

**THE EFFECT OF TEAM-ASSISTED INDIVIDUALIZATION ON THE
STUDENTS' SPEAKING ANXIETY IN ENGLISH LEARNING**



A THESIS

*Submitted to the Faculty of Teacher and Education Universitas Muhammadiyah
Makassar in Partial Fulfilment of the Requirement for the Degree of Education in
English Education Department*

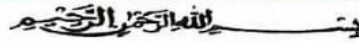
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MOTTO AND DEDICATION

Motto

“Manusia sering kali salah memilih jalan, tapi tuhan tidak pernah salah menitipkan ujian.

Kalau mau langkahnya lebih tentram, bangun fondasinya dulu”

Dedication

I dedicate this thesis for my beloved parents, my families, my friends for your sincerities and lots of prayers in supporting the writer in making her dream comes true.



ABSTRACT

NURWAHIDAH 2023. *The Effect of Team-Assisted Individualization on the Students' Speaking Anxiety in English Learning.* Under the thesis of the Department of English Education Faculty Teacher Training and Education, Universitas Muhammadiyah Makassar. Guided by Erwinn Akib and Maharida.

This study used Descriptive Quantitative method to find out the effect of Team Assisted Individualization on the students' Speaking Anxiety. The participants of this study were students of class X TKJ SMK Muhammadiyah 2 Bontoala Makassar the number of samples used was 15 students in class.

The research data were obtained using two instruments, namely questionnaire and observation. Questionnaire was given twice, before and after applying the learning method the questionnaire contains positive statements and negative statement about things that make students Anxiety in English learning, from the questionnaire before treatment 53.34% students were at high anxiety levels, 26.66% very high anxiety and 20% students fairly. And the results off the questionnaire after applying this method were that students' speaking anxiety decreased 53.54% very low and 46.66% low. From the result of observation made, it shows that students' speaking anxiety levels have decreased after using Team Assisted Individualization as a learning method.

Keyword: *Team Assisted Individualization, Speaking Anxiety, English learning*

ABSTRAK

NURWAHIDAH 2023. Pengaruh Individualisasi Berbantuan Tim Terhadap Kecemasan Berbicara Siswa dalam Pembelajaran Bahasa Inggris. Di bawah skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing oleh Erwin Akib dan Maharida.

Penelitian ini menggunakan metode Deskriptif Kuantitatif untuk mengetahui pengaruh Team Assisted Individualization terhadap Kecemasan Berbicara siswa. Partisipan penelitian ini adalah siswa kelas X TKJ SMK Muhammadiyah 2 Bontoala Makassar, jumlah sampel yang digunakan adalah 15 siswa di kelas tersebut.

Data penelitian diperoleh dengan menggunakan dua instrumen yaitu angket dan observasi. Angket diberikan sebanyak dua kali, yaitu sebelum dan sesudah penerapan metode pembelajaran angket tersebut berisi pernyataan positif dan pernyataan negatif tentang hal-hal yang membuat siswa Cemas dalam pembelajaran Bahasa Inggris, dari angket sebelum perlakuan 53,34% siswa berada pada tingkat kecemasan tinggi, 26,66% kecemasan sangat tinggi dan 20% siswa dengan adil. Dan hasil dari angket setelah penerapan metode ini adalah kecemasan berbicara siswa menurun 53,54% sangat rendah dan 46,66% rendah. Dari hasil observasi yang dilakukan menunjukkan bahwa tingkat kecemasan berbicara siswa mengalami penurunan setelah menggunakan metode pembelajaran Team Assisted Individualization.

Kata kunci : *Individualisasi yang Dibantu Tim, Kecemasan Berbicara, pembelajaran Bahasa Inggris*

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Makassar 12 november 2023

Research

Nurwahidah

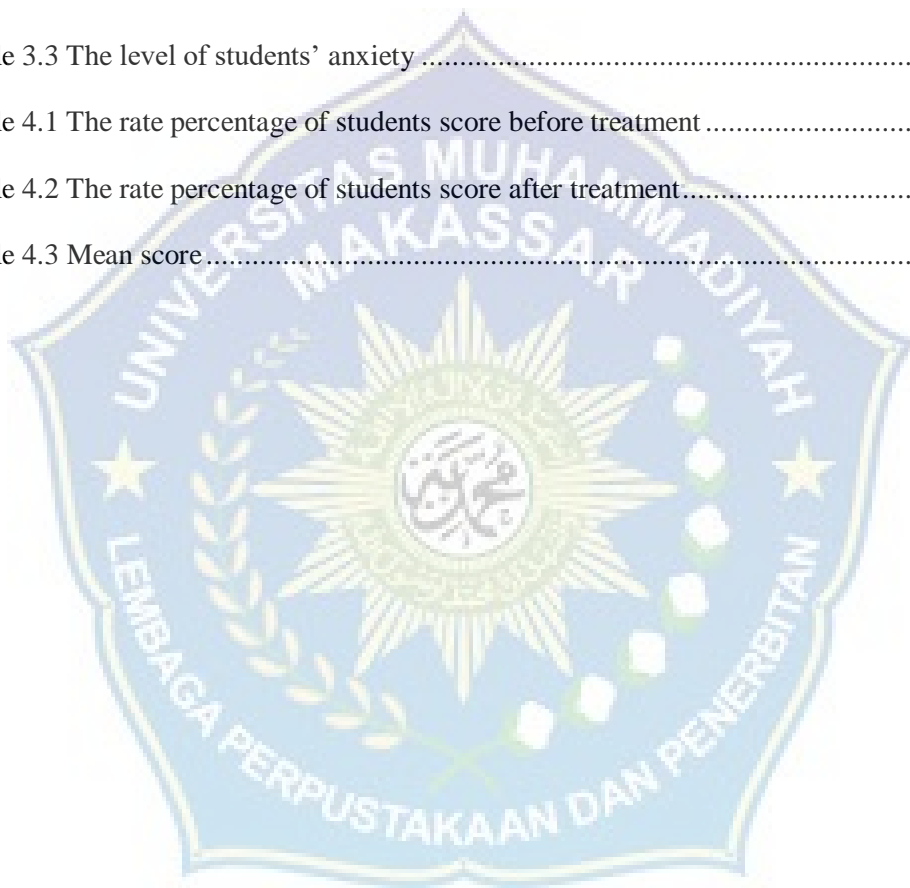
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CHAPTER 1

INTRODUCTION

A. Background

Education and learning are the most important parts of human life because the learning process allows a person to be able to acquire knowledge, skills and attitudes in order to be able to succeed in life. All parties in many fields and sectors of growth must continuously increase their competence in the era of globalization characterized by quality competitiveness. This highlights the necessity of ongoing efforts to raise educational standards on both a quantitative and qualitative level, in order to enable education to serve as a tool for the development of national character (Mulyasa,2007: 17). The quality of Indonesian education is far from adequate. One of the factors that causes is the learning process that has not been quality (Paul Suparno, 2008: 2).

Language is a communication tool used to provide information to others, thus learning language at school has become a must for students to improve their knowledge. One of the languages that must be learned by students is English because English is an international language used by all countries in this world to communicate. According to Richards and Rodger, 1986 many people in various countries use English as a means of communication in various important international meetings. In this increasingly modern era, everything can be easily known such as information and culture from other countries through social media.

Team Assisted Individualization is learning that forms a group with the same background of thinking, TAI is one part of Cooperative learning or group learning, Cooperative learning model is a learning model that prioritizes student cooperation in learning activities. As Huda (2015:32) argues, cooperative learning refers to a learning method where students work together in small groups and help each other in learning. The Team Assisted Individualization method is a learning method developed by Slavin, Leavy, Kraweit and Madden from 1982 to 1985 in the book Cooperative Learning: Theory, Research and Practice (Warsono and Hariyanto, 2013).

Team Assisted Individualization (TAI), also known as Individual Assistance in Groups, is a learning approach that combines the benefits of cooperative learning and individual learning and makes use of study groups to capitalize on individual differences in aptitude. According to Shoimin (2014), students can actively learn, collaborate, communicate concepts, ideas, and knowledge through this model of learning, develop a sense of care and responsibility, and learn to respect one another. Cooperative learning model TAI improves students' comprehension According to (Awofala, Et, All, 2013), when compared to conventional learning, TAI-style cooperative learning boosts students' confidence, increases their enjoyment of the lessons, and lowers their anxiety. Students who received instruction using the TAI method also got the same outcomes; the program's outcomes showed a consistent upward in student test scores from week to week, according to Diah (2012:9). Increasing understanding has a positive effect on student performance and helps to

increase test scores. Male students reportedly underwent a positive attitude change as a result of the TAI method, which had positive social effects as well. Thus, TAI-style cooperative learning not only influences students' cognitive abilities but also positively influences their social behavior.

Speaking in English is a person's ability to use English orally to communicate with others. Speaking is one of the four main language skills (Listening, Speaking, Reading, and Writing) that must be mastered if you want to learn English. One of the goal points in learning English at school is when students are able to speak English, but each student has differences in their own character or personality such as psychological conditions, most problems faced by students in the process of learning to speak are when they want to try to speak in front of their friends they tend to feel afraid of being wrong and nervous if they see other friends fluent in speaking so they feel less confident in his ability, the condition is called anxiety (Darmawati, 2017).

Steven Schwartz, S (2000: 139), The severe mental state known as anxiety is characterized by dread and physical indications of tension, such as sweating, a racing heart, and frequently difficulty breathing (anxiety comes from the Latin word *anxius*, which means constriction or strangulation). Panic and anxiety are similar, although anxiety has less of a concentration. Fear often arises in response to an immediate threat, whereas anxiety is defined by worry about unknown hazards in the future. Anxiety is brought on by worrying about coming, unforeseen risks. Anxiety is a distressing mental state characterized by tension and physical signs like

perspiration, chest pain. And trouble breathing. There are three types of causes that cause learning-related anxiety in students: grammatical issues, assignment anxiety, and interpersonal interactions in the classroom. Anger, weird motions, reluctance to talk, ignoring homework, complaints about the course material, reluctance to participate in teacher-led activities, and a desire to skip class are just a few examples of how learning anxiety affects student behavior. Anxiety can have a variety of behavioral repercussions because each student in the class has different traits.

The explanation above can be proven by the researcher that when making observations in the class to be studied there is anxiety in the class, the behavior described above occurs in students in the class. So based on the background described above regarding the problem of student anxiety, the researcher is interested in conducting research with the title "The Effect of Team-Assisted Individualization on students' speaking anxiety in English."

B. Problem Statement

Based on the background above, the research question of this study was how is the Effect of Team-Assisted Individualization on the Students Speaking Anxiety

C. Objective of the Research

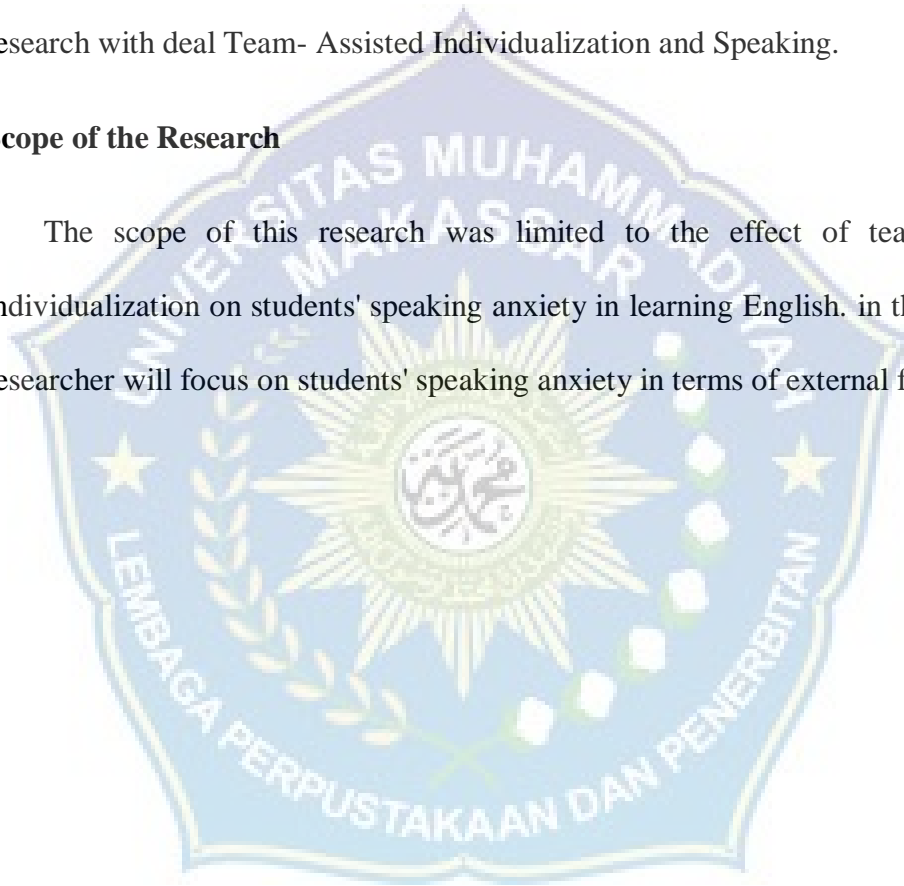
Related to the formulation the problem above, the objective of the research was to find out how the use of Team-Assisted individualization is effective or not in reducing students' speaking anxiety.

D. Significance of the Research

The results of this study were expected to be a useful contribution to teachers regarding the effects of Team-Assisted individualization on students' speaking anxiety, to reduce students' speaking anxiety in learning English, and to provide useful information or contributions for other researchers who wanted to conduct research with deal Team- Assisted Individualization and Speaking.

E. Scope of the Research

The scope of this research was limited to the effect of team assisted individualization on students' speaking anxiety in learning English. in this case the researcher will focus on students' speaking anxiety in terms of external factors.



CHAPTER II

LITERATURE REVIEW

A. Previous Research Findings

Several studies have been conducted regarding the use of Team-Assisted Individualization in learning English. This study can be seen in this section.

First, a study from Mutia, U., & Mariska, D. (2022) the title is “ Using Team Assisted Individualization Method to improve students Writing skill” to know the implementation of Team Assisted Individualization Method in improving students’ skill in Writing Skill of Recount text and to find out the significant difference of the skill in Writing of recount text between the students by using Team Assisted Individualization and those who are not. The sample of the research are the students of two classes of the eight grade which consist of 53 students. The type of this research is quantitative approach with quasi-experimental design. The results of this study show that there was a significant difference between the samples, and Team Assisted Individualization improved the students’ skill in Writing of recount text.

Second, Afriyanti, P., & Surayatika, D. (2021) the title is “ The Effectiveness of Team Assisted Individualization Method on seventh grade students Reading Comprehension at Smp Negri 3 Palembang” this research aimed to investigate the impact of team-assisted individualization method on students’ reading comprehension. The sample used for this research included of

seventh-grade students at SMP Negeri 3 Palembang, fifty-eight students participated in this research. In this research, quantitative approach was used, which was a form a quasi-experimental approach. The result of this study indicate that team-assisted individualization was useful and applicable for improving seventh-grade of students' descriptive text reading comprehension achievement at SMP Negeri 3 Palembang.

Based on the previous research above, the researchers both researched the team-assisted individualization method in learning English. The method used also uses quantitative methods. However, the difference lies in the skills that are the focus of the research. In previous studies, researcher focused on examining writing and reading skills. Therefore, researcher is interest in conducting this research by focusing on speaking.

B. Some pertinent Idea

1. Concept of Team-Assisted Individualization

a. Definition of Team-Assisted Individualization

One cooperative learning strategy that incorporates the benefits of both individual and cooperative learning is Team Assisted Individualization (TAI). Team Assisted Individualization (TAI) is a cooperative learning model developed by Robert E. Slavin. This model is a learning model that combines the advantages of cooperative learning and teaching individual. This type of TAI (Team Assisted Individualization) cooperative learning

focuses on the learning process in groups, where students work in cooperative learning teams to help each other in face problems and encourage each other to move forward (Slavin, 2014:189).

According to Slavin (2014:20), model Team Assisted Individualization is a program adaptive pedagogy learning with individual differences students academically. Learning model is student-centred, reward focused group, individual accountability, development of mind and gain opportunity there to share the results each group member.

b. Components of Team-Assisted Individualization

Suyitno (Arwadi, 2006: 6) states that Team Assisted Individualization (TAI) type cooperative learning is a learning model by forming heterogeneous small groups (smart and moderate) with different ways of thinking to help each other to other students who need help. This approach uses small groups for the application of guidance. Students with intelligence can hone their talents, while those with weak problem-solving skills can receive assistance.

In the Team Assisted Individualization (TAI) learning model, students are grouped into 4- to 6-person small heterogeneous groups with varying thought backgrounds before receiving individual support as needed. Peer-to-peer guidance, or brilliant students helping weak pupils, is used in this strategy in addition to teacher-provided guidance.

The learning mechanism of the (TAI) learning model basically has eight components, according to (Shoimin 2014: 201), namely:

- a. Placement Test, which is giving a pre-test to students or see the average daily value of students so that teachers know weaknesses students in certain fields
- b. Teams (Members), namely the formation of heterogeneous groups consisting of 4 to 5 students.
- c. Teaching Group, namely the provision of material in a manner brief from the teacher before giving group assignments.
- d. Creative Student, carrying out tasks in a group with create situations where individual success is determined or influenced by the success of the group.
- e. Team Study, namely the stages of learning action that must be carried out in groups and the teacher provides individual assistance to students in need
- f. Fact Test, namely the implementation of small tests based on the facts obtained by students
- g. Team Score, and Team Recognition, is an assessment or appreciation of group work in completing tasks and that group seen as less successful completing the task.
- h. Whole-Class Unit, namely the provision of material by the teacher returned at the end of the learning time with problem-solving strategies

c. The Procedures Applying Team-Assisted Individualization

Team Assisted learning model steps Individualization (TAI), namely forming heterogeneous groups by grouping smart students with less intelligent students, members of groups of smart students individually exchange answers, share so that the awarding discussion occurs groups and reflection as well as formative tests. The design stages of implementing the learning model Team Assisted Individualization (TAI) on a subject using learning steps according to (Aris Shoimin, 2013:200), as follows:

Table 2.1 the of step of Team Assisted Individualization (TAI) learning model.

Components of team assisted individualization learning	Learning step in the classroom
1. Placement test	In this step students take their first test (pre-test), and teachers can also see their daily scores.
2. Teams	The teacher forms heterogeneous groups consisting of 4-6 students.
3. Teaching group	The teacher gives the material briefly before giving the group assignment
4. Creative Student	In this step, the teacher emphasizes that success each student (individual) is determined by the success of the group.
5. Team Study	<ul style="list-style-type: none"> • At this stage, students work on group from the LKS while also learning together. • At this stage the teacher also provides individual assistance to students who
6. Fact Test	The teacher assigns brief examinations based on information students have learned, such as quizzes.

	need, with the help of students who have good academic ability in in Group
7. Team Score, and Team Recognition	Next, the teacher gives a score on the results group work and reward groups that succeeded brilliantly and that group seen as less successful completing the task.
8. Whole-Class Unit	The final step involves the teacher reviewing the material for class and providing problem solving methods.

d. The Advantages of Applying Team-Assisted Individualization

According to Shoimin (2014:200), model Cooperative learning Team-Assisted Individualization has the advantages include: 1) Weak students can help in solving the problem is, 2) Students who are clever can develop skills and skills, 3) There is responsibility group in solving the problem is, 4) Students are taught how to work together in a group, 5) Reducing anxiety, 6) Eliminate feelings of isolation and panic, 7) Replace the form of competition with mutual cooperation, 8) Involve students to be active in the learning process.

2. Concept of Speaking

a. Definition of Speaking

Speaking is one of the four language skills (reading, writing, listening and speaking). It is a way for students to interact with others and express themselves, as well as their thoughts, intentions, hopes, and viewpoints. Also, individuals who are literate in a language are referred to as 'speakers' of that language. According to Fitriah & Anita (2016:3), Speaking is the process by which people attempt to communicate their ideas, emotions, opinions, and

facts through spoken words. So, it is up to the students to decide how to communicate when creating social bonds and expressing themselves.

Kuning (2020:78) states that speaking is a person's ability to communicate in English which is used to provide information with good pronunciation. This implies that speaking is the act of making a speech. Speaking serves as a medium for communication between the speaker and the listener. The listener receives a message from the speaker, and the speaker receives feedback from the listener. This activity provides an opportunity to exchange knowledge and opinions with others while fostering positive social relationships between the speaker and listener.

According to the definition given above, speaking is one of the four skills of English that allows us to communicate with others by expressing our opinions, ideas, thoughts, feelings, and other things. As a result, people, especially students, must be proficient in this oral skill if they want to communicate in their daily lives in a second or foreign language. Without speech, we are unable to communicate our thoughts and feelings, which makes it difficult for people to interact with one another and fosters ill feelings.

b. Aspects of Speaking

One of the four language skills that play an important role in communication is speaking. Talking allows people to communicate with each other, explore ideas, and obtain information. Talking will make your message clear and easy to understand. Speaking also allows others to ask questions

directly, understand concepts, improve pronunciation, expand their vocabulary, and understand English grammar

According to Brown, as stated by Windi, H. (2019:26), there are several aspects of speaking that must be learned in order to communicate effectively, namely pronunciation, vocabulary, fluency, accent, and grammar.

1) Pronunciation

Learning how to pronounce words correctly is an essential component of learning a language, especially when it comes to speaking. It has to do with how we pronounce words, with how we enunciate, absorb, intonate, and stress them. Communication difficulties and the inability to make meaningful statements might result from pronunciation problems.

The way a word or language is typically spoken, or how someone utters a word, is called pronunciation. It is the process or outcome of generating speech sounds, including emphasis and intonation, according to Hornby and Sumantri (2011:13), pronunciation refers to how a language is spoken, how a word is spoken, and how a person speaks the words of a language.

According to the definition given above, pronunciation is the manner in which a person speaks a language or utters a word. The majority of people associate pronunciation with the noises we make when speaking. We need to be able to understand one another quite well as language speakers. According to the Nunan (2003:112), how we pronounce

words, phrases, and sentences conveys to others a great deal of information about who we are and what kind of people we are.

According to Brown (2004) that in addition to grammar, vocabulary, understanding, fluency, and task, pronunciation is proficiency categories. In addition, according to Harmer (2007), the speaker's circumstances at the time of speaking are crucial in influencing the degree of fluency. Therefore, in order to promote speaking fluency, the speaker must also possess a large vocabulary and clear pronunciation.

People pay the most attention to pronunciation when listening to someone talk. Richards (2010:469) states that "pronunciation is the manner in which a particular sound or sounds are produced." When someone speaks English incorrectly, it is easy to hear and identify the error simply by listening to what they are saying. A good pronunciation will make dialogue easier to comprehend or will make it simpler for the speaker and listener to understand one another. Students who have good pronunciation have the chance to communicate more comfortably with native speakers.

According to Goodwin, who was referenced by Celce-Murcia (2006:117), pronunciation is the aspect of a language that most clearly distinguishes non-native speakers. We don't have to pronounce it the way native speakers do because it can reveal our non-native status. However, when speaking, we must at least be audible. She continued by saying that teachers should help pupils who have trouble speaking

by helping them with their pronunciation

2). Fluency

Mary Spratt and colleagues (2005) defined fluency as speaking at a constant rate without pausing, repetition, or the natural use of related words. It is focused on how comfortable children are speaking, how easily words come to them, and whether or not the student's speaking is broken up by protracted pauses and gaps. It's a standard for judging a student's communication skills. It has to do with how easily people talk to each other.

3). Vocabulary

The cornerstone of a language is its vocabulary. It must use appropriate language to convey ideas in order to form coherent sentences or utterances. In other words, for students to become proficient speakers, they need to comprehend terminology. According to McCarty (1990), vocabulary is the most crucial component of any language training. Additionally, Harmer (2007) asserts that children who have bigger vocabulary sizes, or at least 1000 words, can communicate fluently. Because they are familiar with the words that define their beliefs, they do not waste time trying to convey themselves.

4). Grammar

Grammar is essential for speaking with correctness. Nunan (2003) defined grammar as a set of standards for identifying the appropriate word pattern in a sentence. If our chat is full of grammatical errors, your points

won't be as clearly communicated. Indeed, following grammar rules will help students talk more clearly. To achieve precision in the pursuit of being able to speak effectively, those three elements are essential.

6). Accent

The accents of the two speakers are not the same. This is due to the fact that each speaker has their own pronunciation style based on their respective cultures. No speaker in the world may be considered to reflect a particular accent or dialect, claims Roach (2009). The accents of the two speakers are not the same. This is due to the fact that each speaker has their own pronunciation style based on their respective cultures. No speaker in the world may be considered to reflect a particular accent or dialect, claims Roach (2009).

3. Concept of Anxiety

a. Definition of Anxiety

One of the psychological phenomena that has received the most research is anxiety. In general, anxiety manifests in the body as a reaction to a certain scenario. Anxiety is frequently characterized as a sense of threat, dread, tension, or worry.

Every person in the school setting has the potential to feel anxious, especially when learning is taking place. Fear, worry, and a desire to avoid the triggers of anxiety are the emotional and distressing characteristics of anxiety (Moeller et al., 2015). According to Solihah (2017), anxiety is a feeling of being threatened in response to something that is not genuinely

threatening. Besides that, a feeling of stress, worry, trembling, and concern about potential bad things happening is what Aisyah (2017) defines as anxiety. The American Psychiatric Association (Burlow & Durand, 2012) also defines anxiety as a condition of un-favourable emotions accompanied by bodily signs of physical tension and worry about the future.

In addition, Munasiah (2015) describes anxiety as the inability to face difficulties or a sense of security combined with a subjective perception of restless mental strain. Motor tension (vibrating, difficult to sit still, impossible to relax), hyperactivity (dizziness, quick heartbeat, and sweating), and intense hopes and thoughts are all symptoms of anxiety disorders, which are psychiatric diseases (King: 2016). According to (Hatch and farhady in sulfiana 2005:26) score 21-36 is classified as very high, score 37-52 is classified as high, score 53-68 is classified as fair, score 69-84 is classified as low and score 85-100 is classified as very low.

Types of anxiety (anxiety) According to Ellis (in Fitriah and Hayatul Muna) categorizes 3 types of anxiety, namely anxiety trait, state anxiety, and situation-specific anxiety; (Muna et al., 2019)

1) Trait anxiety is one of the traits and a person's personality behavior that is usually attached in a person that is permanent and difficult to be changed. Inability to express feelings, emotions, ideas, and thoughts enable students to engage in this category because they don't can control nervousness, resulting in engagement those in the class are questioned because of its difficulty they control this anxiety. So that they tend to be

silent rather than having to speak or express ideas in front of the class (Muna et al., 2019)

- 2) State anxiety is a feeling of anxiety temporary due to changes in emotional state someone caused by external factors. This happens because students deal with emotions, pressure, and a certain amount of pressure during class. Besides that is, by controlling ideas and emotions, students can enjoy activities in the classroom (Muna et al., 2019)
- 3) Situation-specific anxiety is anxiety caused by a situation or event particular when learning the target language. In terms of this, students can take exams, participate in class attendance, language community clubs English, and public speaking (Muna et al., 2019)

b. External Anxiety

Anxiety is typically brought on by both internal and external influences. Low levels of religion, pessimism, fear of failure, unhappy past experiences, and irrational thoughts are internal causes. While the absence of social support is the external factor.

Anxiety can generally be brought on by two things. First, internal sources of anxiety including dread, shock, thoughts of guilt or sin, feeling threatened, and so forth. Second, unconscious anxious feelings that result from inability to control unpleasant emotions (Prasetyono, 2007: 12). External anxiety: The learning environment, instructor variables, classroom procedures, teacher-learner interactions, social cultural influences, and other elements are examples of external factors. (Tanveer, 2007). Anxiety

can be brought on by stress, which can be caused by traumatic events, financial difficulties, interpersonal disputes, or work pressures. Past Experiences: Traumatic or challenging past events, such violence or bullying, can cause anxiety in the present. Social Situations: Anxiety can also be brought on by social situations like peer or family pressure or being exposed to unfavorable thought patterns. Physical Issues: Anxiety levels can be impacted by uncomfortable or painful physical issues. For instance physical discomforts like headaches, stomachaches, or exhaustion might make someone uneasy or worried.

According to Ernawati and Fatma (2012), internal and external factors both have an impact on students' anxiety. internal factors consist of:

1). Embarasement

Embarrassment is one of the things that students experience when learning a second foreign language, which might make them anxious. According to the expert quoted above, learning to speak a second foreign language carries the risk of embarrassment (Kessler, 2010;361). So, when learning a language, humiliation considerations need to be taken seriously. Students' focus may be interrupted as a result, making it difficult for them to use the language. Students must have confidence in all circumstances if they are to be able to speak effectively in the educational setting.

2). Limited Vocabulary

According to (Tanveer, 2007;30) a small vocabulary could make

learning a language more difficult. Therefore, it should be highlighted that a limited vocabulary can be an anxiety-provoking element. Lack of vocabulary in learning English interfered with speaking the language because a would difficult to communicate if they lacked vocabulary. Considering that learning vocabulary is the first step to mastering English. People who don't have a large vocabulary will find it tough to speak.

3). Grammatical Error

A grammatical category, according to Richard (1971:157), is a group of syntactic elements that represent meanings from the same conceptual area in contrast to one another and are frequently stated in the same way. The discovery that there were considerably fewer errors in second language performance that could be attributed to first language impact than had been anticipated earlier led to a change in how the first language was considered to play a role.

The practice of speaking in the first language can lead to grammatical errors in communication because it makes it difficult to focus when trying to speak in a second language, which makes it difficult to communicate effectively. Students who are learning English as a second language frequently make grammatical mistakes in the educational setting, particularly in Indonesia.

4). Friends/Classmate

Classmates have a crucial part in language learning as well.but

when friends create stressful situations, learners get uneasy and hesitant to talk. One of the major reasons of anxiety for language learners is feeling uneasy when other pupils are staring at them when they are speaking. Fear of receiving a poor grade from peers, according to Tsilapkides (2009;39), is a common element in language learning. Even though it was obvious, classmates continued to contribute to students' anxiousness during the learning process.

They might aid in the teaching of English to students. A classmate's detrimental influence on language learning is also possible. Examples of presentations made by students in language classes. Students can experience anxiety before speaking because they worry that if they make mistakes, their friends will mock them.

5). Lack of Preparation

Liu (2007; 129) also lists "preparation" as one of the top strategies for overcoming anxiety, which makes it clear that a lack of preparation is one of the factors causing students' anxiety in speaking classes. Many earlier studies have noted that preparation has become one of the main factors that make students anxious. Another reason that most students found difficult in creating language was the lack of preparation of students in terms of preparing the topic when they wanted to perform a percentage in class. When the class will practice percentages, for instance. Because they are unsure of the topic they will be presenting to a teacher or acquaintance,

c. Characteristics of anxiety and Symptoms of Anxiety

Characteristics of anxiety (anxiety) According to Suleimenova (in Widia Kusuma) When students feel anxious, they really are shows several symptoms. There are two characteristics that experienced by students when they are anxious about speaking, which The first is the symptoms that can be observed and which second are symptoms that cannot be observed (Wardani, 2018).

1). Observable symptoms are meaningful the symptoms can be seen with other people, but Unobservable symptoms are symptoms that only anxious students feel. According to Suleimenova in Widia Kusuma, anxious students can show symptoms such as squirming, playing with their hair or clothes, touching or playing with objects nervously, stuttering, and anxious students also feel nauseous, shaking, and sweating. Therefore, when someone experiences symptoms When speaking English, it shows that they experience anxiety in speaking. This is in line with Hidayatullah and Martunis Yahya that the forms of anxiety symptoms experienced by someone when speaking vary, such as nervousness, stammering, gnashing, cold sweat, trembling, goosebumps and runny nose (Wardani, 2018).

2). There are symptoms that cannot be observed when someone experiences them when they feel anxious, apart from not only showing symptoms that can be observed, but they also experience symptoms that cannot be observed. According to Suleimenova (in Widia Kusuma) they feel restless, have headaches, tense muscles, and feel intense pain

unexplained or tension in any part of the body” this is experienced by

anxious students (Wardani, 2018).

Anxiety is defined by the appearance of unpleasant, unclear feelings of fear and caution or vigilance. Each individual may have distinct anxiety symptoms. Widuri (2005:74). Physical responses, thoughts, behavior, and moods are among the traits of anxiety, according to Dennis and Christine Sholikin (2007:31).

- 1). Physical Reaction: Perspiration on the palms of the hands, tense muscles, racing heart, heated cheeks, and vertigo.
- 2). Thoughts: Worrying and having negative thoughts, thinking too much about risk, believing you can't handle situations, placing little value on accessible assistance.
- 3). Behaviour: Avoiding anxious circumstances, abandoning anxious situations, attempting to do everything properly, or trying to prevent harm.
- 4). Mood: Nervous, irritated, anxious, panicked

The two types of symptoms of anxiety, according to Daradjad (2001: 21), include mental symptoms as well as physical symptoms. Cold fingertips, erratic digestion, a quick heartbeat, excessive perspiration, difficulty sleeping, loss of appetite, headache, shortness of breath, and other physical symptoms are examples of physical symptoms. Among the mental symptoms include extreme fear, the belief that danger or an accident will occur, difficulty concentrating, helplessness/low self-esteem, loss of confidence, restlessness, the desire to flee from the facts of life, and others.

d. Levels of anxiety

According to Peplau (in Suliswati et al, 2005: 48) there are four levels of anxiety experienced by individuals, namely as follows:

1). Mild anxiety

Mild anxiety is anxiety brought on by regular occurrences or stresses. One feels alert and their field of perception widens at this level of worry. A person's sensitivity to what they see, hear, and feel will increase. A person will typically feel worn out, irritable, and, depending on the circumstance, more motivated and aggressive at this level of anxiety.

2). Moderate anxiety

When experiencing this level of anxiety, a person typically only concentrates on the immediate issue, which quickly narrows his field of perception and affects what is perceived in terms of what is heard, seen, and felt. Increased fatigue, faster speech with higher volume, less attention, easily offended, irritable, forgetful, easily furious, and readily sobbing are just a few of the symptoms.

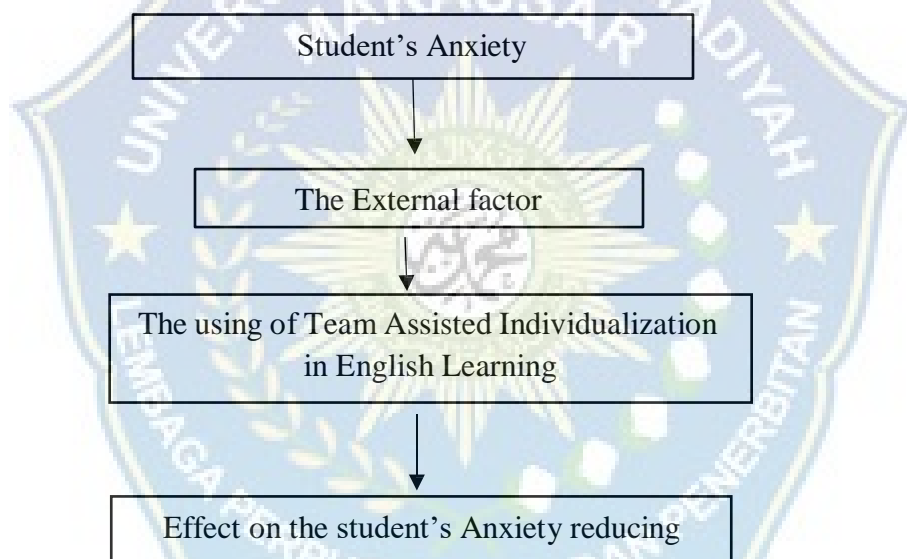
3). Severe anxiety

Students feel as though they can't think of anything else when they are experiencing this level of worry because they can only think about the one item that is causing the anxiety. This level of anxiety is characterized by feelings of powerlessness, bewilderment, and disorientation as well as symptoms like nausea, dizziness, headaches, nausea, insomnia, frequent urination, and diarrhea.

4). Panic

When anxiety reaches this level, a person's perceptual field is already closed, making it impossible for them to follow instructions. The person is losing control over himself. This level of anxiety is known to cause trouble breathing, pupillary dilatation, pallor, diaphoresis, confused speech, inability to follow simple instructions, shouting, screaming, hallucinations, and delusions, among other symptoms.

C. Conceptual Framework



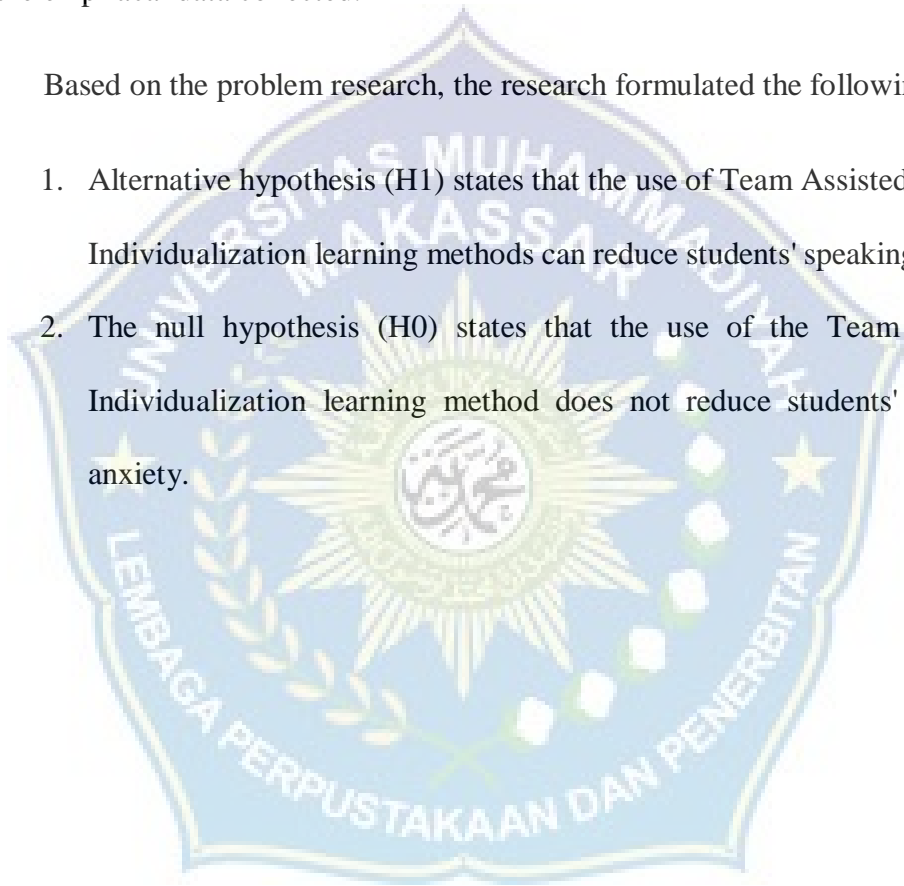
Based on the conceptual framework above, the researcher will focus on students' Speaking Anxiety on external factors by applying Team Assisted Individualization during the learning process, the researcher will then find out the effect of this method reducing on the student anxiety.

D. Hypothesis

According to Sugiyono, (2019) hypothesis is a temporary answer to the problem formulation. Because it is still temporary, it is necessary to provide the truth through the empirical data collected.

Based on the problem research, the research formulated the following hypothesis:

1. Alternative hypothesis (H1) states that the use of Team Assisted Individualization learning methods can reduce students' speaking anxiety.
2. The null hypothesis (H0) states that the use of the Team Assisted Individualization learning method does not reduce students' speaking anxiety.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This type of research was descriptive quantitative. Quantitative descriptive is a type of research that is used to analyze data by describing or describing the data that has been collected as it is. Quantitative descriptive research method is a method that aims to create an objective picture or description of a situation using numbers, starting from data collection, interpretation of the data as well as the appearance and results (Arikunto, 2006)

B. Research Variables and Indicators

There were two variables in this study, namely the dependent variable and the independent variable, those were:

1. Dependent variable was Students' Speaking Anxiety
2. Independent variable was Team-Assisted Individualization Method.

C. Population and Sample

1. Population

According to Sugiyono (2013:117), the population is a generalization area made up of: objects/subjects with characteristics and qualities that researchers apply to study, and then make a conclusion. The population in this study were students of class X TKJ SMK Muhammadiyah 2 Bontoala

Makassar which consisted of 104 students.

Table 3.1 Students population at SMK Muhammadiyah 2 Bontoala

No	Class	F	M	Total
1	X TAV	-	11	11
2	X TKR	1	19	20
3	X TSM	-	20	20
4	X TKM	4	12	16
5	X TKJ	2	13	15
6	X AP	22	-	22
				104

(The data from SMK Muhammadiyah 2 Bontoala)

2. Sample

In selecting the sample, the researcher used a purposive sampling technique by taking one class, Sugiyono (2018:138) claims that sampling uses specific factors in accordance with the intended criteria in order to decide the number of samples that will be analyzed. Based on the information of the teacher, the researcher took class X TKJ which consisted of 15 students as a sample because in this class there was still many students who have anxiety in speaking.

D. Research instrument

Research instruments according to Sugiyono (2013) are tools used to measure observable natural and social phenomena. the researcher used a questionnaire with 10 positive statement points and 10 negative statement points with a Liker scale consisting of five points and observation as a research instrument, the purpose of the questionnaire is to determine the level of anxiety

before and after use the method.

Table 3.2 Likert Scale

Positive statement	Point value	Negative statement
5	Strong Agree (SA)	1
4	Agree (A)	2
3	Undecided (U)	3
2	Disagree (D)	4
1	Strong Disagree (SD)	5

(Hatch & Farhadi in Sulfiana, 2015: 12)

The level of students' speaking anxiety was categorized into 5 points, namely a very high, high, fairly, low and very low anxiety.

Table 3.3 The level of students Speaking Anxiety

Point	The Overall Reported Speaking Anxiety	Indicator
5	Very High Anxiety	Never or almost never true
4	High Anxiety	Usually not true
3	Fairly Anxiety	Somewhat true
2	Low Anxiety	Usually true
1	Very Low Anxiety	Always or almost true

(Gardner, 2000: 149)

E. Data collection

The procedure of collecting the data applied in this research as follows:

1. First, the researcher asked permission to the teacher.
2. Second, the researcher observed the class directly.

3. Next, the researcher distributed of questionnaires at the beginning of class consisted of 20 items for students to know the level of anxiety.
4. The fourth, students answered the questionnaire and were given time to answer the questionnaire.
5. At the end of the class the researcher distributed the questionnaires to the students the questionnaires same with the beginning.
6. Finally, after students answered the questionnaire, the research analyzed the data.

F. Data analysis

1. The scores of the students, which are calculated as percentages, are divided into five categories.
 - a. Score 85-100 is classified as very low
 - b. Score 69 – 84 is classified as low
 - c. Score 53 -68 is classified as fair
 - d. Score 37-52 is classified as high
 - e. Score 21-36 is classified as very high (Hatch & farhady in Sulfiana, 2005;26)
2. Calculating the percentage of the average response or the frequency of the response categories. There are calculated as in the following formula:

$$P = \frac{F}{N} \times 100\%$$

Which:

P = Percentage

F = Frequency

N = Number of Sample

100% = constant value

(Sugiyono,2017:13)

3. Calculating the mean score for each of the response categories the mean score is calculated by dividing the score for each of the response categories with the number of statements and 10 items for negative statements, by using the following formula:

$$X = \frac{\sum X}{N}$$

X = mean score

$\sum X$ = the sum of the score

N = the total number of students (Gay in Sulfiana 2005:27)

4. Calculating t-dependent test (at the significant level 0.05) and consulting the t-table to see the differences of the mean scores in pre-test and post-test for testing hypothesis using the following formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

t = Test of significance

\bar{D} = The mean of difference score

$\sum D$ = The sum off the difference score

N = The number of the sample

(Gay in Arma, 2006: 31).

CHAPTER IV

FINDING AND DISCUSSION

This chapter describe the findings and the discussion of this research. The finding section show all the data which was collected through questionnaires and observation whereas the discussion section analyzes and discussion all the data from the findings.

A. FINDING

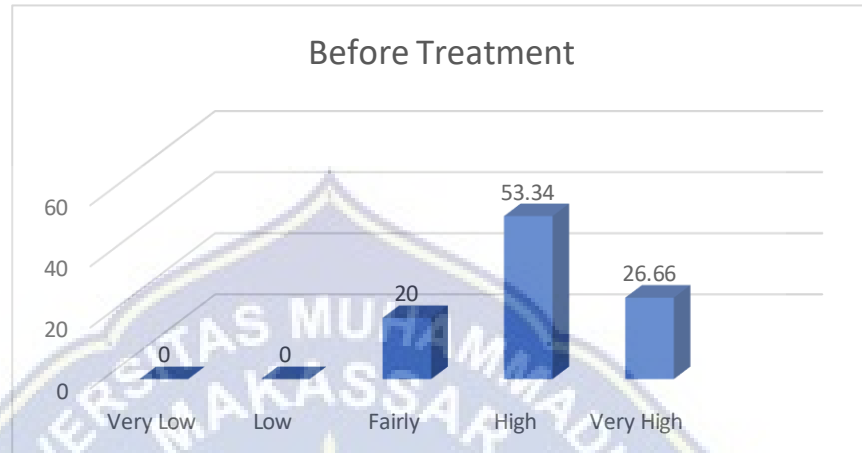
1. The classification of students' questionnaire before treatment

Tabel 4.1 The rate percentage of the students' score before treatment

No	Categories	scores	Frequency	percentage
1	Very low	85-100	-	-
2	Low	69-84	-	-
3	Fairly	53-68	3	20%
4	High	37-52	8	53,34%
5	Very high	21-36	4	26.66%
	Total		15	100%

Table 1 above shows that before the students were given treatment by the teacher, none of the students were at very low and low anxiety levels, 3 (20%) of the 15 students were at moderate levels, 8 (53.34%) students were at high anxiety levels. and 4 (26.66%) students were at a very high level of anxiety, based on the results above we can

conclude that the majority of students had high anxiety about speaking English in front of the class.



Graphic 4.1 The students' Anxiety before treatment

Based on the results of the table and graphic above, we can conclude that the majority of students have high anxiety in speaking English in front of the class.

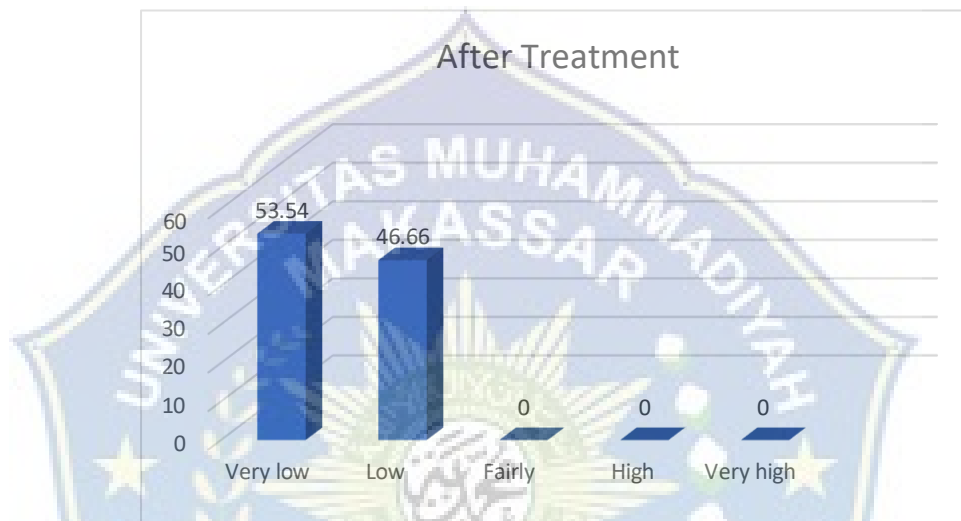
2. The classification of students' questionnaire after treatment

Table 4.2 The rate percentage of the students' score after treatment

No	categories	scores	Frequency	percentage
1	Very low	85-100	8	53.34%
2	Low	69-84	7	46.66%
3	Fairly	53-68	-	-
4	High	37-52	-	-
5	Very high	21-36	-	-
	Total		15	100%

Table 2 above shows that after the teacher gave the treatment, none of the students were in moderate, high and very high anxiety, 8 students

(53.34%) out of 15 students were in very low anxiety and 7 students (46.66%) were in anxiety low. From the classification above it can be concluded that the majority of students have low anxiety in speaking English. Thus, after the student is given treatment by the teacher, the student's speaking anxiety decreases.



Graphic 4.2 the students' Anxiety after Treatment

From the table and graph above, it can be concluded that most students have low anxiety in speaking English. Thus, after students were given treatment by the teacher, students' speaking anxiety decreased.

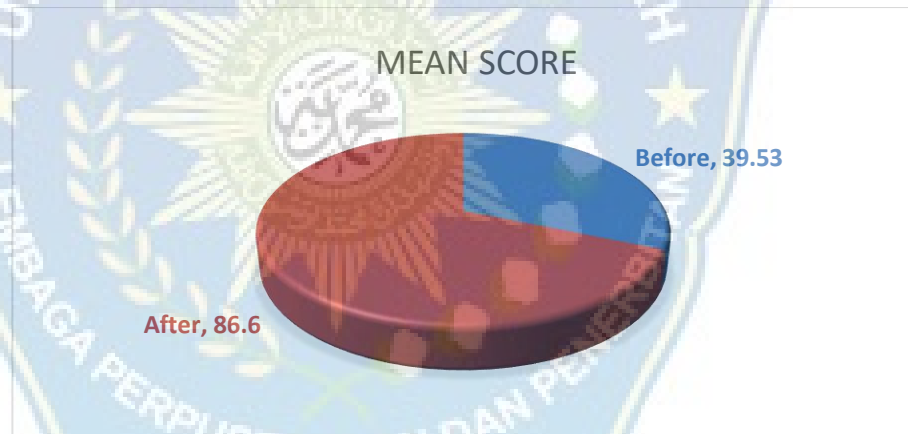
3. Mean Score

Reduce speaking anxiety of class X TKJ students at SMK Muhammadiyah 2 Bontoala Makassar by using the Team Assisted Individualization learning method, the results from tables 1 and 2 will be explained as follows:

Table 4.3 Mean score

Variable	Mean Score	
	The students' Anxiety	Before
	39.53%	86.6%

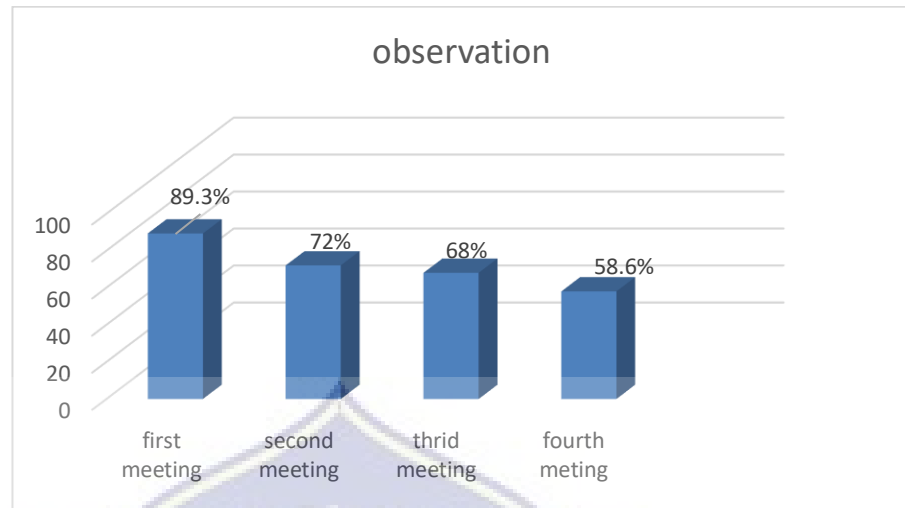
The research findings from the table above show that there was a decrease in students' speaking anxiety from the total score before and after distributing the questionnaire, where students' speaking anxiety was high before 39.53% and very low after using this method at 86.6%.



Graphic 4.3 the Mean Score

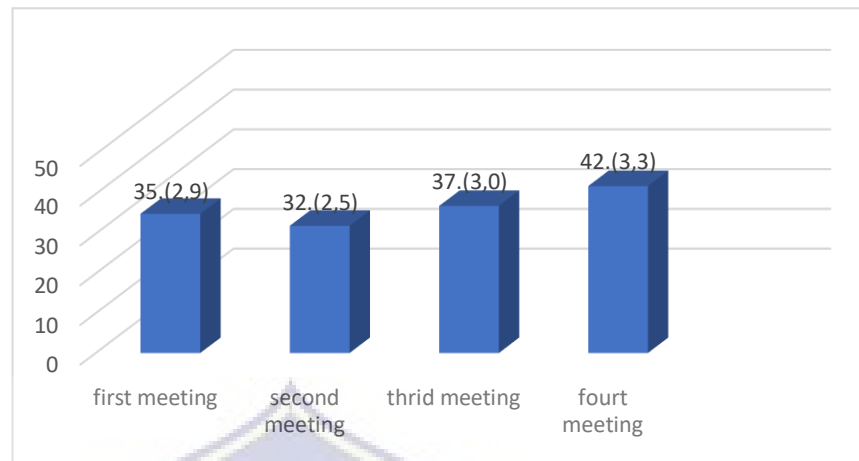
4. Observation for Students and Teacher

The researcher used observation as a researcher instrument, observing students' anxiety and also observing the implementation of the Team Assisted Individualization method by teachers in the classroom.



Graphic 4.4 observation students' anxiety

According to data gathered from researcher observations, students had extremely high levels of anxiety when they had to introduce themselves in front of the class in English during the first meeting. at the first meeting the student anxiety level was 89.9%, this shows that almost all students experienced anxiety when speaking English in front of their friends, at the second meeting after implementing the team assisted individualization learning method in class based on researcher observations the student's anxiety level was reduced to 72%, then at the third meeting the student's anxiety level was reduced to 68%. and at the last meeting using the team assisted individualization method, the student's anxiety was 58.6% based on observations made by researchers. At the first meeting, the student's anxiety level was 89.3% and after applying the team assisted individualization method four times, the student's anxiety level became 58.6%. This shows that team assisted individualization can reduce students' speaking anxiety



Graphic 4.5 observation teacher used the method

The first meeting was when the researcher made observations in the classroom when the teacher carried out the teaching process using the Team Assisted Individualization method with the total score of the 12 items being 35 with an averagescore of 2.9, including group (good), then at the second meeting with a total score of 32 with an average score of 2,6 including the (good) group at the third meeting using this method with a total score of 37 with an average score of 3,0 including the (good)group, and at the last meeting the teacher used the Team Assisted Individualization learning method with a total score of 42 with an average score of 3,5 included in the (very good).

B. DISCUSSION

The discussion aims to answer the question as follows: “How is the Effect of Team-Assisted Individualization on the Students Speaking Anxiety”

Description of data collected to reduce students' speaking anxiety in class X students of TKJ Muhammadiyah 2 Bontoala Makassar using the Team Assisted Individualization learning method as explained in the

previous section shows that students' speaking anxiety is reduced, the Team Assisted Individualization learning method is effective in reducing anxiety speaking students. This is supported by the frequency and percentage of results from the questionnaire before and after distribution

Before the students were given treatment by the teacher, none of the students were at very low and low anxiety levels, 3 (20%) of the 15 students were at moderate levels, 8 (53.34%) students were at high anxiety levels. and 4 (26.66%) students were at a very high level of anxiety, based on the results above we can conclude that the majority of students had high anxiety about speaking English in front of the class this is supported by Ernawati and Fatma (2012) stated internal and external factors both have an impact on students' anxiety, one of which is friends/classmate.

After the teacher giving the treatment, none of the students were in moderate, high and very high anxiety, 8 people (53.34%) out of 15 students were in very low anxiety and 7 people (46.66%) were in anxiety. low. From the classification above it can be concluded that the majority of students have low anxiety in speaking English. Thus, after the student is given treatment by the teacher, the student's speaking anxiety reducing this is supported by Shoimin (2014:200) stated Team Assisted Individualization has the advantages include reducing anxiety.

The mean score of the questionnaire before giving treatment was 39'53, in the questionnaire after giving treatment 86.6. The students' score improved, this means the students' speaking anxiety was reduced after

being exposed to a treatment by using Team Assisted Individualization this is supported by (Hatch and Farhady in sulfiana,2005) stated score 37-52 is classified as high anxiety and 85-100 is classified as very low anxiety.

Based on the data analysis as result of observation sheet of students' participation in learning previous show that the participation of students from the first meeting until fourth meetings were 89,3%, 72%, 68%. 58,6%. In addition the mean score was 86,6% from that, the students anxiety reducing. And based on the observation of teacher used the method Team Assisted Individualization from the firstmeeting until fourth meeting were 2,9% (good). 2,5% (fairly good). 3,0% (good). 3,5% (very good).

In the treatment at the first meeting the research actually found that there were most of the students were anxiety to speak English, but the second and the last meeting. they tried to speak well and also they pay attention the instruction from the teacher about learning method (Team Assisted Individualization), This is because the students study in groups using learning methods that can reduce their speaking anxiety, students are used to discussing and communicating this is supported by Shoimin (2014:200) stated that Team Assisted Individualization has the advantages include reducing anxiety.

From the discussion above, all the data in this research shows that the application of the Team Assisted Individualization learning method can reduce Speaking Anxiety in students X TKJ at SMK Muhammadiyah 2 Bontoala Makassar.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts, namely conclusions and suggestions which the researcher discussed in the previous chapter

A. Conclusion

Based on the research findings in the previous chapter it can be concluded that the use of team-assisted individualization can help overcome students' anxiety when speaking English based on research findings and discussion in the previous chapter. It was proved by the greater value of the mean score of questionnaire after giving treatment (86.6) compared to the mean score of the questionnaire before giving treatment (39.53).

B. Suggestion

Based on the findings, there are several suggestions, namely suggestions for teachers, especially English teachers, suggestions for students and also suggestions for future researchers.

1. For the teacher
 - a. The teacher should refrain from constantly cutting students off with insignificant corrections. They must hold off until the students have completed a dialogue.
 - b. When teaching speaking to students who experience fear when speaking, the teacher should be sympathetic.

- c. By assigning exercises for students to complete outside of class or at home, teachers can focus more on helping students reducing anxiety while speaking in front of groups.
- d. To help the student anxiety when they speak in front of the class, English teachers are advised to implement some form of team-assisted individualized learning to the students

2. For the students

- a. In order to reduce their speaking anxiety, students should have a good attitude toward their teacher and friends in order to build self-confidence.
- b. Before attending class, students should practice speaking English more at home.

3. For the next researcher:

The researcher must investigate strategies for reducing or eliminating students' speaking class fear

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APPENDIX A

INSTRUMENT OF QUESTIONNAIRE

Petunjuk Pengisian Kuesioner

1. Tuliskan nama dan kelas di kolom yang telah disediakan
2. Jawab pertanyaan dengan memilih salah satu dari lima alternatif jawaban yang telah disediakan dengan memberi tanda (√)!

Ket :

1 = Sangat Setuju (SS) 2 = Setuju (S) 3 = Ragu (R)

4 = Tidak setuju (TS) 5 = Sangat tidak setuju (STS)

10 Negative Statement

Suara (Voice)	SS	S	R	TS	STS
1. Tekanan suara saya nampak gemetar dan tata pengucapan kata perkata kadang terlalu lambat dan kadang saya terlalu cepat berbahasa inggris di depan teman teman dan guru, karena rasa cemas dan gelisah takut salah					
2. Ketika saya berbicara di depan kelas dengan menggunakan Bahasa inggris itu membuat saya selalu cemas hingga suara tidak jelas karena kurangnya penguasaan pengucapan, intonasi dan aksen berbicara.					
Pengetahuan dan kefasihan (verbal fluency)					
3. kecemasan saya selalu timbul disaat pembelajaran Bahasa inggris karena saya takut guru memberi tugas untuk tampil di depan kelas berbicara Bahasa inggris karena kurangnya pemahaman Materi					

4. saya selalu merasa gugup dan “ speech less (tidak bisa berbicara)” jika tugas berbicara di depan kelas dengan menggunakan Bahasa Inggris karena kurangnya penguasaan tata Bahasa dan kosakata saya					
5. saya selalu merasa was-was jika guru memanggil siswa untuk tampil berbicara Bahasa Inggris di depan kelas karena saya tidak berani mengungkapkan pengetahuan tentang topik Pembahasan					
Mulut (Mouth and Throat)					
6. Ketika saya bercakap/berbicara Bahasa Inggris di depan teman-teman dan guru itu membuat saya cemas hingga bernafas Panjang					
Ekspresi (facial expressions)					
7. saya selalu merasa sulit mendapatkan kontak mata langsung dari pendengar atau teman-teman kelas di saat saya tampil berbahasa Inggris karena rasa cemas dan ragu					
8. pengucapan Bahasa Inggris saya yang belum lancar membuat urat wajah tegang, dan perasaan saya cemas ketika tampil di depan guru dan teman-teman					
Gerakan tangan (arms and hands)					
9. Ketika di beri pertanyaan secara lisan dengan menggunakan Bahasa Inggris itu membuat saya selalu gelisah dan was-was karena takut salah					
Gerakan tubuh (gross body movements)					

10. pengucapan Bahasa Inggris saya yang belum lancar membuat gerak-gerik tubuh kaku, dan perasaan cemas tampil di depan guru dan teman-teman					
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10 positive statement

Suara (voice)	SS	S	R	TS	STS
11. ketika berbicara di depan kelas dengan menggunakan bahasa Inggris itu tidak membuat saya cemas karena penguasaan pengucapan, intonasi dan aksent berbicara.					
12. saya tak pernah gelisah dan suara saya nampak jelas beraturan Ketika tampil berbicara di depan kelas karena penguasaan aksent berbicara					
Pengetahuan dan kefasihan (verbal fluency)					
13. saya tidak merasa was-was dan gelisah ketika pembelajaran Bahasa Inggris karena penguasaan tata Bahasa					
14. saya tidak pernah merasa gugup jika tugas berbicara di depan kelas dengan menggunakan Bahasa Inggris karena penguasaan kosa kata					
15. saya tidak merasa was-was jika guru memanggil siswa tertentu untuk tampil berbicara Bahasa Inggris di depan kelas karena saya merasa percaya diri dan berani mengungkapkan pengetahuan tentang topik pembahasan					
Mulut (mouth and throat)					

16. penguasaan aksen berbicara membuat saya tak ragu-ragu, mulut berguman mengutarakan inti pembahasann di depan teman-teman dan guru.					
Ekspresi (facial expressions)					
17. saya merasa tidak sulit mendapatkan kontak mata langsung dari pendengar atau teman-teman disaat tampil berbahasa inggris karena saya tak ada rasa cemas dan ragu-ragu					
18. pengucapan Bahasa inggris saya yang lancar membuat urat wajah rileks, dan tak ada rasa cemas tampil di depan guru dan teman-teman					
Gerakan tangan (arms and hands)					
19. Ketika saya di beri pertanyaan secara lisan dengan menggunakan Bahasa inggris itu tidak membuat saya gelisah dan was-was.					
Gerakan tubuh (gross body movements)					
20. pengucapan bahas inggris yang lancar membuat gerak-gerik tubuh bebas, rileks, dan saya tidak ada perasaan cemas ketika tampil di depan guru dan teman-teman.					

Adopted by (Besse Rahma 2014)

QUESTIONNAIRE FOR STUDENTS BEFORE TREATMENT
SMK MUHAMMADIYAH 2 BONTOALA MAKASSAR

Nama: Muh Maulana

AbdullahKelas: X(TKJ)

Petunjuk Pengisian Kuesioner

1. Tuliskan nama dan kelas di kolom yang telah disediakan
2. Jawab pertanyaan dengan memilih salah satu dari lima alternatif jawabanyang telah disediakan dengan memberi tanda (√)

Keterangan

- 1 = Sangat Setuju (SS) 2 = Setuju (S) 3 Ragu (R)**
4 = Tidak setuju (TS) 5 = Sangat tidak setuju (STS)

10 Negative Statement

Statement	SS	S	R	TS	STS
1. Tekanan suara saya nampak gemetar dan tata pengucapan kata perkata kadang terlalu lambat dan kadang saya terlalu cepat berbahasa inggris di depan teman teman dan guru,karena rasa cemas dan gelisah takut salah			✓		
2. Ketika saya berbicara di depan kelas dengan menggunakan Bahasa inggris itu membuat saya selalu cemas hingga suara tidak jelas karena kurangnya penguasaan pengucapan, intonasi dan aksen berbicara.		✓			
3. kecemasan saya selalu timbul disaat pembelajaran Bahasa inggris karena saya takut guru memberi tugas untuk tampil di depan kelas berbicara Bahasa inggris karena kurangnya pemahaman materi	✓				
4. saya selalu merasa gugup dan “ speech less (tidak bisa berbicara)” jika tugas berbicara di depan kelas dengan		✓			

menggunakan Bahasa Inggris karena kurangnya penguasaan tata Bahasa dan kosakata saya					
5. saya selalu merasa was-was jika guru memanggil siswa untuk tampil berbicara Bahasa Inggris di depan kelas karena saya tidak berani mengungkapkan pengetahuan tentang topik pembahasan		✓			
6. Ketika saya bercakap/berbicara Bahasa Inggris di depan teman-teman dan guru itu membuat saya cemas hingga bernafas panjang				✓	
7. saya selalu merasa sulit mendapatkan kontak mata langsung dari pendengar atau teman-teman kelas di saat saya tampil berbahasa Inggris karena rasa cemas dan ragu			✓		
8. pengucapan Bahasa Inggris saya yang belum lancar membuat urat wajah tegang, dan perasaan saya cemas ketika tampil di depan guru dan teman-teman				✓	
9. Ketika di beri pertanyaan secara lisan dengan menggunakan Bahasa Inggris itu membuat saya selalu gelisah dan was-was karena takut salah	✓				
10. pengucapan Bahasa Inggris saya yang belum lancar membuat gerak gerik tubuh kaku, dan perasaan cemas tampil di depan guru dan teman-teman			✓		

10 positive statement

Statment	SS	S	R	TS	STS
11. ketika berbicara di depan kelas dengan menggunakan bahasa Inggris itu tidak membuat saya cemas karena				✓	

penguasaan pengucapan, intonasi dan aksen berbicara.					
12. saya tak pernah gelisah dan suara saya nampak jelas beraturan Ketika tampil berbicara di depan kelas karena penguasaan aksen berbicara				✓	
13. saya tidak merasa was-was dan gelisah ketika pembelajaran Bahasa Inggris karena penguasaan tata bahasa			✓		
14. saya tidak pernah merasa gugup jika tugas berbicara di depan kelas dengan menggunakan Bahasa Inggris karena penguasaan kosakata			✓		
15. saya tidak merasa was-was jika guru memanggil siswa tertentu untuk tampil berbicara Bahasa Inggris di depan kelas karena saya merasa percaya diri dan berani mengungkapkan pengetahuan tentang topik pembahasan				✓	
16. penguasaan aksan berbicara membuat saya tak ragu-ragu, mulut berguman mengutarakan inti pembahasannya di depan teman-teman dan guru.			✓		
17. saya merasa tidak sulit mendapatkan kontak mata langsung dari pendengar atau teman-teman saat tampil berbahasa Inggris karena saya tak ada rasa cemas dan ragu-ragu	✓				
18. pengucapan Bahasa Inggris saya yang lancar membuat urat wajah rileks, dan tak ada rasa cemas tampil di depan guru dan teman-teman				✓	

19. Ketika saya di beri pertanyaan secara lisan dengan menggunakan Bahasa inggris itu tidak membuat saya gelisah dan was-was.			✓		
20. pengucapan bahas inggris yang lancar membuat gerak-gerak tubuh bebas, rileks, dan saya tidak ada perasaan cemas ketika tampil di depan guru dan teman-teman.		✓			

Adopted by (Besse Rahmah 2014)



APPENDIX B**RAW SCORE TABLE OF THE STUDENTS' SPEAKING ANXIETY BEFORE TREATMENT**

Resp.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1	2	1	3	2	4	4	1	3	2	2	1	2	2	2	1	2	1	2	1	2	40
2	4	4	2	4	2	2	2	2	4	1	2	2	4	2	4	4	2	4	2	2	55
3	2	1	4	3	3	2	2	4	5	2	2	2	2	3	1	1	2	1	2	2	46
4	1	1	3	2	1	1	1	1	1	1	1	1	3	1	1	1	2	1	3	1	28
5	3	2	1	2	2	4	3	4	1	3	2	2	3	3	2	3	5	2	2	3	51
6	2	1	2	2	1	2	2	2	3	2	1	2	3	1	2	1	3	2	1	1	36
7	2	1	3	2	3	4	1	2	2	2	3	2	1	2	3	4	2	2	1	1	43
8	2	3	2	3	1	3	2	1	4	2	2	2	2	1	2	2	2	1	2	1	40
9	2	2	1	3	3	3	4	3	2	3	2	2	2	3	3	2	3	3	2	3	51
10	2	2	1	1	1	1	2	1	1	1	3	1	1	1	1	1	1	1	1	1	21
11	2	2	1	1	1	1	2	2	1	1	2	1	1	2	1	1	3	2	1	1	29
12	2	3	2	1	2	4	1	2	2	4	2	1	1	1	2	2	2	3	1	2	41
13	1	2	3	2	1	2	1	2	1	1	3	2	3	2	3	3	2	1	2	2	38
14	2	1	1	1	1	2	1	2	2	3	1	2	1	2	2	3	1	1	1	3	33
15	1	1	2	1	2	2	2	2	1	2	2	2	2	3	3	2	2	2	1	2	37



APPENDIX C

RAW SCORE TABLE OF THE STUDENTS' SPEAKING ANXIET AFTER TREATMENT

Resp.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1	4	4	4	5	4	5	4	5	5	4	5	5	4	5	3	4	5	3	4	5	87
2	5	4	5	4	5	5	5	4	4	5	5	5	5	4	4	3	4	5	5	5	91
3	5	4	4	3	4	4	5	5	5	3	4	4	3	3	5	4	5	4	4	3	81
4	5	5	3	4	5	5	5	5	5	5	5	5	3	5	5	5	4	5	4	5	93
5	5	4	4	4	3	4	5	4	5	4	4	3	4	5	4	3	4	4	3	4	80
6	4	4	5	4	4	5	4	3	4	4	5	4	4	3	5	3	5	4	5	3	82
7	5	4	4	4	5	4	3	3	5	5	5	4	4	5	4	4	3	4	5	4	84
8	5	5	5	4	3	5	4	5	5	5	4	3	5	4	3	4	4	3	4	5	85
9	5	5	5	3	5	4	4	5	5	4	5	4	4	3	5	3	4	5	4	3	83
10	5	4	5	5	5	5	4	5	5	5	4	5	5	5	5	5	5	5	5	5	97
11	4	3	4	3	4	4	5	5	4	4	5	5	5	5	5	5	5	5	5	5	90
12	4	4	5	4	3	5	3	5	4	3	5	5	5	4	5	5	4	5	3	2	81
13	5	4	4	4	5	4	5	5	5	5	5	5	5	4	5	4	5	4	3	5	91
14	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	4	4	4	3	5	94
15	4	4	4	3	5	3	4	5	4	4	4	3	4	3	5	3	5	4	5	4	80



APPENDIX D**CLASSIFICATION SCORE BEFORE TREATMENT**

No	Students	Score	Category
1	Ahmad Haidir Adha	38	High anxiety
2	Muh Fadel	55	Fair anxiety
3	Muh Fahril Ramadan	46	High anxiety
4	Muh Fiqri	28	Very high anxiety
5	Muh Maulana Abdullah	52	High anxiety
6	Muh Nabil	41	Fair anxiety
7	Muh Nurul Iksan	43	High anxiety
8	Muh Ridwan	40	High anxiety
9	Muh Rifki Muhtarullah	51	Fair anxiety
10	Muh Rifqy Rustam	25	Very high anxiety
11	Muhammad Ilham Ramadhan Darwan	29	Very high anxiety
12	Muhammad Mubarak	39	High anxiety
13	Nurul Trisya Hidayah Takdir	38	High anxiety
14	Reynaldi Pratama K	33	Very high
15	Shireen Syifa Alfira	37	High anxiety

APPENDIX E**CLASSIFICATION SCORE AFTER TREATMENT**

No	Students	Score	Category
1	AHA	87	Very low anxiety
2	MF	91	Very low anxiety
3	MFR	81	Low anxiety
4	MFI	93	Very low anxiety
5	MMA	80	Low anxiety
6	MN	82	Low anxiety
7	MNI	84	Low anxiety
8	MR	85	Very low anxiety
9	MRM	83	Low anxiety
10	MRR	97	Very low anxiety
11	MIRD	90	Very low anxiety
12	MM	81	Low anxiety
13	NTHT	91	Very low anxiety
14	RPK	94	Very low anxiety
15	SSA	80	Low anxiety

APPENDIX F

STUDENTS TOTAL SCORE, GAIN AND SQUARE OF THE GAIN

No.	Students	Before treatment	After treatment	Gain (D2)	Square of Gain (D2)
1	AHA	40	87	47	2209
2	MF	55	91	36	1296
3	MFR	46	81	35	1225
4	MFI	28	93	65	4225
5	MMA	51	80	29	841
6	MN	36	82	46	2116
7	MNI	43	84	41	1681
8	MR	40	85	45	2025
9	MRM	51	83	32	1024
10	MRR	25	97	72	5184
11	MIRD	29	90	61	3721
12	MM	41	81	40	1600
13	NTHT	38	91	53	2809
14	RPK	33	94	61	3721
15	SSA	37	80	43	1849
TOTAL		593	1299	706	35526

APPENDIX G

SCORING CLASSIFICATION

1. before treatment

a. Fairly Anxiety

$$\begin{aligned} P &= \frac{F}{N} \times 100\% \\ &= \frac{3}{15} \times 100\% \\ &= 20\% \end{aligned}$$

b. High Anxiety

$$\begin{aligned} P &= \frac{F}{N} \times 100\% \\ &= \frac{8}{15} \times 100\% \\ &= 53.33\% \end{aligned}$$

c. Very High Anxiety

$$\begin{aligned} P &= \frac{F}{N} \times 100\% \\ &= \frac{3}{15} \times 100\% \\ &= 26.66\% \end{aligned}$$

2. After treatment

a. Low Anxiety

$$\begin{aligned} P &= \frac{F}{N} \times 100\% \\ &= \frac{7}{15} \times 100\% \\ &= 46.66\% \end{aligned}$$

b. Very Low Anxiety

$$\begin{aligned} P &= \frac{F}{N} \times 100\% \\ &= \frac{8}{15} \times 100\% \\ &= 53.33\% \end{aligned}$$

APPENDIX H

1. Mean Score before treatment

$$X_1 = \frac{\sum X_1}{N} = \frac{593}{15} = 39.53$$

It means that the students' anxiety was high anxiety

2. Mean Score after treatment

$$X_2 = \frac{\sum X_2}{N} = \frac{1299}{15} = 86.6$$

It means that the students' anxiety was reduced

3. Test of Significance

$$t = \frac{706}{\sqrt{\frac{15(35526) - (706)^2}{15 - 1}}}$$

$$t = \frac{706}{\sqrt{\frac{532740 - 498536}{14}}}$$

$$t = \frac{706}{\sqrt{\frac{34304}{14}}}$$

$$t = \frac{706}{\sqrt{2450.28}}$$

$$= \frac{706}{49.50} = 14,26$$

APPENDIX I

Degree of freedom (df) = $N-1 = 15-1 = 14$, t-table = 2.145

The level of significance 0.05

Df	P			
	1.0	0.5	0.1	0.01
1	6.314	12.706	63.357	636.619
2	2.920	4.303	9.326	31.598
3	2.535	4.182	5.841	12.941
4	2.123	2.776	4.604	8.610
5	2.015	2.571	5.032	6.859
6	1.943	2.447	3.707	5.959
7	1.895	2.365	3.499	5.405
8	1.860	2.306	3.355	5.041
9	1.833	2.262	3.250	4.781
10	1.812	2.226	3.169	4.587
11	1.769	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.120	4.221
14	1.761	2.145	2.977	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.921	4.045
17	1.740	2.110	2.898	3.965
18	1.734	2.101	2.878	3.933
19	1.729	2.093	2.861	3.833
20	1.725	2.086	2.845	3.850
21	1.721	2.080	2.832	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.807	2.807	3.767
24	1.711	2.640	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.656
30	1.697	2.042	2.750	3.646
40	1.684	2.021	2.704	3.551
60	1.671	2.000	2.660	3.460

APPENDIX J

INSTRUMENT II

OBSERVATION

Students	Participation																			
	First Meeting					Second Meeting					Third Meeting					Fourth Meeting				
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
AHA	5						4						3				4			
MF	5							3					4				4			
MFR		4				S	S	S	S	S			3						3	
MFI	5						4						4						3	
MMA		4				5						5							3	
MN		4				4									2		4			
MNI		4				A	A	A	A	A			3						3	
MR		4					4						3							2
MRM	5						4					5							3	
MRR	5					5							4				4			
MIRD	5						4						4						3	
MM		4				5								3						2
NTHT		4				5						i	i	i	i	i			3	
RPK	5						4					5							3	
SSA		4						3						3						2
N	67					54					51					44				
%	89,3%					72%					68%					58,6%				

Explanation:

5 = Very High Anxiety

4 = High Anxiety

3 = Fairly Anxiety

2 = Low Anxiety

1 = Very Low Anxiety

	Sakit
	Izin
	Alfa

The Rate Percentages:

1) First Meeting

$$P = \frac{F}{N} \times 100\%$$

$$p = \frac{67}{(15 \times 5)} \times 100\% \\ = 89,3\%$$

2) Second Meeting

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{54}{(15 \times 5)} \times 100\% \\ = 72\%$$

3) Third Meeting

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{51}{(15 \times 5)} \times 100\% \\ = 68\%$$

4) Fourth Meeting

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{44}{(15 \times 5)} \times 100\% \\ = 58,6\%$$



LEMBAR OBSERVASI AKTIVITAS BELAJAR SISWA

Nama peneliti : Nurwahidah
 Nama Sekolah : SMK Muhammadiyah 2 Bontoala Makassar
 Kelas : X TKJ
 Mata Pelajaran : Bahasa Inggris
 Pertemuan : pertama

No	ASPEK YANG DI AMATI	SKOR
	Pra Pembelajaran	
1	Siswa menempati tempat duduknya masing-masing	3
2	Kesiapan menerima pembelajaran	2
	Kegiatan pembelajaran	
3	Mampu menjelaskan kembali isi materi terdahulu	2
4	Mendengarkan secara seksama ketika dijeaskan tujuan pembelajaran yang hendak di capai	2
5	Memperhatikan dengan serius Ketika di jelaskan materinya	3
6	Aktif bertanya saat proses penjelasan materi	1
7	Adanya interaksi positif di antara siswa	3
8	Siswa memiliki pemahaman yang sama tentang materi yang di jelaskan.	2
9	Siswa terlihat aktif dalam kegiatan pembelajaran	2
10	Siswa tidak ragu-ragu memberikan pendapatnya Ketika di beri kesempatan.	1
11	Aktif mencatat berbagai penejelasan yang di berikan	3
12	Siswa dalam mengikuti proses pembelajaran dengan santai, tidak cemas, dan tidak penuh tekanan	1
13	Adanya interaksi positif saat media pembelajaran di sajikan	2
14	Ketertarikan siswa terhadap materi yang di sajikan meningkat saat media pembelajaran di sajikan	2
15	Siswa marasa terbimbing	2
16	Mampu menjawab pertanyaan-pertanyaan guru dengan Benar	1
17	Siswa secara aktif memberi rangkuman	1

	Total	33
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Adopted by (Besse Rahma 2014)

Ketrangan:

1. Skor 1 jika pernyataan tersebut di lakukan oleh kurang dari 10% seluruh siswa
2. Skor 2 jika pernyataan tersebut di lakukan oleh tidak kurang dari 11% dan tidak lebih dari 40% seluruh siswa
3. Skor 3 jika pernyataan tersebut di lakukan oleh tidak kurang dari 41% dan tidak lebih dari 70% seluruh siswa.
4. Skor 4 jika pernyataan tersebut dilakukan oleh tidak kurang dari 70% dan tidak lebih dari 100% seluruh siswa



LEMBAR OBSERVASI AKTIVITAS BELAJAR SISWA

Nama peneliti : Nurwahidah
 Nama Sekolah : SMK Muhammadiyah 2 Bontoala Makassar
 Kelas : X TKJ
 Mata Pelajaran : Bahasa Inggris
 Pertemuan : Kedua

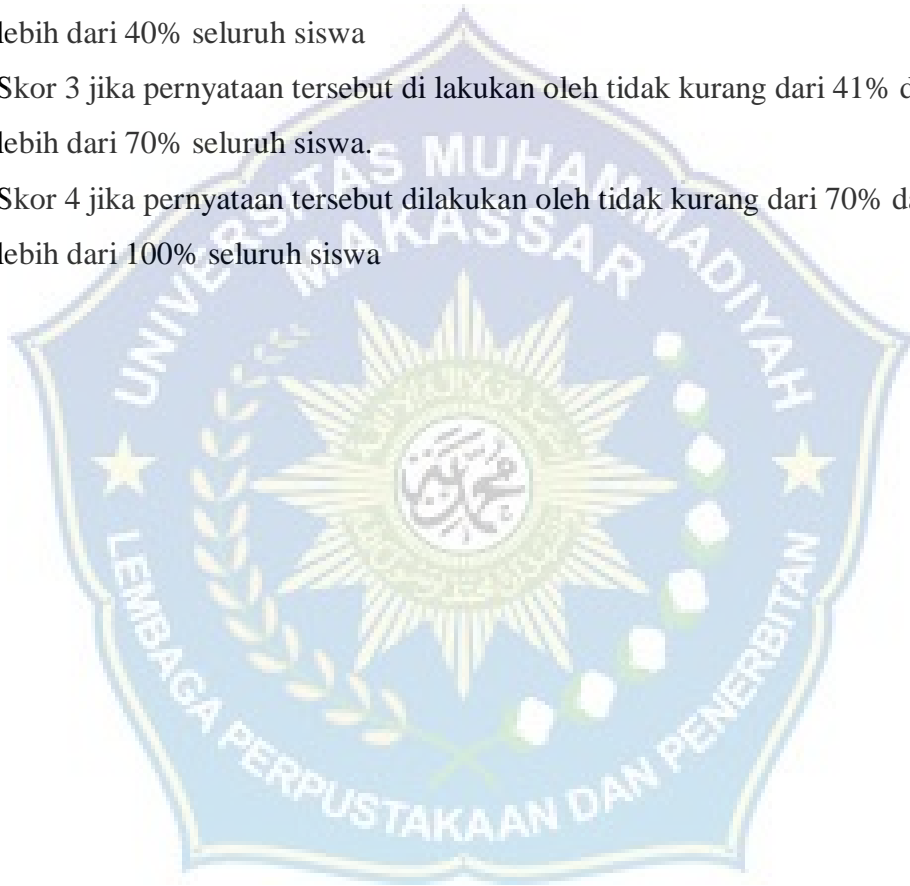
No	ASPEK YANG DI AMATI	SKOR
	Pra Pembelajaran	
1	Siswa menempati tempat duduknya masing-masing	3
2	Kesiapan menerima pembelajaran	2
	Kegiatan pembelajaran	
3	Mampu menjelaskan kembali isi materi terdahulu	2
4	Mendengarkan secara seksama ketika dijeaskan tujuan pembelajaran yang hendak di capai	1
5	Memperhatikan dengan serius Ketika di jelaskan materinya	2
6	Aktif bertanya saat proses penjelasan materi	2
7	Adanya interaksi positif di antara siswa	3
8	Siswa memiliki pemahaman yang sama tentang materi yang di jelaskan.	3
9	Siswa terlihat aktif dalam kegiatan pembelajaran	2
10	Siswa tidak ragu-ragu memberikan pendapatnya Ketika di beri kesempatan.	2
11	Aktif mencatat berbagai penjelesaian yang di berikan	3
12	Siswa dalam mengikuti proses pembelajaran dengan santai, tidak cemas, dan tidak penuh tekanan	1
13	Adanya interaksi positif saat media pembelajaran di sajikan	2
14	Ketertarikan siswa terhadap materi yang di sajikan meningkat saat media pembelajaran di sajikan	3
15	Siswa merasa terbimbing	3
16	Mampu menjawab pertanyaan-pertanyaan guru dengan benar	1

17	Siswa secara aktif memberi rangkuman	2
	Total	39

Adopted by (Besse Rahma 2014)

Ketrangan:

1. Skor 1 jika pernyataan tersebut di lakukan oleh kurang dari 10% seluruh siswa
2. Skor 2 jika pernyataan tersebut di lakukan oleh tidak kurang dari 11% dan tidak lebih dari 40% seluruh siswa
3. Skor 3 jika pernyataan tersebut di lakukan oleh tidak kurang dari 41% dan tidak lebih dari 70% seluruh siswa.
4. Skor 4 jika pernyataan tersebut dilakukan oleh tidak kurang dari 70% dan tidak lebih dari 100% seluruh siswa



LEMBAR OBSERVASI AKTIVITAS BELAJAR SISWA

Nama peneliti : Nurwahidah
 Nama Sekolah : SMK Muhammadiyah 2 Bontoala Makassar
 Kelas : X TKJ
 Mata Pelajaran : Bahasa Inggris
 Pertemuan : ketiga

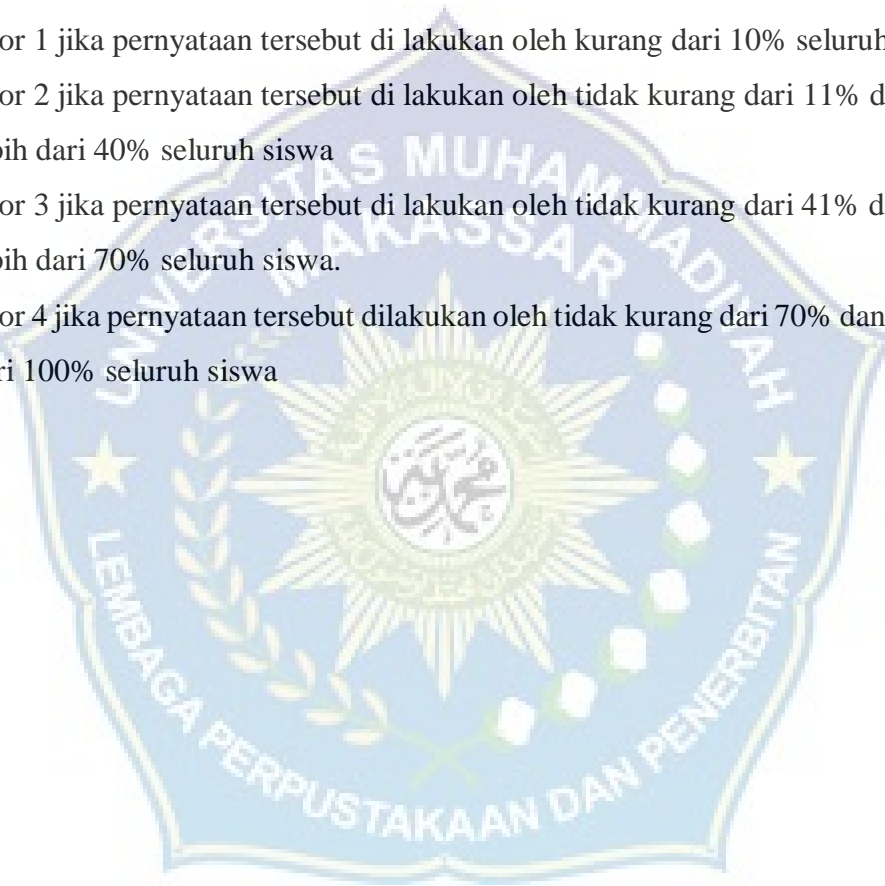
No	ASPEK YANG DI AMATI	SKOR
	Pra Pembelajaran	
1	Siswa menempati tempat duduknya masing-masing	2
2	Kesiapan menerima pembelajaran	4
	Kegiatan pembelajaran	
3	Mampu menjelaskan kembali isi materi terdahulu	3
4	Mendengarkan secara seksama ketika dijeaskan tujuan pembelajaran yang hendak di capai	2
5	Memperhatikan dengan serius Ketika di jelaskan materinya	2
6	Aktif bertanya saat proses penjelasan materi	2
7	Adanya interaksi positif di antara siswa	3
8	Siswa memiliki pemahaman yang sama tentang materi yang di jelaskan.	3
9	Siswa terlihat aktif dalam kegiatan pembelajaran	3
10	Siswa tidak ragu-ragu memberikan pendapatnya Ketika di beri kesempatan.	1
11	Aktif mencatat berbagai penejelasan yang di berikan	3
12	Siswa dalam mengikuti proses pembelajaran dengan santai, tidak cemas, dan tidak penuh tekanan	2
13	Adanya interaksi positif saat media pembelajaran di sajikan	3
14	Ketertarikan siswa terhadap materi yang di sajikan meningkat saat media pembelajaran di sajikan	3
15	Siswa marasa terbimbing	3

16	Mampu menjawab pertanyaan-pertanyaan guru dengan Benar	2
17	Siswa secara aktif memberi rangkuman	1
	Total	42

Adopted by (Besse Rahma 2014)

Ketrangan:

1. Skor 1 jika pernyataan tersebut di lakukan oleh kurang dari 10% seluruh siswa
2. Skor 2 jika pernyataan tersebut di lakukan oleh tidak kurang dari 11% dan tidak lebih dari 40% seluruh siswa
3. Skor 3 jika pernyataan tersebut di lakukan oleh tidak kurang dari 41% dan tidak lebih dari 70% seluruh siswa.
4. Skor 4 jika pernyataan tersebut dilakukan oleh tidak kurang dari 70% dan tidak lebih dari 100% seluruh siswa



LEMBAR OBSERVASI AKTIVITAS BELAJAR SISWA

Nama peneliti : Nurwahidah
 Nama Sekolah : SMK Muhammadiyah 2 Bontoala Makassar
 Kelas : X TKJ
 Mata Pelajaran : Bahasa Inggris
 Pertemuan : keempat

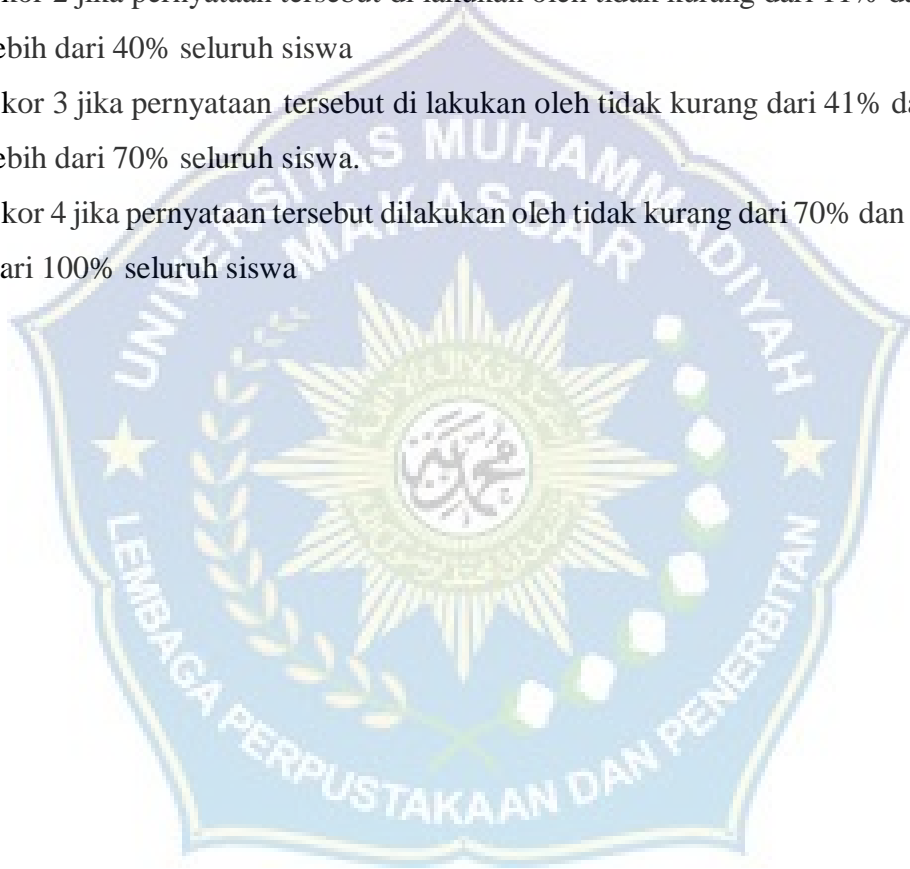
No	ASPEK YANG DI AMATI	SKOR
	Pra Pembelajaran	
1	Siswa menempati tempat duduknya masing-masing	4
2	Kesiapan menerima pembelajaran	4
	Kegiatan pembelajaran	
3	Mampu menjelaskan kembali isi materi terdahulu	2
4	Mendengarkan secara seksama ketika dijeaskan tujuan pembelajaran yang hendak di capai	2
5	Memperhatikan dengan serius Ketika di jelaskan materinya	3
6	Aktif bertanya saat proses penjelasan materi	2
7	Adanya interaksi positif di antara siswa	4
8	Siswa memiliki pemahaman yang sama tentang materi yang di jelaskan.	2
9	Siswa terlihat aktif dalam kegiatan pembelajaran	2
10	Siswa tidak ragu-ragu memberikan pendapatnya Ketika di beri kesempatan.	2
11	Aktif mencatat berbagai penejelasan yang di berikan	3
12	Siswa dalam mengikuti proses pembelajaran dengan santai, tidak cemas, dan tidak penuh tekanan	2
13	Adanya interaksi positif saat media pembelajaran di sajikan	3
14	Ketertarikan siswa terhadap materi yang di sajikan meningkat saat media pembelajaran di sajikan	2
15	Siswa merasa terbimbing	2
16	Mampu menjawab pertanyaan-pertanyaan guru dengan benar	3

17	Siswa secara aktif memberi rangkuman	2
	Total	44

Adopted by (Besse Rahma 2014)

Ketrangan:

1. Skor 1 jika pernyataan tersebut di lakukan oleh kurang dari 10% seluruh siswa
2. Skor 2 jika pernyataan tersebut di lakukan oleh tidak kurang dari 11% dan tidak lebih dari 40% seluruh siswa
3. Skor 3 jika pernyataan tersebut di lakukan oleh tidak kurang dari 41% dan tidak lebih dari 70% seluruh siswa.
4. Skor 4 jika pernyataan tersebut dilakukan oleh tidak kurang dari 70% dan tidak lebih dari 100% seluruh siswa



LEMBAR OBSERVASI AKTIVITAS MENGAJAR

Nama sekolah : SMK MUHAMMADIYAH 2 BONTOALA MAKASSAR
 Kelas : X TKJ
 Pertemuan : Pertama

No	Pengamatan	4	3	2	1
1	Guru membuka pembelajaran dengan memberi salam, berdoa bersama dan mengecek kehadiran siswa.	✓			
2	Guru melakukan apersepsi dengan mengaitkan materi dengan pengetahuan awal siswa.	✓			
3	Guru memotivasi siswa.		✓		
4	Guru menyampaikan tujuan pembelajaran yang akan dicapai			✓	
5	<p>Guru menjelaskan dan mengarahkan siswa untuk membagi kelompok dan melakukan pelajaran Bahasa Inggris menggunakan model Team Assisted Individualization di dalam kelas.</p> <p>Prosedur penerapan: Langkah pembelajaran kooperatif TAI</p> <p><i>Teams</i> : pembentukan kelompok di mana siswa dibagi menjadi kelompok kecil yang beranggotakan 4-5 orang.</p> <p><i>Placement test</i>: prosedur pembentukan kelompok berdasarkan tes himpunan atau diranking berdasarkan perolehan nilai dari guru.</p> <p><i>Teaching Group</i> : Pembagian LKPD untuk masing-masing siswa dan penjelasan secara singkat pokok materi yang akan dibahas pada pertemuan oleh guru.</p> <p><i>Student creative</i> : siswa belajar secara individu materi yang terdapat pada mengerjakan soal-soal yang terdapat di LKPD</p> <p><i>Team study</i> : siswa berdiskusi tentang materi dan mengoreksi jawaban LKPD dengan teman satu kelompok.</p> <p><i>Whole class units</i>: Perwakilan kelompok maju untuk mempersentasikan hasil kerja kelompok. Kelompok lain memberikan tanggapan pertanyaan. Evaluasi hasil diskusi dan penyempurnaan jawaban siswa oleh guru</p> <p><i>Fast test</i> : Pelaksanaan tes akhir dan siswa</p>			✓	

	mengerjakannya secara individu. <i>Team score and team recognition</i> pengumuman skor tiap kelompok serta penetapan dan pemberian penghargaan bagi kelompok super, kelompok hebat dan kelompok baik.				
6	Guru memperbaiki jawaban-jawaban siswa yang keliru.		✓		
7	Guru memberikan contoh sebelum siswa mengerjakan soal test.			✓	
8	Guru membagikan soal test.	✓			
9	Guru meminta siswa untuk menyimpulkan materi pembelajaran kemudian guru memberikan penguatan .			✓	
10	Guru menyampaikan pesan moral kepada siswa		✓		
11	Guru menyampaikan materi yang akan dipelajari pada pertemuan selanjutnya		✓		
12	Guru membaca hamdalah bersama siswa menutup pembelajaran dan mengucapkan salam.		✓		
Jumlah skor					35
Rata rata					2,9

Adopted by (Elsa Pebriyani 2022)

Skor 4 guru mengelola proses pembelajaran “Sangat Baik”

Skor 3 guru mengelola proses pembelajaran “Baik”

Skor 2 guru mengelola proses pembelajaran “Cukup

Baik” Skor 1 guru mengelola proses pembelajaran

“Kurang Baik” Dengan Teknik penghitungan seperti

di bawah ini:

$$rata\ rata = \frac{\text{jumah skor}}{\text{jumlah item}}$$

$$\frac{35}{12} = 2,9$$

Adapun golongan nilai akhir yaitu sebagai berikut:

1. Sangat baik (A)= 3,3-4,0

2. Baik (B)= 2,6-3,2

3. Cukup Baik (C)= 1,8-2,5

4. Kurang Baik (D)= 1,0- 1,7

LEMBAR OBSERVASI AKTIVITAS MENGAJAR

Nama sekolah : SMK MUHAMMADIYAH 2 BONTOALA MAKASSAR
 Kelas : X TKJ
 Pertemuan : Kedua

No	pengamatan	4	3	2	1
1	Guru membuka pembelajaran dengan memberi salam, berdoa bersama dan mengecek kehadiran siswa.		✓		
2	Guru melakukan apersepsi dengan mengaitkan materi dengan pengetahuan awal siswa.			✓	
3	Guru memotivasi siswa.		✓		
5	<p>Guru menjelaskan dan mengarahkan siswa untuk membagi kelompok dan melakukan pelajaran Bahasa Inggris menggunakan model Team Assisted Individualization di dalam kelas.</p> <p>Prosedur penerapan: Langkah pembelajaran kooperatif TAI</p> <p><i>Teams</i> : pembentukan kelompok di mana siswa dibagi menjadi kelompok kecil yang beranggotakan 4-5 orang.</p> <p><i>Placement test</i>: prosedur pembentukan kelompok berdasarkan tes himpunan atau dirangking berdasarkan perolehan nilai dari guru.</p> <p><i>Teaching Group</i> : Pembagian LKPD untuk masing-masing siswa dan penjelasan secara singkat pokok materi yang akan dibahas pada pertemuan oleh guru.</p> <p><i>Student creative</i> : siswa belajar secara individu materi yang terdapat pada mengerjakan soal-soal yang terdapat di LKPD</p> <p><i>Team study</i> : siswa berdiskusi tentang materi dan mengoreksi jawaban LKPD dengan teman satu kelompok.</p> <p><i>Whole class units</i>: Perwakilan kelompok maju untuk mempersentasikan hasil kerja kelompok. Kelompok lain memberikan tanggapan pertanyaan. Evaluasi hasil diskusi dan penyempurnaan jawaban siswa oleh guru</p> <p><i>Fast test</i> : Pelaksanaan tes akhir dan siswa</p>	✓			

4	Guru menyampaikan tujuan pembelajaran yang akan dicapai			✓	
	mengerjakannya secara individu. <i>Team score and team recognition</i> pengumuman skor tiap kelompok selama satu siklus serta penetapan dan pemberian penghargaan bagi kelompok super, kelompok hebat dan kelompok baik.				
6	Guru memperbaiki jawaban-jawaban siswa yang keliru.	✓			
7	Guru memberikan contoh sebelum siswa mengerjakan soal test.		✓		
8	Guru membagikan soal test.			✓	
9	Guru meminta siswa untuk menyimpulkan materi pembelajaran kemudian guru memberikan penguatan .		✓		
10	Guru menyampaikan pesan moral kepada siswa			✓	
11	Guru menyampaikan materi yang akan dipelajari pada pertemuan selanjutnya			✓	
12	Guru membaca hamdalah bersama siswa menutup pembelajaran dan mengucapkan salam.			✓	
Jumlah skor					32
Rata rata					2,5

Adopted by (Elsa Pebriyani 2022)

Skor 4 guru mengelola proses pembelajaran “Sangat Baik”

Skor 3 guru mengelola proses pembelajaran “Baik”

Skor 2 guru mengelola proses pembelajaran “Cukup

Baik” Skor 1 guru mengelola proses pembelajaran

“Kurang Baik” Dengan Teknik penghitungan seperti

di bawah ini:

$$rata\ rata = \frac{\text{jumlah skor}}{\text{jumlah item}}$$

$$\frac{32}{12} = 2,5$$

Adapun golongan nilai akhir yaitu sebagai berikut:

1. Sangat baik (A)= 3,3-4,0

2. Baik (B)= 2,6-3,2

3. Cukup Baik (C)= 1,8-2,5

4. Kurang Baik (D)= 1,0- 1,

LEMBAR OBSERVASI AKTIVITAS MENGAJAR

Nama sekolah : SMK MUHAMMADIYAH 2 BONTOALA MAKASSAR
 Kelas : X TKJ
 Pertemuan : ketiga

No	pengamatan	4	3	2	1
1	Guru membuka pembelajaran dengan memberi salam, berdoa bersama dan mengecek kehadiran siswa.	✓			
5	Guru menjelaskan dan mengarahkan siswa untuk membagi kelompok dan melakukan pelajaran Bahasa Inggris menggunakan model Team Assisted Individualization di dalam kelas. Prosedur penerapan: Langkah pembelajaran kooperatif TAI <i>Teams</i> : pembentukan kelompok di mana siswa dibagi menjadi kelompok kecil yang beranggotakan 4-5 orang. <i>Placement test</i> : prosedur pembentukan kelompok berdasarkan tes himpunan atau dirangking berdasarkan perolehan nilai dari guru. <i>Teaching Group</i> : Pembagian LKPD untuk masing-masing siswa dan penjelasan secara singkat pokok materi yang akan dibahas pada pertemuan oleh guru. <i>Student creative</i> : siswa belajar secara individu materi yang terdapat pada mengerjakan soal-soal yang terdapat di LKPD <i>Team study</i> : siswa berdiskusi tentang materi dan mengoreksi jawaban LKPD dengan teman satu kelompok. <i>Whole class units</i> : Perwakilan kelompok maju untuk mempersentasikan hasil kerja kelompok. Kelompok lain memberikan tanggapan pertanyaan. Evaluasi hasil diskusi dan penyempurnaan jawaban siswa oleh guru <i>Fast test</i> : Pelaksanaan tes akhir dan siswa mengerjakannya secara individu.		✓		
2	Guru melakukan apersepsi dengan mengaitkan materi dengan pengetahuan awal siswa.	✓			
3	Guru memotivasi siswa.		✓		

	<i>Team score and team recognition</i> pengumuman skor tiap kelompok selama satu siklus serta penetapan dan pemberian penghargaan bagi kelompok super, kelompok hebat dan kelompok baik.				
6	Guru memperbaiki jawaban-jawaban siswa yang keliru.			✓	
7	Guru memberikan contoh sebelum siswa mengerjakan soal test.			✓	
8	Guru membagikan soal test.	✓			
9	Guru meminta siswa untuk menyimpulkan materi pembelajaran kemudian guru memberikan penguatan .		✓		
10	Guru menyampaikan pesan moral kepada siswa			✓	
4	Guru menyampaikan tujuan pembelajaran yang akan dicapai		✓		
11	Guru menyampaikan materi yang akan dipelajari pada pertemuan selanjutnya		✓		
12	Guru membaca hamdalah bersama siswa menutup pembelajaran dan mengucapkan salam.	✓			
Jumlah skor				37	
Rata rata				3,0	

Adopted by (Elsa Pebriyani 2022)

Skor 4 guru mengelola proses pembelajaran “Sangat Baik”

Skor 3 guru mengelola proses pembelajaran “Baik”

Skor 2 guru mengelola proses pembelajaran “Cukup

Baik” Skor 1 guru mengelola proses pembelajaran

“Kurang Baik” Dengan Teknik penghitungan seperti

di bawah ini:

$$rata\ rata = \frac{\text{jumlah skor}}{\text{jumlah item}}$$

$$\frac{37}{12} = 3,0$$

Adapun golongan nilai akhir yaitu sebagai berikut:

1. Sangat baik (A)= 3,3-4,02. Baik (B)= 2,6-3,2

3. Cukup Baik (C)= 1,8-2,5

4. Kurang Baik (D)= 1,0- 1,7

LEMBAR OBSERVASI AKTIVITAS MENGAJAR

Nama sekolah : SMK MUHAMMADIYAH 2 BONTOALA MAKASSAR
 Kelas : X TKJ
 Pertemuan : ke empat

No	pengamatan	4	3	2	1
1	Guru membuka pembelajaran dengan memberi salam, berdoa bersama dan mengecek kehadiran siswa.	✓			
2	Guru melakukan apersepsi dengan mengaitkan materi dengan pengetahuan awal siswa.		✓		
3	Guru memotivasi siswa.	✓			
5	<p>Guru menjelaskan dan mengarahkan siswa untuk membagi kelompok dan melakukan pelajaran Bahasa Inggris menggunakan model Team Assisted Individualization di dalam kelas.</p> <p>Prosedur penerapan: Langkah pembelajaran kooperatif TAI</p> <p><i>Teams</i> : pembentukan kelompok di mana siswa dibagi menjadi kelompok kecil yang beranggotakan 4-5 orang.</p> <p><i>Placement test</i>: prosedur pembentukan kelompok berdasarkan tes himpunan atau dirangking berdasarkan perolehan nilai dari guru.</p> <p><i>Teaching Group</i> : Pembagian LKPD untuk masing-masing siswa dan penjelasan secara singkat pokok materi yang akan dibahas pada pertemuan oleh guru.</p> <p><i>Student creative</i> : siswa belajar secara individu materi yang terdapat pada mengerjakan soal-soal yang terdapat di LKPD</p> <p><i>Team study</i> : siswa berdiskusi tentang materi dan mengoreksi jawaban LKPD dengan teman satu kelompok.</p> <p><i>Whole class units</i>: Perwakilan kelompok maju untuk mempersentasikan hasil kerja kelompok. Kelompok lain memberikan tanggapan pertanyaan. Evaluasi hasil diskusi dan penyempurnaan jawaban siswa oleh guru</p> <p><i>Fast test</i> : Pelaksanaan tes akhir dan siswa mengerjakannya secara individu.</p> <p><i>Team score and team recognition</i> pengumuman skor tiap</p>	✓			

4	Guru menyampaikan tujuan pembelajaran yang akan dicapai		✓		
	kelompok selama satu siklus serta penetapan dan pemberian penghargaan bagi kelompok super, kelompok hebat dan kelompok baik.				
6	Guru memperbaiki jawaban-jawaban siswa yang keliru.	✓			
7	Guru memberikan contoh sebelum siswa mengerjakan soal test.			✓	
8	Guru membagikan soal test.		✓		
9	Guru meminta siswa untuk menyimpulkan materi pembelajaran kemudian guru memberikan penguatan .	✓			
10	Guru menyampaikan pesan moral kepada siswa	✓			
11	Guru menyampaikan materi yang akan dipelajari pada pertemuan selanjutnya		✓		
12	Guru membaca hamdalah bersama siswa menutup pembelajaran dan mengucapkan salam.	✓			
Jumlah skor					42
Rata rata					3,5

Adopted by (Elsa Pebriyani 2022)

Skor 4 guru mengelola proses pembelajaran “Sangat Baik”

Skor 3 guru mengelola proses pembelajaran “Baik”

Skor 2 guru mengelola proses pembelajaran “Cukup

Baik” Skor 1 guru mengelola proses pembelajaran

“Kurang Baik” Dengan Teknik penghitungan seperti

di bawah ini:

$$rata\ rata = \frac{\text{jumlah skor}}{\text{jumlah item}}$$

$$\frac{42}{12} = 3,5$$

Adapun golongan nilai akhir yaitu sebagai berikut:

1. Sangat baik (A)= 3,3-4,
2. Baik (B)= 2,6-3,2
3. Cukup Baik (C)= 1,8-2,5
4. Kurang Baik (D)= 1,0- 1,7

APPENDIX. K.

Surat keterangan bebas plagiat



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN**
Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

**UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:**

Nama : Nurwahidah
Nim : 105351111518
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	10 %	10 %
2	Bab 2	23 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	5 %	10 %
5	Bab 5	5 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 17 November 2023
Mengetahui,
Kepala UPT- Perpustakaan dan Penerbitan,



NBM: 964 591

Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593, fax (0411)865 588
Website: www.library.unismuh.ac.id
E-mail : perpustakaan@unismuh.ac.id

APPENDIX L.

Surat Pengantar LP3M dari fakultas


MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat: Jl. Arifinudin No. 209 Makassar
 Telp : 0411 860937, 860932 (Fax)
 Email : fkip@unismuh.ac.id
 Web : http://fkip.unismuh.ac.id



Nomor : 13824/EK/PA-4-I/VI/1444/2023
 Lampiran : 1 (Satu) Lembar
 Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
 Di-
 Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

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

Nama	Nurwahidah
Stambuk	1053511115f8
Program Studi	Pendidikan Bahasa Inggris
Tempat/Tanggal Lahir	Bantaeng / 21-08-2000
Alamat	Jln. Talasapang 2 km s p&k blok G1/1

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan tesis dengan judul: **THE EFFECT OF TEAM-ASSISTED INDIVIDUALIZATION ON THE STUDENTS SPEAKING ANXIETY IN ENGLISH LEARNING**

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

*Wassalamu Alaikum
 Warahmatullahi
 Wabarakatuh.*

Makassar, 6 Jumadal Ula 1441 H
 17 Juni 2023 M

Dekan

 Erwin Akib, M.Pd., Ph.D.
 NBM 860934



APPENDIX M.

Surat pengantar penelitian dari LP3M



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Mauludin No. 259 Tj. P. B. 90221 Fax. (0411) 067598 Makassar 90221 e-mail: lp3m@unlamuh.ac.id

Nomor : 1899/05/C.4-VIII/VII/1445/2023

17 Rabiul Akhir 1445

Lamp : 1 (satu) Rangkap Proposal

1 Nopember 2023 M

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak / Ibu Kepala Sekolah

SMK Muhammadiyah 2 Bontoala

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 13824/FKIP/A.4-II/VII/1444/2023 tanggal 17 Juni 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **NURWAHIDAH**

No. Stambuk : **10535 1111518**

Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan : **Pendidikan Bahasa Inggris**

Pekerjaan : **Mahasiswa**

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

"THE EFFECT OF TEAM ASSISTED INDIVIDUALIZATION ON THE STUDENTS SPEAKING ANXIETY IN ENGLISH LEARNING"

Yang akan dilaksanakan dari tanggal 14 Juli 2023 s/d 14 September 2023.

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

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,



Dr. Muhsin Arief Muhsin, M.Pd

NBM 1127761

APPENDIX N

Kartu kontrol penelitian



MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Alamat: Jl. Bontomatene No. 200 Makassar
Telp. : 0411-4501111
Email : p201@umh.ac.id
www.umh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : NURWAHIDAH
NIM : 10535111518
Judul Penelitian : The Effect of Team-Assisted Individualization on the Students' Speaking Anxiety in English learning
Tanggal Ujian Proposal : 8 Juni 2023
Tempat/Lokasi Penelitian : SMK Muhammadiyah 2 Bontoala Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Jumat/09-08-2023	Give a questionnaire	Megawati, S.pd	<i>[Signature]</i>
2	Jumat/18-08-2023	Observation	Megawati, S.pd	<i>[Signature]</i>
3	Jumat/25-08-2023	Observation	Megawati, S.pd	<i>[Signature]</i>
4	Jumat/1-09-2023	Observation	Megawati, S.pd	<i>[Signature]</i>



MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Alamat: Jl. Bontomatene No. 200 Makassar
Telp. : 0411-4501111
Email : p201@umh.ac.id
www.umh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

5	Jumat / 08-09-2023	Observation	Megawati, S.pd	<i>[Signature]</i>
6	Jumat / 15-09-2023	Give a questionnaire	Megawati, S.pd	<i>[Signature]</i>
7				
8				
9				
10				

Mengetahui,

2023

Ketua Program Studi,
FKIP Unismuh Makassar
[Signature]
Dr. Chumli Khaerati Svam, S.Pd., M.Pd
NBM 977 807

Wakil Kepala Sekolah/Instansi
[Signature]
M. Pd. 1

APPENDIX O

Surat keterangan telah selesai meneliti



MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH SUL-SEL
SMK MUHAMMADIYAH 2 BONTOALA MAKASSAR
 TEKNOLOGI DAN REKAYASA, TEKNOLOGI INFORMASI DAN KOMUNIKASI, BISNIS DAN MANAJEMEN
 Jl. Andalas 126 H / 7C Telp. / Fax 0411 – 36119
 Email : smkmuhdamks@yahoo.com Website : www.unkmuhda.sch.id

SURAT KETERANGAN PENELITIAN
Nomor : 090/KET/ IV.4.AU/F/X/1445/2023

Yang bertanda tangan dibawah ini :

Nama : Drs. MURI KHALID, M.Pd
 NBM : 659 546
 Jabatan : PL1. Kepala Sekolah

Menerangkan bahwa :

Nama : **NURWAHIDAH**
 N I M : 105351111518
 Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
 Jurusan : Pendidikan Bahasa Inggris
 Judul : **"THE EFVECT OF TEAM-ASSISTED
 INDIVIDUALIZATION ON THE STUDENTS
 SPEAKING ANXIETY IN ENGLISH LEARNING**

Benar telah melaksanakan Penelitian/pengambilan data pada SMK Muhammadiyah 2 Bontoala.
 Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Makassar, 13 Oktober 2023

PL1. Kepala Sekolah,



Drs. MURI KHALID, M.Pd
 NBM: 659 546

APPENDIX P



**MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodidbg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LETTER OF ACCEPTANCE
0852/BG-FKIP/LOA/B/XI/1445/2023

Dear NURWAHIDAH

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

**THE EFFECT OF TEAM ASSISTED INDIVIDUALIZATION ON THE
STUDENTS' SPEAKING ANXIETY IN ENGLISH LEARNING**

The manuscript ID: 1130

Detail checklist:

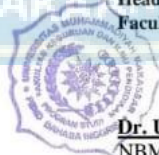
Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Indonesian Journal of Psycholinguistics**, ISSN 2961-8622 (paper) ISSN 2962-4363 (online). We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at ijp@bg.unismuhmakassar.ac.id

Makassar, 20 November 2023 M
6 Jumadil Ula 1445 H

**Head of English Education Department
Faculty of Teacher Training and Education**



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

APPENDIX Q.

Documentation





CURRICULUM VITAE



NURWAHIDAH was born on August 21th, 2000 in Bantaeng. She is the third child from the marriage of her parents, Drs Sangkala and Rappe. She is the third daughter from two sister in her family. In 2006 she started her elementary school at SDN Paranga and graduated in 2012. Then, she continued her study a SMPN 1 Uluere, and graduated in 2015. After that, she continued her Senior High School at SMAN 6 Bantaeng and graduated in 2018. At the next year, she was accepted as English Education Department student of Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. At the end of her study, she could finish her thesis in 2023 entitled “The Effect of Team-Assisted Individualization on the students’ Speaking Anxiety in English Learning”.

