysis Students' Strategy in Overcoming Anxiety in Speaking English, This study aimed to find the students strategies in overcoming their anxiety in speaking English. This

study used descriptive quantitative research design. The result of this research, the students preferred to relaxation strategy to overcome their anxiety in speaking English. The percentage of relaxation were 97.5%. The second strategy was preparation there were 93.01%. The third strategy was positive thinking there were 75.2%. The fourth strategy was peer seeking there were 63.5%. and the lowest strategy was resignation there were 34.3%.

According to the result of those researches above, the reseacher has interest in doing this research to overcome students' anxiety by using Team-Based Learning. These research above are conducted in the different English learning area, the scope of research in this research is to focus on students' perceptions on the use of Team-Based Learning (TBL) to overcome students' anxiety in speaking English

The similiarities of the recent researches are focus on students' anxiety in learning English, and some of those researches using qualitative research, and all of the researches that use Team-Based Learning (TBL) in their research show the positive end result concerning the usage of Cooperative Learning, Collaborative Learning, or Team-Based Learning because both Cooperative and Collaborative are including Team-Based Learning. So it is able to conclude that students' anxiety can be reduced through Team-Based Learning.

B. Some Pertinent Ideas

I.   Team-Based Learning (TBL)

Team-Based Learning (TBL) refers to the use of learning teams, which allows an increased engagement of students in the learning process (Michaelsen & Sweet, 2008). Thus, the quality of student and trainee learning is improved. Team-Based Learning (TBL) was popularized as an educational strategy to be used in academic settings by Larry Michaelsen (Michaelsen, Watson, Cragin, & Fink, 1982).

As specified above, TBL was introduced as an educational strategy for academic settings. However, due to its effectiveness, it was later also used in the workplace. To be specific, TBL is a set of rules and principles applied within the daily processes of a team. In the workplace, this process is implemented such that the team members continue to learn and develop their skills. The learning and development activities are not new and are the same as used previously by institutes and organizations like coaching, mentoring, reviewing, etc. However, these activities are tend to be carried out in an irregular and inconsistent manner, thus requiring more time and additional costs. With the help of TBL, the learning and development processes are deemed to be more consistent as these activities provide other benefits as well including team motivation.

a. **Team-Based Learning (TBL) for Learners**

TBL is currently being used by national and international organizations and educational institutions. It has been successfully implemented in business, law, pharmacy, and medical schools, and is getting a startup in undergraduate programs in other fields as well (Sibley & Parmelee, 2008). It has already been proved and experienced by majority of organizations and institutes that TBL have been able to improve advance and develop many skills, including critical thinking, problem solving, team working, communication, and lifelong learning skills, as compared to traditionally taught courses.

TBL offers a unique working environment whereby the students are required to solve the problems within the class in teams and later must defend their answers and calculations to the entire class. This process allows students with an opportunity to learn, practice, and refine their critical thinking, problem solving and communication skills. In any industry, these are the key skills that are required for a life time growth and better job opportunities. Thus, it is the job of educational institutes to develop these skills in students by means of TBL as an educational strategy to allow the student to excel in their careers.

TBL have been developed to better train students. These techniques are aimed and directed to improve team problem solving, individual understandings, and impersonal skills and capabilities.

Team-Based Learning in learning English can allow students to accomplish targets and tasks that would be difficult for individuals to perform and simultaneously allow students to think in a creative and new ways.

b. **Four Essential Elements of Team-Based Learning (TBL)**

To shift the entire education system from a traditional one to a Team-Based Learning (TBL) program is no easy task and requires changes in the role of instructors and students both. The shift in the role of instructor is a comparatively easy one, shifting from providing information to designing and managing the entire process of instructions and role play or Team-Based Learning (TBL) situation. However, the shift in the role of the student is a comparatively major one and involves a shift from being a passive receiver of information to the one who accepts responsibility for initial exposure to course content to be well prepared beforehand for the in class team work. Such changes are ot minute and requires a huge level of planning and implementation. These changes are not automatic and at often times, based on the vast literature on the topic, these dreams remain dreams due to lack of proper planning. However, highly reliable outcomes are available upon successful implementation of the four basic elements of TBL. These four elements are: Groups, Accountability, Feedback, and Assignment Design.

1. **Groups**

The first and foremost element for a TBL to work successfully is to properly form and manage groups. The initial requirements for TBL requires the instructor to supervise the team formation process so it will be easier for them to manage three essential variables. The three variables are: to ensure that each group have equal and adequate resources for their task, to ensure there is no membership coalition, and to ensure the existing of opportunities for the groups to develop into learning teams.

a) **Distributing Member Resources**: it is recommended that groups are as diverse as they can be in order to allow groups to function properly and effectively. Each group must include a mix of student characteristics as well as other characteristics including demographic like gender and ethnicity. The main goal is to populate each group with individuals who tend to bring different perspectives to the task. Based on past literature on the topic, Brobeck, et al., (2002) and Chan, Burtis, & Bereiter (2002) suggests that diverse input for group formation in both educational research and group dynamics research poses positive results towards learning and performance.

b) **Avoiding Coalitions:** avoiding coalition refers to minimizing barriers to group cohesiveness. It is the responsibility of the

tutor to create an environment and groups such that coalitions are avoided. Coalitions are a very dangerous aspect for any group as it stops and can be a threat towards the future development of the group. Previously established relationship or any other background factor with the potential for a cohesive subgroup between particular sub members of a newly formed group affects the group negatively. The greatest effect of this is insider outsider tension which plagues the group throughout the project duration. According to many researches, it is human nature to look for similar partners. However, allowing individual to freely select their group members would ultimately result in disruptive subgroups.

c) **Time:** for any type of group formed, it requires time for the group to develop into high performing teams. Thus, it is recommended that the teams formed at the beginning of the course are carried forward and work together for the rest of the course. Although a single well designed assignment or project allows the students to generate a variety of positive outcomes, only when students or team members work over time can they be successful to be cohesive enough to evolve into truly effective and self-managed learning teams.

2. Accountability

In normal lectures, students are supposed to be accountable to their lecturer or instructor. However, TBL suggests that the individuals are accountable to two parties: the instructor and the other team members as well. Additionally, teams as a whole, or one unit, are accountable for the quality and quantity of their work and/or project provided.

a) Accountability for Pre-class Preparation by Individual: if any particular individual or several members of the team are unprepared beforehand for the project they are provided with due to any reason like inattentiveness in individual class lectures, the team, as a whole, is very unlikely to succeed in the teamwork. Lack of preparation for the teamwork project places intense limitations on the individual learning as well as team development. Ultimately, the particular individual or several team members who were unprepared beforehand would cheat their team members for not working on the required part of the project that is their responsibility. Moreover, lack of preparedness also holds back development of cohesiveness behavior of individuals within a team. Members of the team who are unwilling to prepare themselves for the project are very less likely to carry their

group members. Thus, it is essential for a team member to be accountable for pre-class preparation.

b) Accountability for Contribution: the next essential element under accountability includes accountability of team members to contribute to the project and team work. There is a huge role played by the instructor during this process. It is the duty of the instructor to involve team members in a peer assessment process to allow individual to assess and evaluate the contribution of their team members towards the project. Peer assessment t or evaluation is essential as team members are the only ones who could assess the contribution of other team members towards the project.

c) Accountability for High Quality Performance: the final essential factor to ensure accountability is to develop an operative technique to assess team performance. There are various ways to evaluate team performance. Two such ways are: make use of assignments which involve creation of a product that will readily be compared throughout the team and with help of expert opinion; and, by use of procedures that ensures that this comparison is done on a frequent basis.

3. **Feedback**

According to various researches, immediate feedback is considered as the most essential and basic instructional lever in TBL for two very diverse factors. Firstly, feedback is considered to be very useful for content learning and retention. Secondly, immediate feedback withholds with itself incredible and remarkable impact towards team development.

4. **Assignment Design**

The fundamental aspect of assignment design is to ensure that the assignment focuses towards learning and team development. To ensure team development and learning, it is essential to confirm that the projects involves high levels of group interaction. Generally, team projects provide greater levels of interactions provided the specification that the project involve complex issues. This allows teams to report their decisions in a simple form. In comparison, tasks that involves generating lengthy reports and outputs are less likely to enable teams to develop and slows down the learning process.

c. **Benefits of Team-Based Learning (TBL)s**

Team-Based Learning (TBL) has immense advantages and benefits for the students as well as the instructor. The entire process of teaching and coaching is shortened as TBL allows the teams to learn and develop through teamwork. Additionally, TBL teaches individuals traits that are highly required and recommended in majority of industry in this current era. The benefits of TBL are immense. To begin with, TBL allows learning collaboration through formation of teams. Group formation is considered as an agreement between the team members to ensure that every member of the team works and contributes his/her best to ensure team success. This process allows individuals to bear an increased sense of responsibility because of which they tend to work at a higher level of quality.

Second, the inclusion of group exercises can help students gain diverse ideas, perspectives, opinions, and feedback, which would not be possible or would take time for an individual to do. time to discover. Group assignments also help improve students' grades that are not possible through individual effort.

II. **Anxiety**

Anxiety is one of the well-documented psychological phenomena. Generally, anxiety emerges from the human body in response to a particular situation. In general, anxiety can be defined as a feeling of threat, fear, stress, or anxiety. Wu (2010) and Zheng (2008) identified

anxiety as a significant issue in language education because it is a significant barrier to learning a foreign language that students must overcome.

There were several definitions of anxiety. In line with Marwan (2008), anxiety is described as "An obstacle to one's self-efficacy and evaluation of circumstances, such as feeling ill because of something threatening" (p. 120). Yahya (2013) emphasized that a sensation of anxiety is one that is connected to nervousness, anxiety, and self-esteem. While Ansari (2015) says: "When we are worried, we experience nervousness, nerves and fear. Our hearts are racing, we shake, and we sweat." (page 39). From these definitions, anxiety is a significant issue in language instruction that has to do with learners' confidence, fear, or anxiety that they must overcome.

Anxiety is seen unfavorably, especially while teaching and studying foreign languages, because it can have a detrimental impact on language learners. In addition, Gregersen (2005) suggests that learners who experience anxiety when learning a foreign language may not be interested in learning. Anxiety becomes a significant and important issue in foreign language learning that needs to be solved since it negatively affects students, especially when they are required to speak.

a. **Type of Anxiety**

In line with Woodrow (2006), anxiety is generally classified into three categories. They are trait anxiety, state anxiety, and situation-specific anxiety.

1. **Trait Anxiety,** People with trait anxiety will worry in a variety of scenarios, which is a constant personality feature. Although Riasati (2011) stated " A person's propensity to worry or experience anxiety in each circumstance they are exposed to is considered a trait anxiety." (p.908). Therefore, the anxiety trait can be clearly identified as a lifetime personality feature that persons with the attribute anxiety will experience in a variety of circumstances.

2. **State Anxiety,** According to Spielbenger (2009:271) State anxiety means an emotional state that would be elevated if it were a dangerous state. In a state of anxiety, people feel subjective, and they feel fear, anxiety, and stress, which is related to the functioning of the autonomic nervous system. This means that students are nervous when speaking, especially in conveying opinions. This occurs under specific conditions that may pose a danger to the student.

3. State anxiety is a temporary condition that only exists in a certain circumstance (Woodrow, 2006). According to Mesri (2012), state anxiety is A fear that manifests itself at a certain moment in reaction to a specific circumstance. As a result, state anxiety is a

transient phenomenon that only happens under specific circumstances.

4. **Situational–specific Anxiety,** represents a characteristic that occurs repeatedly in a particular circumtance (Woodrow, 2006). Depending on Mesri (2012), "refers to anxiety sparked by certain circumstances and occurrences." (p. 148). Therefore, this anxiety is characterized as anxiety that reflects a characteristic that occurs because of repeated fear under specific conditions.

b. **Characteristic of Anxious Students.**

Anxiety is one in all famous psychology phenomenon. It is suffered through many human beings inclusive of college students who're mastering overseas language. The college students virtually display signs each time they experience anxious. The signs may be categorized into types which might be observable signs and non-observable signs.

1. **Observable symptons,** depending on Suleimenova (2013), Squirming, toying with hair or clothes, nervously touching items, and stuttering or stammering are examples of signs that anxious students exhibit. (pp. 1861-1862). As researcher's experience in class When the student spoke in front of the class, one of students was shifting uncomfortably. While the researcher was giving a presentation, several of her classmates were toying with their clothes or hair. The instructor occasionally asked the students to

prepare a presentation utilizing materials like posters. When doing poster presentation, some of the researcher's always touched the poster nervously. The researcher also found a student who continually stammered when he spoke English in front of the audience. Getting sweaty, vomiting, trembling, and perspiring are also experienced by anxious student (Ansari, 2015; Boyce, Alber-Morgan, & Riley, 2007). Thus, the students who experience those symptoms in the course of the speaking activity can be taken into considered as anxious students and they go through speaking anxiety.

2. **Non-obsrvable symptoms,** the student who sense anxious in speaking additionally experience symptoms which cannot be seen. Based on Suleimenova (2013), "fidgeting, headache, experiencing tight muscle, and feeling unexplained pain or tension in any part of the body" can be experienced by the anxious students (p. 1861 – 1862). According Ansari (2015), "nervous, worried, fearful, and heart beats quickly" (p. 39) additionally emerge as anxiety symptoms. Ansari added, when someone feels anxious, they are going to struggle. Besides that, weak knees and dry mouth are also experienced by anxious students (Boyce, Alber-Morgan, & Riley, 2007).

c. **Factor Influencing Anxiety**

Learners may experience anxious due to a problem which related to three aspects of language learning (Horwitz et, al., 1986 as cited in Indrianty, 2016):

1. Communication apprehension is tension approximately a worry verbal exchange to different people. Horwitz at, al. (1986) additionally outline verbal exchange apprehension because the disgrace of speaking with others (as stated in Indrianty, 2016). Students experience like a person is staring at them looking out for them to make errors of their grammar. This case makes students anxious when speaking English (Sari, 2017).

2. Fear of negative assessment arises when students feel pressured and uncomfortable in assessment situations.

3. Test anxiety also involves discussing foreign language anxiety. Test anxiety is the fear of failing a test or experiencing a bad experience in many situations (Indrianty, 2016).

d. **Overcoming Students Anxiety**

Adapting to Horwitz and Young, Philips (2014: 237), There have been a number of issues with personal issues or issues in the classroom that might cause language anxiety that have been identified. It is clear that each influencing element has a tight connection to the emergence of linguistic anxiety. Faced with anxious students, Language teachers provide two main strategies that can either educate students how to

deal with an anxiety-provoking circumstance that already exists or reduce the level of stress in the learning environment.

1. Assisting students in managing their fear of speaking

    According to several studies, teachers can assist students in overcoming their language anxiety in three different ways: by educating them about the rules of language acquisition, by assisting them in identifying and discussing their fears and beliefs, and by offering them coping mechanisms. their angst. Teachers can also employ journaling about their lessons and counseling on efficient foreign language learning practices.

2. Reducing the stress in the learning environment

    Students become more at ease as a result of getting to know other students since it lessens their fear of being made fun of and dispels the notion that everyone else is more intelligent and self-assured. The topic also discusses how teachers may help students feel less anxious by praising them when they succeed, encouraging them to make errors, and assisting them in learning as a friend would.. Tsui (2011: 154) said they provide a number of practical tips that might help children who are experiencing language anxiety, such as tolerating a range of responses, encouraging peers, and working in groups. , concentrate on substance, and create strong connections.

3. Give More Attention for Students and Their Language Learning

If college students hit upon that their teacher has a real interest of their language learning, they'll be motivated to have an even stronger interest in learning.

4. Create a Warm Reassuring Classroom Atmosphere

To create greater comfortable and cushty lecture room atmosphere, stroll across the room and make occasional touch and use humor in enough amounts.

5. Incorprate in to Lesson Classroom Activities

The students to assume approximately their very own anxiety, the reason of it, and probably methods of assuaging or lessen it.

The teacher methods to overcome anxiety :

a) Learn to manage and relax stress

b) Speaking in front of the whole class

c) Visualize successful students

d) Transferring students stress to something else

e) Prepare early

f) Talking to an unspecified person

g) Personal application

h) Reward students for their hard work

i) Try to understand the problems of students

j) Teacher-students relations

Students in the class said that most of them felt nervous and stressed when performing in front of the class. Because performing in front of other people is clearly not the same as when no one else is. This can prevent them from working at full capacity. Learners who feel nervous about their foreign language find their learning less enjoyable.

Speaking anxiety as something has a big effect on confidence as it often turns a person upside down when they can't speak up and show what they know. Students with high levels of anxiety about taking an EFL class need not be criticized for their language abilities. Instead of criticizing, we can understand. To do this, when students express ideas, we can use "comprehensive feedback" by actually listening to the student and paraphrasing what the student says. Such interpretation can not only provide students with a way to reflect on their own language in a way that is not critical, but can also enhance understanding.

When teacher work consistently and sincerely to try to make sense of our students without expressing verbal or nonverbal judgment about the language students use, a positive and trusting relationship between students and teachers can develop a relationship that also reduces anxiety about being in a language. In class, students should analyze their own anxiety propensities using journal. If students see the value of writing down their feelings in

their teacher's journal, the topic of student anxiety may be pursued
by the teacher or even initiated by the student.

III. **Speaking**

a. **Definition of Speaking**

Speaking is the communication process   to share
information between speaker and listener. The information the
speaker sends must be clear so that the listener can understand
the content of the information. The claim is supported by several
theories below. Talking or speaking, like oral interaction, are the
usual ways to talk about information, to express our ideas and
thoughts that we have in mind (Nunan, 1991: 40).

Chaney in Nurhilaliah, 2018 argues that speech is the
process of constructing and sharing meaning through the use of
verbal and nonverbal symbols, in a variety of contexts.

According to Burns & Joyce, 1997, speaking is defined as
an interactive process of constructing meaning involving the
production, reception, and processing of information. Its form and
meaning depend on the context in which it occurs, the
participants, and the goal of the speaking.

b. Element of Speaking

According to Harmer (2007), oral expression is a complex skill because it involves at least elements of grammar, vocabulary, pronunciation and fluency. Speaking has some important ingredients, there are:

1. **Grammar**

Functional grammar is a factor affecting students' speaking level. Student activity frequency is that students sometimes want to talk to others, but they are lucky in functional grammar. According to Ur P (1991: 75), grammar is sometimes defined as "the way words are put together to make sentences". As we'll see later, this is an oversimplification, but it's a good starting point (and an easy way to explain terminology to younger learners). While Webster (1996: 275) defines grammar as a branch of linguistics study concerned with classes of words, their interpretations, or ways of showing relationships between them, their functions and relationships in sentences when they are used according to established usage and are sometimes extended to include related matters.

2. **Vocabulary**

According to Ur P (1991: 60), vocabulary can be broadly defined as the words we teach in your foreign language.

However, a new vocabulary entry can be more than a single word. Whereas, the Oxford Dictionary (2008:495), a vocabulary is a collection of words that a person knows or uses or a list of words with their meanings, especially in a language learning book. Vocabulary is a very important language element to learn before speaking. It is impossible to carry on a conversation without mastering the vocabulary. Meanwhile, students sometimes have difficulty remembering the words they know because they miss practicing and using them properly.

3. **Pronunciation**

Pronunciation is the act or result of producing speech sounds, including pronunciation, vowel information, stress, and inflection, often related to a standard of accuracy or acceptability. Webster, 1998: 237). According to Ur P (1991: 47), the concept of pronunciation includes language sounds or phonemes, stress and rhythm and intonation. Next, Harmer (1991: 11), pronunciation is a way of saying a word that includes sound, stress, and intonation. Pronunciation is an important part of speaking. The lack of fluency in pronunciation will prevent the listener from understanding the message the speaker is trying to convey.

4. **Fluency**

According to Marcel in Johan (2008: 11) defines that "fluent" is someone who is a way of speaking that involves the production of words in a certain period of time without omitting any words from the text. their statements. Fluency refers to how well learners convey meaning, not how many mistakes they make in grammar, pronunciation, and vocabulary. Continuity and fluency of speech to convey the message are emphasized. According to the Random House Webster Collage Dictionary (1997: 500), fluency refers to the ability to speak or write fluently, fluently, or easily.

5. **Comprehension**.

Comprehension is also one of the components of speech. Hornby (2000, p.194) says that understanding is the mind, the act of being able to understand the exercise to improve is the act of experimenting. For oral communication it is certainly necessary for the subject to respond verbally as well as to initiate it.

IV.   **Perception**

a. **Definition of Perception**

Barry (1998: 48) in his research revealed that perception is a set of processes by which we perceive, organize and generate stimuli in our environment. The main difference between the two

major theories of perception is the emphasis that each gives the role of sensation and perception in higher cognitive processes.

Slameto (2003: 12) discovered that perception is a process of putting messages or information into the human brain through human perception that continuously establishes a relationship with the environment. This relationship is made possible by the five senses of sight, feel, smell and touch.

According to Robbins (2003), perception is the process performed by individuals to manipulate and interpret affective perception in order to give meaning to their environment. Perception can be defined as our opinion and interpretation of sensory information. Perception also includes how we react to information. We can think of perception as a process by which we gather sensory information from our environment and use this information to interact with our environment. Perception allows us to take sensory information and turn it into something meaningful.

Different researchers define perception in different ways, as Chee (2002) stated that the perception of stimuli can be influenced by mental perception, past experiences, knowledge an individual's knowledge, motivations, and social interactions. An individual's perception ultimately leads to an individual's attitude. Millikan (2004) also asserts that perception is a means of

understanding natural signs or, better yet, converting natural signs into intentional signs.

According to Leavit (2002) found that the narrow definition of perception is correct, how to see something. While in commonly perception is an opinion, how to define something.

Lindsay and Norman (1997) state that perception is the process by which organisms interpret and organize sensations to create meaningful experiences of the world. Sensation generally refers to the immediate and relatively unprocessed result of stimulating sensory receptors in the eyes, ears, nose, tongue, or skin.

Rose (1995) argued that in psychological science there are terms for processing information received from observations, one of which is perception. Perception is a psychological function that begins with sensation and continues with multiple stimuli. The stimuli received and grouped in this way are then interpreted as an individual subjective meaning.

From the explanation above, the researcher concludes that perception is a process of observing something in the brain to interpret it from opinions or sensations that occur based on the experiences that people had.

b. **Types of Perception**

According to Robbins (2003) perception divided in three types, they are:

1. **Personal Perception**

Personal perception refers to two processes by which we know and think about others. Their characteristics, their qualities and their inner state. We construct the image of others in stable ways, making our extended social worldview predictable and manageable that we attribute to stable and deterministic constraints. lasting taste for others.

We feel that we can better understand their behavior and predict their future actions, and we use these countries to guide our interactions with them.

2. **Social Perception**

Social perception or social awareness means trying to understand people, whether they are professional athletes, politicians, leaders, criminals, defendants, artists or a loved one near home, not an easy task.

Perception does not occur in a vacuum, but we use prior knowledge that we have structured and stored in our heads to process new information about the individual. Social life dictates that we have to do more than just creatures of the moment. Patterns of social interaction or lasting relationships

require us to retain information, depending on the situation. Without memory, we would have to react to each event as if it were unique, and if we didn't remember the facts, we wouldn't be able to think or reason.

3. **Perception of Situation**

Psycholinguistics considers a situation as a set of social factors that influence a person's experience or behavior at a given time and give him a position. It is the interaction of time and space in which we act in a particular way.

Competition situations in which stimuli occur have consequences for their interpretation. Any of the many words can appear. According to the stimuli that we subscribe to. The connection we make between these stimuli and our interpretation of the stimuli.

c. **Concept of Perception**

1. **Indicators of Perception**

According to Robbins (2003:21) there are two indicators of perception:

a) Acceptance/Reabsorption

The process of acceptance or reabsoption is an indicator of perception at the physiological stage, it is about the function of the five senses in apprehending an external stimulus.

b) Knowledge/Evaluation

The input external stimulus will be evaluate. That is a subjective assessment. It will be a different perception of each person about the environment.

2. **Common Characteristic of Perception**

The common features of perception contained in the interpretive perception of an object are described by Shaleh (2004) as modality, dimensional space, dimensional time, context structure, and meaning of the object. are from. Explanation of the common features are:

a) Modality

The received stimuli must correspond to each sensory modality, namely the primary sense and each sense (light for sight; smell for smell; temperature for scent; sound for hearing; properties for tactile surfaces, etc.).

b) Dimensional Space

The world perceives the essence of space (in space); we can say top to bottom, top to bottom, wide to narrow, foreground to background, and other things.

c) Dimensional Time

The perceptual world has time dimensions, such as fast, slow, young and old, and other dimensions.

d) Contextual Structure

Globally fused, structured world objects or phenomena blend into the observed context. The structure and context of a unified whole.

e) Meaning of Word

Perception of the world is a meaningful word. We tend to observe or perceive symptoms that are meaningful and relevant to us.

3. **Factor that Influence Perception**

Everyone do not have same perception. The lifestyles or stage of human perception can be stimulated with the aid of using numerous elements. According to Sobur (2011), there are a few elements which might be taken into consideration critical have an effect on the choice of perception and can be used for the human perception and situation, namely:

a) Intensity, an in-depth stimulation can deliver extra interest than the much less stimulation.

b) Size, the extra massive item have massive hobby then massive item which extra clean to see.

c) Contrast, different items with the alternative items this is not unusual place might be extra exciting. Many human beings are privy to it or not, doing bizarre matters to draw

interest. Exceptional conduct attracted interest due to the distinction principle.

d) Movement, extra matters extra exciting than the silence.

e) Repetition, repetitive matters which could entice interest. However, repeat too often, can bring about saturation that means and might lose perceptive that means. Therefore, the replay price has attracted interest to be used with caution.

f) Familiarity, things that are already familiar or known to attract more attention.

g) New things, the new things can also attract students' attention.

4. **Changes of Perception**

Perception is not static, but changeable. The first process of change is influenced by the psychological processes of the nervous system in the human senses. If a stimulus does not change, adaptations and habits will occur that will affect the response to an increasingly weaker stimulus. Habits tend to make the recipient's psyche less responsive after receiving multiple stimuli. While adaptation is of less interest if the stimulus has been present more than once. Stimuli that occur frequently are more adaptive than stimuli that appear infrequently.

The second change is a psychological process. The change in cognitive psychology, among others encountered in the formation and change of attitudes. Attitude is a response. Attitude formation and change in psychology is generally described as a learning process or as a cognitive (cognitive) process. In the learning process, the focus is on the presence of external stimuli (stimuli), while in the cognitive process it is the main impulse or will of the individual self (Sobur, 2011).

C. Conceptual Frameworks
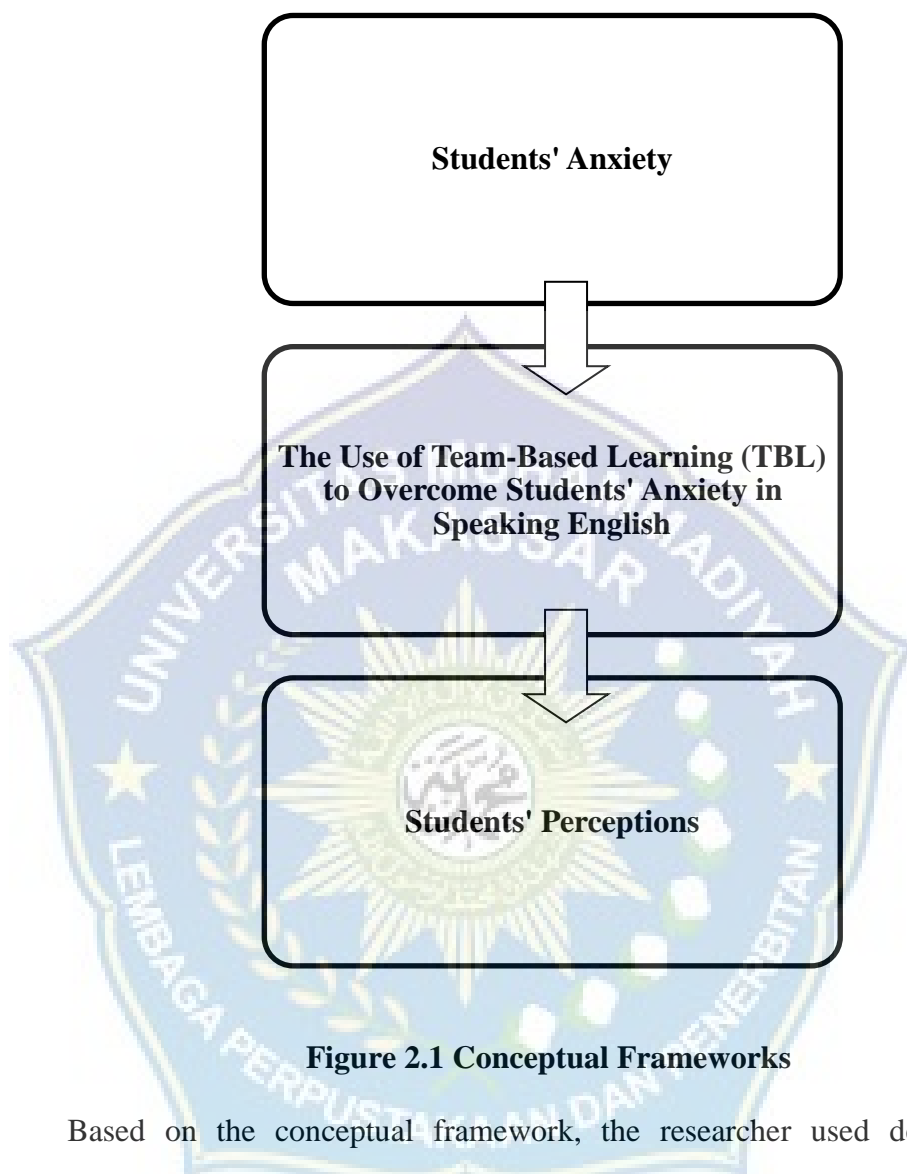
Figure 2.1 Conceptual Frameworks

Based on the conceptual framework, the researcher used descriptive qualitative research to identify students' anxiety and students' perceptions on the use of Team-Based Learning (TBL) to overcome students' anxiety in speaking English. There are three types of anxiety, they are trait anxiety, state anxiety, and situational-specific anxiety. The students were asked by the researcher to know their anxiety and their perceptions on the use of Team-Based Learning (TBL) to

overcome students' anxiety in speaking English through filling the questionnaire and interview.

CHAPTER III

RESEARCH METHOD

A. Research Design

A qualitative descriptive research design was used in this research. According to Gay (2006), qualitative research is the collecting, analysis, and interpretation of comprehensive visual and narrative information in order to gain a better understanding of a particular phenomenon of interest. The researcher choose the classroom method because it focused on interpersonal activities that take place in the classroom (Ellis, 1993).

The researcher started a preliminary observation to select the subject of the research, then give the participants the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire, and conduct interview, to identify students' anxiety in speaking English and students' perceptions on the use of Team-Based Learning (TBL) to overcome students' anxiety in speaking English. A qualitative descriptive design is used to explain that.

Descriptive research is designed to gather information concern about the current state of phenomena as stated by Mansur (2008). One of characteristics of descriptive research is that there is no treatment control as in experimental research.

B. The Subject of the Research

Based on preliminary observation, the subject of this research selected. The researcher went to the class as a follower for completing his courses in the fifth semester. At the time, the researcher joined in the BG5B and found that students in the class had anxiety. The researcher asked few students from a different class about their concern in English material and additionally interviewed the lecturer. Based on the interviewer end-result the researcher determined that most at BG5B students were had anxiety in speaking English. Therefore, the researcher decided to choose 8 out of 30 from BG5B students as the subject of this research.

C. The Instruments of Research

In this study, data was collected through qualitative data. Researcher collected the data by giving questionnaires to students. The researcher gave the questionnaire to the students and then answered the questionnaire by circling the option. The questionnaire was used to explore anxiety types. The researcher would analyze the students' anxiety in their questionnaire.

1. FLCAS Questionnaire

Questionnaire is a part of a written question that is used to get information from an answer or something already known. For the first tool, a list of Foreign Language Classroom Anxiety Scale (FLCAS) questionnaires, developed by Horwitz (2012), will identify students' anxiety about speaking English in the class. According to A.N Oppenheim (2001), there are two types of questionnaires based on how to respond.

There is an open questionnaire and a closed questionnaire. The open questionnaire gives respondents the opportunity to answer the question using their own words, but the closed-ended questionnaire acts as an answer, with participants only having to choose one of the available options.

The writer obtained data or information using a closed questionnaire consisting of 33 items and all questions are Yes/No questions.

Three different forms of anxiety are covered by the FLCAS Questionnaire, they were:

Table 3.1 Types of anxiety in FLCAS Questionnaire

No	Types of Anxiety	Question Number
1.	Trait Anxiety	12,13,15,16,19,21,31,33
2.	State Anxiety	1,4,7,10,17,20,26,29,30
3.	Situational Anxiety	3,6,9,23,24,25,27

FLCAS consists of 33 questions with yes/no answers for each item. This type of question is appropriate to the context of the participant's language learning situation involving the word "English" used in the original FLCAS. The questionnaire has 9 positive comments, numbered 2, 5, 8, 11, 14, 18, 22, 28 and 32. Numbers 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, and 33 are all negative

comments. The more negative remarks there were relative to good ones, the more anxious the participants were.

Data would be collected manually with more or less scope of negative statements and positive statements of participants. The final score was taken from the total number of responses to the questionnaire given by the researcher. So, whether high or low scores represent anxiety. While, if the students answer more negative statements, they are in high anxiety.

2. Interview

The process of interviewing involved interrogating a chosen respondent as part of data collecting. Additionally, it is a direct, in-person effort to get vocal input from one or more respondents in order to collect accurate and meaningful measures. Depending on Bungin (2007), an in-depth interview is a method for acquiring data for research projects by asking the informant or respondent questions directly, either with or without the use of an interview guide.

In order to elicit replies from students without limiting or hindering them, the author described the objective of the research to them during the initial interview process and conducted all interviews in Bahasa, the students' native language. Those who have shown a desire to take part will be contacted for an interview.

Each interview lasted approximately 15 minutes and recorded with the permission of the participants. The interview guide was adapted from Price (1991), focusing on foreign language anxiety, that modified by the researcher.

D. Technique of Data Collection

Conducting research requires a process or several steps. The writer implemented a procedure to carry out his research as a process.

The procedures were as follow:

a. Questionnaire

   1. The researcher explained to the students the purpose of the questionnaire and how to answer the test.

   2. The researcher communicated the objectives of the questionnaire after distributing them to the participants.

   3. The research participants answered the questions on the answer sheet and they had 30 minutes to answer the questionnaire.

b. Interview

   1. The researcher explained to the students the purpose of the interview and how to answer the test.

   2. The researcher communicated the objectives of the interview after distributing it to the participants.

   3. The participants of the research do interview.

E. Technique of the Data Analysis

The analysis consists of three current flows activities, which are:

a. Questionnaire

To analyze the research data, the researcher applied Yes/No Question model in FLCAS Questionnaire. The Yes/No questionnaire form in the FLCAS questionnaire was used to measure students' or students' positive and negative statements about their anxiety in speaking English. Therefore, this research variable is students' anxiety when speaking English.

b. Interview

After collecting the data, the researcher categorized the data through interviews. The interview helped consolidate and clarify information obtained from previous research.

c. Conclusion

The final step is the closing process. The researcher explored the structure of students' anxiety by speaking English. In addition, it was discussed on a theoretical basis and reinforced with data and information from the analysis of student responses to questionnaires and interviews, the researcher drew conclusions to discuss anxiety-causing factors. The researcher analyzed the questionnaire and interview responses to determine the kinds of students' anxiety in speaking English and students' perceptions on the use of Team-Based Learning (TBL) to overcome students' anxiety in speaking English.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter is focused on the results of the research, they are research findings and research discussion. The result of research findings were the results of the data analysis that collected through questionnaire and interviews about types of anxiety are faced by the students in speaking English and students' perceptions on the use of Team-Based Learning (TBL) to overcome students' anxiety in speaking English. The research discussion is the interpretation on research findings.

A. FINDINGS

In this part, the data of the analysis were presented as data result. The data were collected by using two instruments; they were questionnaire and interviews to gain the results of the data.

1. The types of anxiety faced by the students in speaking English

The types of anxiety faced by the students in speaking English represented from the results of the students' responses to the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaires, developed by Horwitz (2012), will identify students' anxiety about speaking English in the class.

FLCAS Questionnaire consists of 33 questions that modified by researcher with yes/no answers for each item. This type of question is appropriate to the context of the participant's language learning situation

involving the word "English" used in the original FLCAS. The respondents of this research, those are 8 students from BG5B class the fifth semester students of University of Muhammadiyah Makassar were chosen based on the researcher preliminary observation. The results of the students' responses to the FLCAS Questionnaire are displayed in the table below.

Table 4.1 Students' FLCAS Questionnaire Results

Questionnaire	Respondents							
	S1	S2	S3	S4	S5	S6	S7	S8
1	NO	NO	NO	NO	YES	YES	NO	YES
2	YES	NO	NO	NO	YES	YES	YES	NO
3	NO	YES	YES	NO	NO	YES	YES	YES
4	NO	YES	YES	YES	NO	NO	YES	YES
5	YES	YES	NO	YES	YES	YES	NO	NO
6	NO	NO	NO	YES	NO	NO	NO	YES
7	NO	YES	YES	YES	YES	YES	YES	YES
8	YES	NO	YES	NO	YES	YES	YES	NO
9	YES	YES	YES	YES	NO	YES	YES	YES
10	YES	YES	YES	YES	YES	YES	YES	YES
11	YES	YES	YES	YES	YES	NO	YES	NO
12	NO	YES	YES	YES	YES	YES	YES	YES
13	NO	YES	NO	YES	NO	YES	NO	NO
14	YES	NO	NO	NO	YES	NO	YES	NO
15	NO	YES	YES	YES	NO	YES	NO	NO
16	NO	YES	YES	YES	NO	YES	NO	YES
17	NO	NO	NO	NO	NO	NO	NO	NO
18	YES	YES	NO	NO	YES	NO	YES	NO
19	NO	NO	YES	NO	NO	NO	YES	YES
20	NO	YES	YES	YES	NO	YES	YES	YES
21	NO	NO	NO	NO	NO	NO	NO	YES
22	NO	NO	NO	YES	YES	YES	YES	NO
23	YES	YES	YES	YES	YES	YES	YES	YES
24	NO	NO	YES	YES	NO	YES	NO	YES
25	NO	YES	NO	YES	YES	NO	YES	YES
26	NO	NO	YES	YES	NO	NO	NO	YES

27	NO	YES	YES	YES	NO	YES	YES	YES
28	YES	NO	NO	YES	YES	YES	YES	NO
29	YES	YES	YES	YES	NO	YES	YES	YES
30	YES	YES	NO	YES	NO	YES	YES	YES
31	NO	NO	YES	YES	NO	NO	NO	YES
32	YES	YES	YES	YES	YES	YES	YES	YES
33	NO	YES	YES	YES	NO	YES	YES	YES

In order to make it simple for readers to comprehend students' comments. In the tables below, researchers categorize the findings into positive and negative statements:

Table 4.2 Positive Statements Table

Questionnaire	Respondents							
	S1	S2	S3	S4	S5	S6	S7	S8
2	YES	NO	NO	NO	YES	YES	YES	NO
5	YES	YES	NO	YES	YES	YES	NO	NO
8	YES	NO	YES	NO	YES	YES	YES	NO
11	YES	YES	YES	YES	YES	NO	YES	NO
14	YES	NO	NO	NO	YES	NO	YES	NO
18	YES	YES	NO	NO	YES	NO	YES	NO
22	NO	NO	NO	YES	YES	YES	YES	NO
28	YES	NO	NO	YES	YES	YES	YES	NO
32	YES	YES	YES	YES	YES	YES	YES	YES

Table 4.3 Negative Statements Table

Questionnaire	Respondents							
	S1	S2	S3	S4	S5	S6	S7	S8
1	NO	NO	NO	NO	YES	YES	NO	YES
3	NO	YES	YES	NO	NO	YES	YES	YES

4	NO	YES	YES	YES	NO	NO	YES	YES
6	NO	NO	NO	YES	NO	NO	NO	YES
7	NO	YES	YES	YES	YES	YES	YES	YES
9	YES	YES	YES	YES	NO	YES	YES	YES
10	YES	YES	YES	YES	YES	YES	YES	YES
12	NO	YES	YES	YES	YES	YES	YES	YES
13	NO	YES	NO	YES	NO	YES	NO	NO
15	NO	YES	YES	YES	NO	YES	NO	NO
16	NO	YES	YES	YES	NO	YES	NO	YES
17	NO	NO	NO	NO	NO	NO	NO	NO
19	NO	NO	YES	NO	NO	NO	YES	YES
20	NO	YES	YES	YES	NO	YES	YES	YES
21	NO	NO	NO	NO	NO	NO	NO	YES
23	YES	YES	YES	YES	YES	YES	YES	YES
24	NO	NO	YES	YES	NO	YES	NO	YES
25	NO	YES	NO	YES	YES	NO	YES	YES
26	NO	NO	YES	YES	NO	NO	NO	YES
27	NO	YES	YES	YES	NO	YES	YES	YES
29	YES	YES	YES	YES	NO	YES	YES	YES
30	YES	YES	NO	YES	NO	YES	YES	YES
31	NO	NO	YES	YES	NO	NO	NO	YES
33	NO	YES	YES	YES	NO	YES	YES	YES

The questionnaire has 9 positive comments, numbered 2, 5, 8, 11, 14, 18, 22, 28 and 32. Numbers 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, and 33 are all negative comments. The more negative remarks, there were relative to good ones, the more anxious the participants were.

According to type of anxiety. Negative statements divided by 3 statements. There were Trait Anxiety, State Anxiety, and Situational-specific Anxiety:

a. Types of Anxiety

In line with Woodrow (2006), anxiety is generally classified into three categories. They are trait anxiety, state anxiety, and situation-specific anxiety. Those types of anxieties occurred on the students when they had to perform speaking English.

Some students claimed that they experience anxiety due to a lack of language and a fear of making mistakes:

"Actually, they can but because of fear of being wrong in pronunciation and the lack of vocabulary."

Three categories are commonly utilized to categorize anxiety. These three types of anxiety include trait anxiety, state anxiety, and the situation-specific anxiety.

1) Trait Anxiety

Table 4.4 Students' Trait Anxiety Results

Questionnaire	Respondents							
	S1	S2	S3	S4	S5	S6	S7	S8
12	NO	YES	YES	YES	YES	YES	YES	YES
13	NO	YES	NO	YES	NO	YES	NO	NO
15	NO	YES	YES	YES	NO	YES	NO	NO
16	NO	YES	YES	YES	NO	YES	NO	YES
19	NO	NO	YES	NO	NO	NO	YES	YES
21	NO	NO	NO	NO	NO	NO	NO	YES
31	NO	NO	YES	YES	NO	NO	NO	YES
33	NO	YES	YES	YES	NO	YES	YES	YES

It is believed that trait anxiety is a stable stage of anxiety. This type of anxiety can impede language acquisition since it is ingrained in a person's personality and is thus persistent. According to preliminary observations, just one student out of all the others had this kind of anxiousness. The student struggled to deliver the presentation in English and shown a lot of anxiety throughout the interview. As stated in the interview clip that follows, she didn't engage in other class subjects very much either.

"Every time I want to talk in front of a lot of people, I am nervous. Fear of being wrong and not only for English, for other lessons too". [APB]

The preliminary observation shows Whenever the student was asked to present her speaking task, she was unable to speak a single word; after being given access to her notes and/or outlines, she spoke with poor articulation, performing numerous "uh," "euu," and "um" delays; and she struggled to keep her gaze on the teacher or the other students.

"eumm... we want to go to... emm... eee... we... ee..." [APB]

Additionally, based on an interview. The student appeared anxious and frightened based on her facial expressions and body language. She eventually chose not to participate in the inquiries from the teacher and other students and returned to her seat.

From the preliminary observation and interviews, it is suggested that only students experience this fear. Then, the person who struggles with this kind of worry is experiencing gloss phobia, a mental obstruction. It can be brought on by a variety of life experiences, including a traumatic event in childhood, under-socialization of a child, which prevents the child from developing self-confidence, low self-esteem, and the expectation of failure, sometimes as a result of excessive criticism in childhood. She seems to have had a negative or traumatic experience with English class or doing presentations in front of others. The student herself offers the following testimony to support the aforementioned proof:

"I don't know Brother, I just can't speak in front of everyone, I am not confident. When I want to speaking, I start panicking that made me went blank." [APB]

The student's attitude about speaking in front of others is exceedingly negative, the statement was indicated. Additionally, it is backed by some researchers' claims that people who experience hostility from others in response to their attempts at communication grow to feel more comfortable being quiet.

Additionally, if trait anxiety is not handled, the student may start to have panic attacks and try to avoid the topic; nonetheless, it is important to pay attention to the learning components. It proposes that teachers might actively foster a social and welcoming environment since it is believed that students' performance may be negatively impacted by their nervousness about speaking a certain language.

2) State Anxiety

Table 4.5 Students' State Anxiety Results

Questionnaire	Respondents							
	S1	S2	S3	S4	S5	S6	S7	S8
1	NO	NO	NO	NO	YES	YES	NO	YES
4	NO	YES	YES	YES	NO	NO	YES	YES
7	NO	YES	YES	YES	YES	YES	YES	YES
4	NO	YES	YES	YES	NO	NO	YES	YES
10	YES	YES	YES	YES	YES	YES	YES	YES
17	NO	NO	NO	NO	NO	NO	NO	NO
20	NO	YES	YES	YES	NO	YES	YES	YES
26	NO	NO	YES	YES	NO	NO	NO	YES
29	YES	YES	YES	YES	NO	YES	YES	YES
30	YES	YES	NO	YES	NO	YES	YES	YES

State anxiety refers to a brief change in one's emotional state brought on by an outside factor. State anxiety is a common physiological response; eventually, it will go away, and the person will feel "normal" once more.

Preliminary observations, questionnaire and interviews with the students revealed that they frequently experienced this kind of anxiety when required to talk in English. Both the observation and the interview speak to this kind of concern. Preliminary observations demonstrate that the students felt anxious, particularly in particular circumstances.

The following state anxiety is anxiety in performing a presentation. Students perceived presenting presentations in English as being challenging. The observations revealed that the students frequently engage in irrelevant behaviors like "smiling," holding his hands constantly, holding the pen, and reading presentation or their handouts. The majority of students stood quite close to their chairs and chose not to look at their fellow students. The observation may be used to demonstrate this proof.

Student A : eeuuhh… so … ehh ... euu... [AI]

Non-verbal : (while grinning and at last reading the note).

3) Situational-specific Anxiety

Table 4.1 Students' Situational-specific Results

Questionnaire	Respondents							
	S1	S2	S3	S4	S5	S6	S7	S8
3	NO	YES	YES	NO	NO	YES	YES	YES
6	NO	NO	NO	YES	NO	NO	NO	YES
3	NO	YES	YES	NO	NO	YES	YES	YES

9	YES	YES	YES	YES	NO	YES	YES	YES
23	YES	YES	YES	YES	YES	YES	YES	YES
24	NO	NO	YES	YES	NO	YES	NO	YES
25	NO	YES	NO	YES	YES	NO	YES	YES
27	NO	YES	YES	YES	NO	YES	YES	YES

Situational-specific Anxiety is represents a characteristic that occurs repeatedly in a particular circumtance (Woodrow, 2006). Depending on Mesri (2012), "refers to anxiety sparked by certain circumstances and occurrences." (p. 148). Therefore, this anxiety is characterized as anxiety that reflects a characteristic that occurs because of repeated fear under specific conditions.

The following condition is anxiety in performing role plays. The role play was carried out in teams. However, preliminary findings indicate that each group maintained directing other groups to perform first when they were invited to participate in the role play. On that day, three of the five groups who performed ran into the same issues. They delivered their presentation with poor voice loudness, awkward gestures, and a propensity to halt frequently or even chuckle unexpectedly.

The next condition is anxiety in performing impromptu speeches or answering questions. Only four of the students in one class voluntarily answered the teacher's questions. The majority of them just waited for the teacher to select another student or respond on his own while remaining silent. Then, when it came to spontaneous

speaking, nobody wanted to step up front freely until the teacher had the students speak out. Based on various features, it was suggested. For instance, they felt unstable, their voice was suddenly going quieter, and their hands were trembling. When required to speak English in front of the class, it is evident by the way they carry themselves.

Teacher : *Nindi, what is the answer for the question from group 3?*

Student : *eemm…. can I speak Bahasa sir ? [NJA]*

Teacher : *please say it in English*

Student : *Emmm.. Air conditioner is… to cooling the room not ye?*

Non verbal :(*scratching her head) [NJA]*

Teacher : *okey, maybe anyone?*

Students : *(become silent)*

The students' answers provided throughout the interview provide as additional confirmation of the researcher's preliminary observation. The following responses were provided by the respondents:

"*If I have to answer questions or present my opinions, I get really uneasy. Sometimes I have the solution, but if I have to say it in English, I keep my mouth shut. If I speak English, I don't want my*

friends to make fun of me. I simply grinned and waited for a

response or for the teacher to provide guidance" [NJA2]

According to the above statements, when students are asked for their opinions, some express some anxiety about having their opinions heard, while others express anxiety about being the center of attention. The majority of students engage in self-deprecation, which reflects one of the values of traditional culture, modesty or lack of confidence.

2. **Students' perceptions on the use of Team-Based Learning (TBL) to overcome students' anxiety in speaking English**

Following the question of the research. Through Interview, researcher found out that, from 8 respondents. There are 6 respondents said that TBL can overcome students Anxiety in speaking English, and 2 respondents said that TBL cannot overcome student anxiety in speaking English.

a. Team-Based Learning can overcome Students anxiety in Speaking English

There are following response from respondents below:

"Yes, it can. It can. Because in a group, we can support each other. For example, distribution of part when presented the paper. So, we took turn in speaking, we weren't focused on one person in presented the paper."[IB8]

"Yes, it can. It can. Because of the team-mate, the focus of audience not only focused on me, but my team-mate too. So, I didn't feel alone."[MRM10]

"Yes, it can. It can, but a little bit. Like, if there are my team-mate besides me, stand with me or support me. I am not gonna be nervous. Although, I was stutter in speaking."[IIS10]

"According to me. Yes, it can. It can brother because I was not alone. If I was alone by myself, I became more nervous, and in TBL I feel supported from my team-mate."[AI10]

"Yes, it can. It can. Because in TBL I wasn't alone. So, it became less pressure in doing task, because we work together, and in TBL brother can develop our speaking skill. Because we start speaking in front of small audience to a mass audience."[SR10]

"Yes, it can. It can brother. Like I've said before. Because of team, we can discuss each other, and we can support each other as team-mate."[S10]

The answers from the respondents above, researcher found that they feel less pressure, feel less uncomfortable when they with their team-mate. They don't feel alone. Because, with their team-mate. They feel the focus of the audience can be divided to their team-mate. So, they feel a bit comfortable.

Therefore, the respondents said that there are some benefits in Team-Based Learning (TBL):

1) More discussion, sharing references, and variety of opinions

"…we can work together with friends, exchange knowledge, and others…"[IB5]

"We can exchange our thoughts, we can collect more opinions from our team,…"[MRM7]

"TBL usually do a lot of discussion. So, we can share our references, our opinions. So, we must have same line in our mind when there were assignments that we have to finish." [IIS5]

"We can share our thoughts and gaining fresh information." [S7]

"Because, in TBL we often meet and working together. So, we can know the character of each member in the team. So, for the next project we can fit in with the team to create a good teamwork." [SR7]

2) Less pressure doing task

"It will feel light. Because, we were doing the assignments together." [IB7]

"Yes, I do. In TBL, we are not alone. So, it feels light when we were doing the assignment together." [SR9]

3) Variety characters from team-mates

"…we can collect more opinions from our team, the characteristic of each member,…"[MRM7]

4) Team-work training

"We can exchange our thoughts, we can collect more opinions from our team, the characteristic of each member and also practicing the teamwork." [MRM7]

5) The focus of audience were divided

"Yes, I do. Because of the team-mates. The focus of the audience was not straight on me, but also to my team-mates. So, I don't feel alone." [MRM8]

6) Support from team-mates

"Yes brother. Like I said before, in TBL we can support each other. For example, we can take turn each sub material while presented our paper. So, the focus of audience not straight to one person."[IB10]

"For example, if they were there with me or support me when I am standing in front of the class. I will feel less nervous, even if I am still stutter while performing speaking." [IIS10]

"Because, I was not alone. If I am just by myself, I will be more nervous. In TBL, there were my team who support me." [AI10]

"Like I said before. because of the team, we can discuss more, and support each other."[S10]

b. Team-Based Learning cannot overcome Students anxiety in speaking English

The following responses from respondent below:

"Based on me, I am still nervous. the panic thing is always kicking. Everytime, if there were something I want to talk about. It is gone because my panic attack kicked in that made me blank. All the words in my mind was gone right away."[APB8]

Besides, this respondent always repeated the same answer, when she is in a panic stage, she went blank. Not only in Speaking English, but in the other subject.

"Not really. Because, it is all depend on ourself. When the other students didn't feel nervous. while we were nervous. it means we still get nervous all the time." [NJA8]

So, the respondent cannot say that Team-Based Learning can overcome student anxiety if the student has issue with their anxiety. That explain that students with trait anxiety cannot overcome with Team-Based Learning.

B. DISCUSSIONS

In this section, the writer was discussed the research findings. there were two question of research proposed in this study. This research focused on the students' anxiety in speaking English, and the students' perceptions on the use

of Team-Based Learning (TBL) to overcome students' anxiety in speaking English. Researcher used qualitative method in analyzing the results.

The main conclusions of the study are that there are three different forms of anxiety that might occur: trait anxiety, state anxiety, and situation-specific anxiety. It is believed that trait anxiety is a stable stage of anxiety. This kind of worry can impede language acquisition since it is ingrained in a person's character and is thus persistent. State anxiety is a typical physiological reaction; it ultimately passes, and the person will feel "normal" once again. Then, situational-specific anxiety can be described as anxiety that exhibits a trait that happens as a result of recurring worry in particular circumstances.

1. **The types of anxiety faced by the students in speaking English**

   a. Trait Anxiety

   It is believed that trait anxiety is a stable stage of anxiety. This type of anxiety can impede language acquisition since it is ingrained in a person's personality and is thus persistent. According to first observations, just one student out of all the others had this kind of anxiousness. The student struggled to deliver in English and was quite anxious during the interview. As stated in the interview clip that follows, she didn't engage in other class subjects very much either. She was unable to utter a single word when asked to present her speaking assignment. When she was finally permitted to view her notes or outlines, she talked poorly, made a lot of "uh," "euu," and "um," delays, and struggled to establish gaze with the teacher or the other students.

Therefore, it is important to properly manage students who exhibit trait anxiety in order to prevent negative outcomes. The student may begin to have panic attacks and try to avoid the subject if trait anxiety is not handled. But it's important to pay attention to the learning-related aspects. It thinks that students' performance could be impacted by their fear of speaking a certain language. Thus, it implies that a teacher could purposefully foster a welcoming and social environment.

b. State Anxiety

State anxiety is linked to a momentary alteration in a person's emotional state brought on by an external source. State anxiety is a typical physiological reaction; it ultimately passes, and the person will feel "normal" once again.

Performing a presentation-related anxiety is the next level of state anxiety. Students perceived presenting presentations in English as being challenging. Preliminary observations revealed that the students frequently engage in irrelevant behaviors like "smiling," holding his hands constantly, holding the pen, and reading their paper or their handouts. Most students preferred not to look at their classmates and stood very close to their chair. This evidence can be de demonstrated in the observation.

c. Situational-specific Anxiety

Researcher found that there were two conditions the students faced. Those are performing role play, and impromptu speeches.

1) Performing Role Play

The role play was carried out in teams. However, early findings indicate that each group maintained directing other groups to perform first when the students were invited to participate in the role play. The students delivered their presentation with poor voice loudness, awkward gestures, and a propensity to halt frequently or even chuckle unexpectedly.

2) Impromptu Speeches

Only four of the students in one class voluntarily answered the teacher's inquiry. The majority of them just waited for the teacher to select another student or respond on his own while remaining silent. Then, when it came to spontaneous speaking, nobody wanted to step up front freely until the teacher had the students speak out. Based on various features, it was suggested. For instance, they felt unstable, their voice was suddenly going quieter, and their hands were trembling. When required to speak English in front of the class, it is evident by the way they carry themselves. Most of them participate in self-deprecation, reflecting one of the ideals of traditional culture, humility or lack of confidence. They show some anxiety about their capacity to convey their opinions while others are nervous about being the center of attention.

2. **Students' perceptions on the use of Team-Based Learning (TBL) to overcome students' anxiety in speaking English**

Following the question of the research. Through Interview, researcher found out that, from 8 respondents. There are 6 respondents said that TBL can overcome students Anxiety in speaking English, and 2 respondents said that TBL cannot overcome student anxiety in speaking English.

a. Team-Based Learning can overcome students' anxiety in Speaking English

Based on interview, researcher found that they feel less pressure, feel less uncomfortable when they with their team-mate. They don't feel alone. Because, with their team-mate. They feel the focus of the audience can be divided to their team-mate. They gaining support from their team-mate. So, they feel a bit comfortable.

b. Team-Based Learning cannot overcome students' anxiety in speaking English

One of all respondents has negative attitude in performing speaking English in front of the class. This is because researcher believe this student have trait anxiety. she always repeated the same answer, when she is in a panic stage, she went blank. Not only in Speaking English, but in the other subject.

Therefore, another respondent statements that she cannot said TBL can overcome student anxiety if the student has issue with their

anxiety. That explain that students with trait anxiety cannot overcome with TBL.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the research's findings and recommendations. Based on data analysis findings and discussion.

A. CONCLUSION

Based on the chapter before. The researcher came to a conclusion from this study. There are three different kinds of anxiousness that students experience when speaking English.

1. Trait Anxiety, this type of anxiety can impede language acquisition since it is ingrained in a person's character and is thus persistent. The student's inability to deliver the presentation in English and tendency to exhibit extreme nervousness during the interview were the next sources of concern, and always show negative attitude in performing speaking English in front of the class.

2. State Anxiety, a typical physiological reaction; the worry will ultimately pass and the person will feel "normal" once again. The anxiety that comes after is the nervousness related to giving a presentation.

3. Situational-state Anxiety, situational-specific anxiety can be defined as anxiety that reflects a characteristic that occurs because of repeated fear under specific conditions. there were two conditions the students faced. Those are performing role play, and impromptu speeches.

Therefore, through Interview researcher found out that, from 8 respondents. There are 6 respondents said that TBL can overcome students Anxiety in speaking English, and 2 respondents said that TBL cannot overcome student anxiety in speaking English.

B. SUGGESTION

In accordance with the analysis and conclusions of the research. According to a researcher

1. The students with trait anxiety, state anxiety, situational-specific anxiety, especially trait anxiety. Must be properly managed to prevent negative consequences. The student may begin to have panic attacks and try to avoid the subject if trait anxiety is not handled. But it's important to pay attention to the learning-related aspects. It thinks that students' performance may be impacted by their worry over speaking a certain language. It implies that both teacher and students may purposefully develop a sense of community and friendliness.

2. Team-Based Learning method should be applied in students learning process. However, those that have trait anxiety need to be handled carefully. to create an atmosphere that are friendly and comfortable.

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APPENDIX A

FLCAS QUESTIONNAIRE

Questionnaire!

Hello! This is Andi Wahyu. This questionnaire is made to do research for my thesis project.

*note: Please give your honest answer for the following question below, Thanks!

* Wajib

1. Your Full Name *

2. Reg. Number *

    _____

3. Class *

    _____

4. Gender *

    Tandai satu oval saja.

    ( ) Male

    ( ) Female

5. Today's Date *

    _____

    Contoh: 7 Januari 2019

FLCAS Questionnaires	The questionnaires below was made based on Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. The Modern Language Journal, 70(2), 125-132. *note: Please give your honest answer!

6. 1.   I never feel quite sure of myself when I am speaking in my English class. *
    (Saya tidak merasa percaya diri ketika saya berbicara "Inggris" di dalam kelas
    bahasa inggris saya)

    Tandai satu oval saja.

    ◯ YES
    ◯ NO

7. 2.   I don't worry about making mistakes in the class. (Saya tidak merasa *
    khawatir saat membuat kesalahan di dalam kelas)

    Tandai satu oval saja.

    ◯ YES
    ◯ NO

8. 3.   I tremble when I know that I'm going to be called on in class. (Saya *
    gemetar ketika saya tahu bahwa saya akan dipanggil di dalam kelas)

    Tandai satu oval saja.

    ◯ YES
    ◯ NO

9. 4.   It frightens me when I don't understand what the teacher is saying in *
    English. (Ini menakutkan saya ketika saya tidak mengerti apa yang dikatakan
    dosen saat berbicara bahasa inggris)

    Tandai satu oval saja.

    ◯ YES
    ◯ NO

10. 5. It wouldn't bother me at all to take more English classes. (Saya sama sekali tidak terganggu untuk mengambil lebih banyak kelas bahasa Inggris)

Tandai satu oval saja.

◯ YES

◯ NO

11. 6. During English class, I find myself thinking about things that have nothing to do with the course. (Selama kelas bahasa inggris, saya menemukan diri saya berpikir tentang hal-hal yang tidak ada hubungannya dengan kelas bahasa Inggris)

Tandai satu oval saja.

◯ YES

◯ NO

12. 7. I keep thinking that the other students are better at English than I am. (Saya terus berpikir bahwa siswa lain lebih baik dalam penguasaan bahasa Inggris daripada saya)

Tandai satu oval saja.

◯ YES

◯ NO

13. 8. I am usually at ease during tests in my English class. (Saya biasanya merasa nyaman selama tes di kelas bahasa Inggris saya)

Tandai satu oval saja.

◯ YES

◯ NO

10. 5. It wouldn't bother me at all to take more English classes. (Saya sama sekali tidak terganggu untuk mengambil lebih banyak kelas bahasa Inggris)

Tandai satu oval saja.

◯ YES
◯ NO

11. 6. During English class, I find myself thinking about things that have nothing to do with the course. (Selama kelas bahasa inggris, saya menemukan diri saya berpikir tentang hal-hal yang tidak ada hubungannya dengan kelas bahasa Inggris)

Tandai satu oval saja.

◯ YES
◯ NO

12. 7. I keep thinking that the other students are better at English than I am. (Saya terus berpikir bahwa siswa lain lebih baik dalam penguasaan bahasa Inggris daripada saya)

Tandai satu oval saja.

◯ YES
◯ NO

13. 8. I am usually at ease during tests in my English class. (Saya biasanya merasa nyaman selama tes di kelas bahasa Inggris saya)

Tandai satu oval saja.

◯ YES
◯ NO

14. 9. I start to panic when I have to speak without preparation in English class. *
(Saya mulai panik ketika saya harus berbicara tanpa persiapan dikelas bahasa
Inggris)

Tandai satu oval saja.

⬭ YES

⬭ NO

15. 10. I worry about the consequences of failing my English class. (Saya *
khawatir tentang konsekuensi kegagalan di kelas bahasa Inggris.)

Tandai satu oval saja.

⬭ YES

⬭ NO

16. 11. I don't understand why some people get so upset over English classes. *
(Saya tidak mengerti mengapa beberapa orang tidak menyukai kelas bahasa
Inggris)

Tandai satu oval saja.

⬭ YES

⬭ NO

17. 12. In English class, I can get so nervous I forget things I know. (Dikelas *
bahasa Inggris, saya bisa sangat gugup hingga saya lupa hal-hal yang saya
tahu)

Tandai satu oval saja.

⬭ YES

⬭ NO

18. 13.   It embarrasses me to volunteer answers in my English class. (Saya merasa malu apabila menjadi relawan penjawab pertanyaan di kelas bahasa Inggris)

Tandai satu oval saja.

◯ YES

◯ NO

19. 14. I would not be nervous speaking English with native speakers. (Saya tidak merasa gugup berbicara bahasa Inggris dengan penutur asli)

Tandai satu oval saja.

◯ YES

◯ NO

20. 15. I get upset when I don't understand what the lecture is correcting. (Saya marah ketika saya tidak mengerti apa yang di koreksi oleh dosen)

Tandai satu oval saja.

◯ YES

◯ NO

21. 16.   Even if I am well prepared for English class, I feel anxious about it. (Bahkan ketika saya sudah siap untuk berbicara di dalam kelas bahasa Inggris, saya tetap merasa cemas)

Tandai satu oval saja.

◯ YES

◯ NO

22. 17. I often feel like not going to my English class. (Saya sering berfikir untuk tidak masuk ke dalam kelas bahasa Inggris)

Tandai satu oval saja.

⬭ YES

⬭ NO

23. 18. I feel confident when I speak in English class. (Saya merasa percaya diri ketika saya berbicara di kelas bahasa Inggris)

Tandai satu oval saja.

⬭ YES

⬭ NO

24. 19. I am afraid that my lecture is ready to correct every mistake I make. (Saya khawatir dosen saya mengoreksi setiap kesalahan yang saya buat)

Tandai satu oval saja.

⬭ YES

⬭ NO

25. 20. I can feel my heart pounding when I'm going to be called on in English class. (Saya dapat merasakan jantung saya berdebar ketika saya akan di panggil dalam kelas bahasa Inggris)

Tandai satu oval saja.

⬭ YES

⬭ NO

26. 21. The more I study for a language test, the more confused I get. (Semakin saya belajar untuk tes, semakin saya bingung) ×

Tandai satu oval saja.

◯ YES

◯ NO

27. 22. I don't feel pressure to prepare very well for English class. (Saya tidak merasakan tekanan untuk mempersiapkan diri dengan baik untuk kelas bahasa Inggris) ×

Tandai satu oval saja.

◯ YES

◯ NO

28. 23. I always feel that the other students speak English better than I do. (Saya selalu merasa bahwa siswa lain berbicara bahasa Inggris lebih baik daripada saya) ×

Tandai satu oval saja.

◯ YES

◯ NO

29. 24. I feel very self-conscious about speaking English in front of other students.(Saya merasa sangat minder ketika berbicara bahasa Inggris di depan siswa lain) ×

Tandai satu oval saja.

◯ YES

◯ NO

30. 25. English class moves so quickly I worry about getting left behind. (Materi dalam kelas bahasa Inggris bergerak begitu cepat, saya khawatir akan tertinggal)

Tandai satu oval saja.

( ) YES
( ) NO

31. 26. I feel more tense and nervous in my English class than in my other classes. (Saya merasa lebih tegang dan gugup di kelas bahasa Inggris daripada dikelas saya yang lain)

Tandai satu oval saja.

( ) YES
( ) NO

32. 27. I get nervous and confused when I am speaking in my English class. (Saya gugup dan bingung ketika saya berbicara di kelas bahasa Inggris)

Tandai satu oval saja.

( ) YES
( ) NO

33. 28. When I'm on my way to English class, I feel very sure and relaxed. (Ketika saya sedang dalam perjalanan ke kelas bahasa Inggris, saya merasa sangat santai dan yakin)

Tandai satu oval saja.

( ) YES
( ) NO

34. 29. I get nervous when I don't understand every word the English lecture says. (Saya merasa gugup ketika saya tidak mengerti setiap kata yang dikatakan oleh dosen) *

Tandai satu oval saja.

◯ YES
◯ NO

35. 30. I feel overwhelmed by the number of rules you have to learn to speak English. (Saya merasa kewalahan dengan sejumlah peraturan yang harus saya pelajari untuk berbicara bahasa Inggris) *

Tandai satu oval saja.

◯ YES
◯ NO

36. 31. I am afraid that the other students will laugh at me when I speak English. (Saya takut siswa lain akan menertawakan saya ketika saya berbicara bahasa Inggris) *

Tandai satu oval saja.

◯ YES
◯ NO

37. 32. I would probably feel comfortable around English native speakers. (Saya mungkin merasa nyaman dengan penutur asli bahasa Inggris) *

Tandai satu oval saja.

◯ YES
◯ NO

38.   33. I get nervous when the English lecture asks questions which I haven't prepared in advance. (Saya gugup ketika dosen mengajukan pertanyaan yang belum saya persiapkan sebelumnya)

Tandai satu oval saja.

◯ YES

◯ NO

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APPENDIX B

INTERVIEW GUIDELINE

1. Please tell me something about how you have felt during English classes?

2. What bothers you the most about English classes?

3. Do you have any idea why you feel so anxious in your English classes?

4. How do you think people in your classroom will react if you make a mistake?

5. As followers in your class, I often saw the lecture told us to make some groups to discuss about the subject during class learning process. In learning process, dividing students into some groups of discussion, we call it Team-Based Learning. What do you think about Team-Based Learning?

6. There are four elements of Team-Based Learning (Groups, Accountability, Feedback, and Assignment Design). What do you think about that?

7. What benefits do you get when Team-Based Learning is applied in the class learning process?

8. Do you think Team-Based Learning can overcome students' anxiety in speaking English?

9. Do you have any idea why Team-Based Learning can make English class might be less stressful?

10. Why do you think that the use of Team-Based Learning can overcome students' anxiety in speaking English?

APPENDIX C

STUDENTS' FLCAS QUESTIONNAIRE RESULTS

FLCAS QUESTIONNAIRES	RESPONDENTS							
	Ibrahim Rahman	Sahra Ramadana	Nindi Julia Anggreni	Salma	Ismul Inayah Syam	Mutiara Resky Maya	Andi Isnaeni	Ananda Pratiwi Bahar
1. I never feel quite sure of myself when I am speaking in my English class. (Saya tidak merasa percaya diri ketika saya berbicara "Inggris" di dalam kelas bahasa inggris saya)	NO	NO	NO	NO	YES	YES	NO	YES
2. I don't worry about making mistakes in the class. (Saya tidak merasa khawatir saat membuat kesalahan di dalam kelas)	YES	NO	NO	NO	YES	YES	YES	NO
3. I tremble when I know that I'm going to be called on in class. (Saya gemetar ketika saya tahu bahwa saya akan dipanggil di dalam kelas)	NO	YES	YES	NO	NO	YES	YES	YES
4. It frightens me when I don't understand what the teacher is saying in English. (Ini menakutkan saya ketika saya tidak mengerti apa yang dikatakan dosen saat berbicara bahasa inggris)	NO	YES	YES	YES	NO	NO	YES	YES
5. It wouldn't bother me at all to take more English classes. (Saya sama sekali tidak terganggu untuk mengambil lebih banyak kelas bahasa Inggris)	YES	YES	NO	YES	YES	YES	NO	NO
6. During English class, I find myself thinking about things that have nothing to do with the course. (Selama kelas bahasa inggris, saya menemukan diri saya berpikir tentang hal-hal yang tidak ada hubungannya dengan kelas bahasa Inggris)	NO	NO	NO	YES	NO	NO	NO	YES
7. I keep thinking that the other students are better at English than I am. (Saya terus berpikir bahwa siswa lain lebih baik dalam penguasaan bahasa Inggris daripada saya)	NO	YES	YES	YES	YES	YES	YES	YES
8. I am usually at ease during tests in my English class. (Saya biasanya merasa nyaman selama tes di kelas bahasa Inggris saya)	YES	NO	YES	NO	YES	YES	YES	NO

Question								
9. I start to panic when I have to speak without preparation in English class. (Saya mulai panik ketika saya harus berbicara tanpa persiapan dikelas bahasa Inggris)	YES	YES	YES	YES	NO	YES	YES	YES
10. I worry about the consequences of failing my English class. (Saya khawatir tentang konsekuensi kegagalan di kelas bahasa Inggris.)	YES	YES	YES	YES	YES	YES	YES	YES
11. I don't understand why some people get so upset over English classes. (Saya tidak mengerti mengapa beberapa orang tidak menyukai kelas bahasa Inggris)	YES	YES	YES	YES	YES	NO	YES	NO
12. In English class, I can get so nervous I forget things I know. (Dikelas bahasa Inggris, saya bisa sangat gugup hingga saya lupa hal-hal yang saya tahu)	NO	YES	YES	YES	YES	YES	YES	YES
13. It embarrasses me to volunteer answers in my English class. (Saya merasa malu apabila menjadi relawan penjawab pertanyaan di kelas bahasa Inggris)	NO	YES	NO	YES	NO	YES	NO	NO
14. I would not be nervous speaking English with native speakers. (Saya tidak merasa gugup berbicara bahasa Inggris dengan penutur asli)	YES	NO	NO	NO	YES	NO	YES	NO
15. I get upset when I don't understand what the lecture is correcting. (Saya marah ketika saya tidak mengerti apa yang di koreksi oleh dosen)	NO	YES	YES	YES	NO	YES	NO	NO
16. Even if I am well prepared for English class, I feel anxious about it.(Bahkan ketika saya sudah siap untuk berbicara di dalam kelas bahasa Inggris, saya tetap merasa cemas)	NO	YES	YES	YES	NO	YES	NO	YES
17. I often feel like not going to my English class. (Saya sering berfikir untuk tidak masuk ke dalam kelas bahasa Inggris)	NO	NO	NO	NO	NO	NO	NO	NO
18. I feel confident when I speak in English class. (Saya merasa percaya diri ketika saya berbicara di kelas bahasa Inggris)	YES	YES	NO	NO	YES	NO	YES	NO
19. I am afraid that my lecture is ready to correct every mistake I make. (Saya khawatir dosen saya mengoreksi setiap kesalahan yang saya buat)	NO	NO	YES	NO	NO	NO	YES	YES

20. I can feel my heart pounding when I'm going to be called on in English class. (Saya dapat merasakan jantung saya berdebar ketika saya akan di panggil dalam kelas bahasa Inggris)	NO	YES	YES	YES	NO	YES	YES	YES
21. The more I study for a language test, the more confused I get. (Semakin saya belajar untuk tes, semakin saya bingung)	NO	NO	NO	NO	NO	NO	NO	YES
22. I don't feel pressure to prepare very well for English class. (Saya tidak merasakan tekanan untuk mempersiapkan diri dengan baik untuk kelas bahasa Inggris)	NO	NO	NO	YES	YES	YES	YES	NO
23. I always feel that the other students speak English better than I do. (Saya selalu merasa bahwa siswa lain berbicara bahasa Inggris lebih baik daripada saya)	YES	YES	YES	YES	YES	YES	YES	YES
24. I feel very self-conscious about speaking English in front of other students.(Saya merasa sangat minder ketika berbicara bahasa Inggris di depan siswa lain)	NO	NO	YES	YES	NO	YES	NO	YES
25. English class moves so quickly I worry about getting left behind. (Materi dalam kelas bahasa Inggris bergerak begitu cepat, saya khawatir akan tertinggal)	NO	YES	NO	YES	YES	NO	YES	YES
26. I feel more tense and nervous in my English class than in my other classes. (Saya merasa lebih tegang dan gugup di kelas bahasa Inggris daripada dikelas saya yang lain)	NO	NO	YES	YES	NO	NO	NO	YES
27. I get nervous and confused when I am speaking in my English class. (Saya gugup dan bingung ketika saya berbicara di kelas bahasa Inggris)	NO	YES	YES	YES	NO	YES	YES	YES
28. When I'm on my way to English class, I feel very sure and relaxed. (Ketika saya sedang dalam perjalanan ke kelas bahasa Inggris, saya merasa sangat santai dan yakin)	YES	NO	NO	YES	YES	YES	YES	NO
29. I get nervous when I don't understand every word the English lecture says. (Saya merasa gugup ketika saya tidak mengerti setiap kata yang dikatakan oleh dosen)	YES	YES	YES	YES	NO	YES	YES	YES

30. I feel overwhelmed by the number of rules you have to learn to speak English. (Saya merasa kewalahan dengan sejumlah peraturan yang harus saya pelajari untuk berbicara bahasa Inggris)	YES	YES	NO	YES	NO	YES	YES	YES
31. I am afraid that the other students will laugh at me when I speak English. (Saya takut siswa lain akan menertawakan saya ketika saya berbicara bahasa Inggris)	NO	NO	YES	YES	NO	NO	NO	YES
32. I would probably feel comfortable around English native speakers. (Saya mungkin merasa nyaman dengan penutur asli bahasa Inggris)	YES	YES	YES	YES	YES	YES	YES	YES
33. I get nervous when the English lecture asks questions which I haven't prepared in advance. (Saya gugup ketika dosen mengajukan pertanyaan yang belum saya persiapkan sebelumnya)	NO	YES	YES	YES	NO	YES	YES	YES

APPENDIX D

INTERVIEW SHEET

NAME   : NINDI JULIA ANGGRENI
REG. NUMBER   : 105351104020
CLASS   : BG.5B

NO.	INTERVIEW'S QUESTIONS	ANSWERS
1.	Please tell me something about how you have felt during English classes?	*I feel tense, nervous, because my speaking wasn't good enough*
2.	What bothers you the most about English classes?	*My knowledge about English wasn't wide enough and my speaking wasn't fluent enough. So, I am still confused about what would I say in the class.*
3.	Do you have any idea why you feel so anxious in your English classes?	*Masih kurang pengetahuan dalam English kak kayak vocab ku masih sedikit kutahu* *I am still less in my English knowledge, for example my vocab.*
4.	How do you think people in your classroom will react if you make a mistake?	*It is ok if I get correction. Because it is my mistake.*
5.	What do you think about Team-Based Learning?	*TBL is good. Because we can work together and help each other*
6.	There are four elements of Team-Based Learning (Groups, Accountability, Feedback, and Assignment Design). What do you think about that?	*In creating the group is good. Because we can match with team mate who has same frequency.*
7.	What benefits do you get when Team-Based Learning is applied in the class learning process?	*Depend on people where in our group were smart. We will be going along with them. If the has good skill in speaking we will be going along with them too. Just like that brother.*
8.	Do you think Team-Based Learning can overcome students' anxiety in speaking English?	*No, it doesn't. because it depends on ourselves. If among the students there are students who doesn't feel nervous. But, I actually still feel nervous. It will be nervous. Still.*

9.	Do you have any idea why Team-Based Learning can make English class might be less stressful?	
10.	Why do you think that the use of Team-Based Learning can overcome students' anxiety in speaking English?	

INTERVIEW SHEET

NAME : ISMUL INAYAH SYAM
REG. NUMBER : 105351105720
CLASS : BG.5B

NO.	INTERVIEW'S QUESTIONS	*ANSWERS*
1.	Please tell me something about how you have felt during English classes?	*I feel nervous. Maybe because I feel shy.*
2.	What bothers you the most about English classes?	*Actually, I was really easy to get distract. Like if I see people outside the classroom passing by, noisy, and my vocab is less.*
3.	Do you have any idea why you feel so anxious in your English classes?	*Like I said before. I was really easy to get distracted. So, when I want to speak. I lost my concentration. And that makes me nervous*
4.	How do you think people in your classroom will react if you make a mistake?	*I am open with all of the responses from the audience. If I do mistake, they tell me that I was wrong. Because I like to receive corrections.*
5.	What do you think about Team-Based Learning?	*TBL usually do a lot of discussion. So, we can share our references, our opinions. So, we must have same line in our mind when there were assignments that we have to finish.*
6.	There are four elements of Team-Based Learning (Groups, Accountability, Feedback, and Assignment Design). What do you think about that?	*Sometimes, the allocation of groups was handed on us by the lecture. So, usually we can match with the member who has the same frequency with us. So, we will be getting great teamwork.*
7.	What benefits do you get when Team-Based Learning is applied in the class learning process?	*Because, almost all of the subjects using the TBL method and actually in the class we can decided whoever will be our team-mates. So, my team-mates were the same team-mates in every subject. Those makes me feel comfortable.*

8.	Do you think Team-Based Learning can overcome students' anxiety in speaking English?	*Yes, it does. But, just a bit.*
9.	Do you have any idea why Team-Based Learning can make English class might be less stressful?	*In TBL I am not alone. There are my team-mates support me.*
10.	Why do you think that the use of Team-Based Learning can overcome students' anxiety in speaking English?	*For example, if they were there with me or support me when I am standing in front of the class. I will feel less nervous, even if I am still stutter while performing speaking.*

INTERVIEW SHEET

NAME   : ANDI ISNAENI
REG. NUMBER   : 105351103120
CLASS   : BG.5B

NO.	INTERVIEW'S QUESTIONS	ANSWERS
1.	Please tell me something about how you have felt during English classes?	*According to my mind. Actually, my reason to join English department, because I do like English. So far so good. But, when it is about speaking. Because of corona virus 2 years ago so we were doing online classes, I got less practice in my speaking. So, when I told to speak in English, I will feel nervous.*
2.	What bothers you the most about English classes?	*Afraid of being wrong. If I am going after my friend who has great performance in speaking. I became blank. Everything that I was going to say were gone.*
3.	Do you have any idea why you feel so anxious in your English classes?	*It distracted me when the class was so noisy. The sentences in my mind that I was going to say were gone. After that, I am going blank. So it makes me became nervous and panic "what will I say?"*
4.	How do you think people in your classroom will react if you make a mistake?	*According to myself brother, it is not because I underestimate people in my class, but I think they didn't know if I was wrong. It depends on our persona. The way we speak just like I was fluent in speaking English. Although, my grammar was not in the right place.*
5.	What do you think about Team-Based Learning?	*TBL can be good and not. It is good when my team-mates response very well. So, it has the feedback whenever I ask them something. But, when there were miscommunication in my team. It makes me losing my direction. So, it has positive and negative.*

6.	There are four elements of Team-Based Learning (Groups, Accountability, Feedback, and Assignment Design). What do you think about that?	*Actually, it depends on my team-mates. Because, I was the one who temp to make a Whatsapp group if I was already in a group. And I will ask who will be doing this part or that part? If there were no responses. I will do it by myself. So, I was that type of person who usually doing group task by myself.*
7.	What benefits do you get when Team-Based Learning is applied in the class learning process?	*If I get team-mate with the same frequency. I will get more information.*
8.	Do you think Team-Based Learning can overcome students' anxiety in speaking English?	*Yes, I do.*
9.	Do you have any idea why Team-Based Learning can make English class might be less stressful?	*Besides, I was not alone. In TBL I got the support from my team-mates.*
10.	Why do you think that the use of Team-Based Learning can overcome students' anxiety in speaking English?	*Because, I was not alone. If I am just by myself, I will be more nervous. In TBL, there were my team who support me.*

INTERVIEW SHEET

NAME   : **MUTIARA RESKY MAYA**
REG. NUMBER   : **105351105520**
CLASS   : **BG.5B**

NO.	INTERVIEW'S QUESTIONS	ANSWERS
1.	Please tell me something about how you have felt during English classes?	*I feel pleased, sometimes I get nervous, and sometimes I get excited.*
2.	What bothers you the most about English classes?	*The grammar was always distracted my mind, and I have less of vocab that also disturb me and make me stutter while speaking English*
3.	Do you have any idea why you feel so anxious in your English classes?	*The audience. I am not cool with the audience. They make me feel afraid of making mistake, and if I made mistakes, but the mistake was so wrong. I will be more nervous and froze in the middle of speaking English.*
4.	How do you think people in your classroom will react if you make a mistake?	*It will be bit embarrassed. Because, I was afraid of being laughed at.*
5.	What do you think about Team-Based Learning?	*I think it is good. Because we can exchange our mind with our team-mates. But sometimes, it can cause trouble where there were active and passive member that makes the scoring assessment become not fair.*
6.	There are four elements of Team-Based Learning (Groups, Accountability, Feedback, and Assignment Design). What do you think about that?	*It has to be fair, because in team everyone will get the same score. So, when we get the same score, the work should be the same. Make it fair.*
7.	What benefits do you get when Team-Based Learning is applied in the class learning process?	*We can exchange our thoughts, we can collect more opinions from our team, the characteristic of each member and also practicing the teamwork.*

8.	Do you think Team-Based Learning can overcome students' anxiety in speaking English?	*Yes, I do. Because of the team-mates. The focus of the audience was not straight on me, but also to my team-mates. So, I don't feel alone.*
9.	Do you have any idea why Team-Based Learning can make English class might be less stressful?	*Yes, I do. Because of the team. I was not alone doing my task.*
10.	Why do you think that the use of Team-Based Learning can overcome students' anxiety in speaking English?	*Because of my team, the focus of the audience was balance. Not only on me but on my team too.*

INTERVIEW SHEET

NAME   : SAHRA RAMADANA
REG. NUMBER   : 105351105620
CLASS   : BG.5B

NO.	INTERVIEW'S QUESTIONS	ANSWERS
1.	Please tell me something about how you have felt during English classes?	*Mostly, I feel nervous. Especially, speaking English in front of a lot of people*
2.	What bothers you the most about English classes?	*Mostly, when I want to speak English. I tend to focus on grammar. So, it keeps distract me, and I become hesitant to speak English.*
3.	Do you have any idea why you feel so anxious in your English classes?	*When the vocab was wrong. Makes me afraid of being reproved. Maybe be reproved is for fixing my mistake, but it disturbs me.*
4.	How do you think people in your classroom will react if you make a mistake?	*Maybe, when presenting/speaking in front of class at that time. It was fine. But, after that happen. When I arrived in my house it will stay in my mind.*
5.	What do you think about Team-Based Learning?	*Sometimes, it is exciting. When all of members were active, but when it was just a few members. It becomes complicated. They will get the same score without any participation. So, it was no fair sometimes.*
6.	There are four elements of Team-Based Learning (Groups, Accountability, Feedback, and Assignment Design). What do you think about that?	*In my opinion, it has to be fair. Because, everyone in the team will get the same score. So, if the score will be the same, the works too. It has to be fair.*
7.	What benefits do you get when Team-Based Learning is applied in the class learning process?	*Because, in TBL we often meet and working together. So, we can know the character of each member in the team. So, for the next project we can fit in with the team to create a good teamwork.*
8.	Do you think Team-Based Learning can overcome students' anxiety in speaking English?	*Yes, it does*

9.	Do you have any idea why Team-Based Learning can make English class might be less stressful?	*Yes, I do. In TBL, we are not alone. So, it feels light when we were doing the assignment together.*
10.	Why do you think that the use of Team-Based Learning can overcome students' anxiety in speaking English?	*Because in TBL, we can practice our public speaking skill from small audience to massive audience.*

INTERVIEW SHEET

NAME   : SALMA
REG. NUMBER   : 105351103420
CLASS   : BG.5B

NO.	INTERVIEW'S QUESTIONS	ANSWERS
1.	Please tell me something about how you have felt during English classes?	*So far so good. Although, I was still nervous, but still enjoy the moment*
2.	What bothers you the most about English classes?	*Afraid of being wrong, and fell less confidence when I saw the other student who fluent in speaking English.*
3.	Do you have any idea why you feel so anxious in your English classes?	*Sometimes, the nervousness makes me become blank, so I cannot say anything when I was about to speak.*
4.	How do you think people in your classroom will react if you make a mistake?	*I think it is okay if there were some reactions from the audience. Because, it is for improvement.*
5.	What do you think about Team-Based Learning?	*TBL is good brother. Because we can collect and conclude all of the opinions from my team.*
6.	There are four elements of Team-Based Learning (Groups, Accountability, Feedback, and Assignment Design). What do you think about that?	*Personally, according to my experience. Some people were too relaxed they don't want to join in the project. In my mind I said "do I have to do all of this by myself?". So, we lack of feedback from that.*
7.	What benefits do you get when Team-Based Learning is applied in the class learning process?	*We can share our thoughts and gaining fresh information.*
8.	Do you think Team-Based Learning can overcome students' anxiety in speaking English?	*Yes, it does.*
9.	Do you have any idea why Team-Based Learning can make English class might be less stressful?	*Personally, because in TBL I am not alone. So, we can discuss more.*
10.	Why do you think that the use of Team-Based Learning can overcome students' anxiety in speaking English?	*Like I said before. because of the team, we can discuss more, and support each other.*

INTERVIEW SHEET

NAME   : ANANDA PUTRI BAHAR
REG. NUMBER   : 105351103220
CLASS   : BG.5B

NO.	INTERVIEW'S QUESTIONS	ANSWERS
1.	Please tell me something about how you have felt during English classes?	*My heart was pumping faster when I speak in English, nervous, shy, and afraid of being wrong when speaking.*
2.	What bothers you the most about English classes?	*I will start blank when my heart start pumping faster or panic*
3.	Do you have any idea why you feel so anxious in your English classes?	*The panic attack makes me blank, embarrassed, and less confidence when I speak*
4.	How do you think people in your classroom will react if you make a mistake?	*Personally, I tend to be shy if I get reaction from the audience. But, I tend to think that it is for self-introspection*
5.	What do you think about Team-Based Learning?	*In TBL, we can exchange our thoughts. When we got different way. It is hard to unified.*
6.	There are four elements of Team-Based Learning (Groups, Accountability, Feedback, and Assignment Design). What do you think about that?	*Usually, some lectures have provided the group. So, sometimes the team was full of smart students, sometimes just so so students, sometimes mix.*
7.	What benefits do you get when Team-Based Learning is applied in the class learning process?	*We can exchange our thoughts each team members, we can learn many things that we don't even know before together.*
8.	Do you think Team-Based Learning can overcome students' anxiety in speaking English?	*Personally, I was still nervous. Because the panic thing. So, it makes me forget what about I was going to say. Because of the panic thing makes me blank, and anything that I was going to say were gone.*

9.	Do you have any idea why Team-Based Learning can make English class might be less stressful?	
10.	Why do you think that the use of Team-Based Learning can overcome students' anxiety in speaking English?	

INTERVIEW SHEET

NAME : IBRAHIM RAHMAN
REG. NUMBER : 105351103520
CLASS : BG.5B

NO.	INTERVIEW'S QUESTIONS	ANSWERS
1.	Please tell me something about how you have felt during English classes?	*I feel happy and pleased.*
2.	What bothers you the most about English classes?	*I haven't known more vocab. So, I was stuttered and confused when I speak English, because of less vocab.*
3.	Do you have any idea why you feel so anxious in your English classes?	*I am afraid when I made mistakes. I got bad response from the audience. For example, my bad pronounciation. So that made me nervous*
4.	How do you think people in your classroom will react if you make a mistake?	*I am still fine when I was laughed at, because I actually go to college for study*
5.	What do you think about Team-Based Learning?	*About TBL, of course there were positive and negative. The positives, we can work together with friends, exchange knowledge, and others.* *Meanwhile the negatives, we got non-cooperative members they busy with their personal life.*
6.	There are four elements of Team-Based Learning (Groups, Accountability, Feedback, and Assignment Design). What do you think about that?	*It must be fair. All of the member got same score. If the score became, the team members work the same too. It must be fair.*
7.	What benefits do you get when Team-Based Learning is applied in the class learning process?	*It will feel light. Because, we were doing the assignments together.*
8.	Do you think Team-Based Learning can overcome students' anxiety in speaking English?	*Yes, it does. Because, in the team we support each other. For example, dividing section of presented. So, we take turn each sub material.*

9.	Do you have any idea why Team-Based Learning can make English class might be less stressful?	*In TBL, there were my team support me*
10.	Why do you think that the use of Team-Based Learning can overcome students' anxiety in speaking English?	*Yes brother. Like I said before, in TBL we can support each other. For example, we can take turn each sub material while presented our paper. So, the focus of audience not straight to one person.*

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Nomor   : 10587/FKIP/A.4-II/VII/1443/2022
Lampiran   : 1 (Satu) Lembar
Perihal   : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
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     Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama   :   Andi Wahyu Al fazhimynk Najaah
Stambuk   :   105351123416
Program Studi   :   Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir :   Wajo / 21-08-1999
Alamat   :   BTN Minasa Upa Blok A6 (Kos Jihan Fadhillah 2)

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: THE STUDENTS' PERCEPTION ON THE USE OF TEAM-BASED LEARNING(TBL) TO OVERCOME STUDENTS' ANXIETY IN SPEAKING ENGLISH

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum
Warahmatullahi Wabarakatuh.

Makassar,   4 Muharram 1444 H
            01 Agustus 2022 M

Dekan

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

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Nomor : 2674/05/C.4-VIII/VIII/1443/2022   11 Muharram 1444 H
Lamp : 1 (satu) Rangkap Proposal   09 August 2022 M
Hal : Permohonan Izin Penelitian

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Cq. Ketua Jurusan Pendidikan Bahasa Inggris

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Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 264/FKIP/A.4-II/VIII/1444/2022 tanggal 9 Agustus 2022, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama   : **ANDI WAHYU ALFAZHIMY NK NAJAAH**
No. Stambuk   : **10535 1123416**
Fakultas   : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan   : **Pendidikan Bahasa Inggris**
Pekerjaan   : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"THE STUDENTS PERCEPTION ON THE USE OF TEAM-BASED LEARNING(TBL)TO OVERCOME STUDENTS ANXIETY IN SPEAKING ENGLISH"

Yang akan dilaksanakan dari tanggal 11 Agustus 2022 s/d 11 Oktober 2022.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

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Ketua LP3M,

Dr. Ir. Abubakar Idhan,MP.
NBM 101 7716

08-22

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بسم الله الرحمن الرحيم

SURAT KETERANGAN PENELITIAN
Nomor : 259/FKIP/05/A.5-VI/VII/1445/2023

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini :

Nama	: **Andi Wahyu Al Fazhimynk Najaah**
NIM	: 10535 11234 16
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan Tahun Akademik 2022/2023 terhitung sejak 11 Agustus 2022 s.d 11 Oktober 2022, dalam rangka penyusunan Skripsi dengan judul:

"The Students' Perception on the Use of Team-Based Learning (TBL) to Overcome Students' Anxiety in Speaking English.

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

11 Muharram 1445 H
Makassar ,--------------------------
29 Juli 2023 M

Dekan
FKIP Unismuh Makassar,

Erwin Akib, M.Pd. Ph.D
NBM. 860 934

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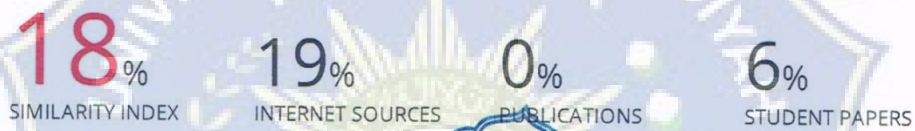
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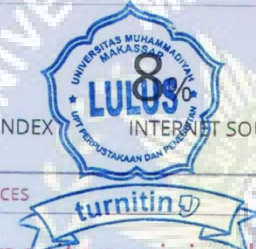
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Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama   : Andi Wahyu Alfazhimynk Najaah

Nim   : 105351123416

Program Studi : Pendidikan Bahasa Inggris

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Makassar, 27 Juli 2023
Mengetahui,
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Nurshiah, S.Hum.,M.I.P
NBM. 964 591

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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa	:	**Andi Wahyu Al fazhimynk Najaah**
NIM	:	**105351123416**
Judul Penelitian	:	***The Students' Perceptions on the Use of Team-Based Learning (TBL) to Overcome Students' Anxiety in Speaking English***
Tanggal Ujian Proposal	:	**Kamis, 07 Juli 2022**
Tempat/Lokasi Penelitian	:	**Universitas Muhammadiyah Makassar**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Kamis, 25/08/22	pembagian dan pengisian Questionaire	Firmaa, S.Pd.M.Pd	*(paraf)*
2	Jumat, 03/09/22	Interview	Firmaa, S.Pd.M.Pd	*(paraf)*
3				
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Gabfu , 24 September 2022

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Dekan FKIP Unismuh Makassar

Erwin Akib, S.Pd., M.Pd., Ph.D
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LETTER OF ACCEPTANCE
0792/BG-FKIP/LOA/B/VIII/1445/2023

Dear ANDI WAHYU AL FAZHIMYNK NAJAAH

It is our pleasure to inform you that, after reviewing your paper:

THE STUDENTS' PERCEPTIONS ON THE USE OF TEAM-BASED LEARNING (TBL) TO OVERCOME STUDENTS' ANXIETY IN SPEAKING ENGLISH

The manuscript ID: 1024

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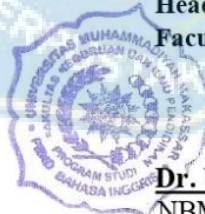| Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
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14 Muharram 1445 H

Head of English Education Department
Faculty of Teacher Training and Education

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CURRICULLUM VITAE

Andi Wahyu Al fazhimynk Najaah was born in Wajo, South Sulawesi, August 21st 1999. He is the first child of two siblings, and one young brother from Yahya and Farsi Idris. He started his education at Elementry School in MI As' adiyah No. 285 Babu'e in 2004 and graduated in 2010. Then he continued his study in Junior High School at SMPN 1 Masamba (now SMPN 1 Luwu Utara) and graduated in 2014. After that, he continued his study in Senior High School at SMAN 2 Masamba (now SMAN 8 Luwu Utara) and graduated in 2016. Further, he continued his study at University of Muhammadiyah Makassar, major English Education Department in 2016.

At the end of his study, he was able to finish his thesis entitled "The students' Perceptions on the Use of Team-Based Learning (TBL) to Overcome Students' Anxiety in Speaking English"