

## IMPLEMENTATION OF ENGLISH LEARNING MODEL BASED ON NEGATIVE ANXIETY REDUCTION THROUGH CONSTRUCTIVISM THEORY IN BANJARBARU SENIOR HIGH SCHOOL

Ridha Fadillah

English Department, Tarbiyah Faculty  
Antasari State Institute for Islamic Studies Banjarmasin,  
South Kalimantan, Indonesia  
ridhappb@yahoo.co.id

### Abstract

This development and evaluative research was intended to develop English learning model based on the data obtained in the previous explorative research, the developed model was English learning model based on negative anxiety reduction through constructivism theory involving syllabus, lesson plan, and evaluation system. Evaluative method was used to evaluate the process of model development. The product would be developed through several tests which were evaluated. Based on the result of the tests, it was done perfection of the developing model. The samples were 43 fifteen to seventeen year old students on two classes at second grade senior high school 3 Banjarbaru, South Kalimantan.

The results showed that the Dynamic Discussion (Dydi) model was effective because it could reduce the students' English negative anxiety so the students' activeness indicated increasing in English classroom. The English classroom atmosphere became unstressed and pleasure.

**Keywords:** Constructivism theory; Dynamic discussion model; English anxiety reduction

### Introduction

Anxiety is a problem for many foreign language students. There are many studies connected with anxiety and students' outcome (Horwitz et al., 1986; Price, 1988; Aida, 1994; Cassado & Dereshiwsky, 2001; Gregersen & Horwitz, 2002; Daley, 2003; Wörde, 2003; Elkhafaifi, 2005; Woodrow, 2006; Na, 2007), the results shows that foreign language anxiety is negatively correlated to outcome (i.e. final grade, listening and speaking performance, and production of vocabulary). Students with high anxiety will gain low outcome; on the contrary, students with low anxiety will gain high outcome. Hence, this phenomena needs to be handled by developing the effective learning model in which the positive role of teacher as anxiety reducer is really needed.

Price (1991) formulates that the role of the teacher can be both student's anxiety causer and reducer. As student's anxiety causer, the teacher always criticizes the student's abilities and makes stressful atmosphere in language classroom. As student's anxiety reducer, the teacher always gives the students more positive reinforcement, encourages them not to be afraid to make mistake in practice the target language, and always creates the relaxed classroom situation by making student like friends (Horwitz, Horwitz, & Cope, 1986; Price, 1988; Horwitz & Young, 1991; Aida, 1994; Saito & Samimy, 1996; Cassado & Dereshiwsky, 2001; Gregersen & Horwitz, 2002; Pappamihel, 2002; Daley, 2003; Wörde, 2003; Elkhafaifi, 2005; Meng & Wang, 2006; Woodrow, 2006; Na, 2007; Fadillah, 2008; Tsiplakides & Keramida, 2009).

In this research, the role of teacher intended is how the teacher determines and develops the appropriate model in teaching and learning English for senior high school students to increase the students' English performance by activating them in learning process as positive effect of negative anxiety reduction. The developed model was learning model under the constructivism theory in which elements and phases in cooperative learning model were adopted.

Nagahashi (2007) examines the effectiveness of cooperative

learning techniques for reducing foreign language anxiety among freshman students enrolled in Akita University's English for Academic Purpose (EAP) course during the fall semester of 2006 in Japan. The results of the research suggest that cooperative learning strategies may help reducing students' foreign language anxiety, and the majority of students seem to enjoy and benefit from the experience of working with their partners and group members. This research proves that implementation of cooperative learning strategies is a technique that teacher can use to help reducing students' foreign language anxiety and provide more opportunities for students to produce language.

Suwantarathip & Wichadee (2010) studies the effectiveness of cooperative learning approach in reducing foreign language anxiety and to investigate its impact on language proficiency of 40 sophomore students enrolled in EN 211 course in the second semester of 2009 academic year at Bangkok University. They find that the students' top five sources of language classroom anxiety and overall language anxiety are significantly decreased. The students are impressed and happy because of the supportive environment, they can work with relaxation and fun, the low proficient students will contribute to the discussion, they do not worry when they are asked the question by the teacher because the member of group will help him or her, they help one another.

Tsu (2008) in quantitative-qualitative action research investigates the effect of cooperative language learning and its relation to EFL learners' communication apprehension on 9 (nine) students from the age of eleven to twelve in an English as a foreign language cram school (for four months) in China. The findings are: there are four major ways the EFL learners in cooperative language learning class helped their group members, including helping one another keep up with class learning progress, complete tasks and activities, do homework, and learn English. The finding proposes that EFL students' level of communication apprehension may decrease over time in the cooperative language learning context. In other words, cooperative language learning might be helpful to decrease foreign language learning anxiety.

From previous studies (Nagahashi, 2007; Tsu, 2008; Suwanta-rathip and Wichadee, 2010), they find that foreign language anxiety is positively correlated to Cooperative Learning as one of teaching strategy/ activity through constructivism theory. They prove that cooperative learning approach is appropriate to implement in English classroom in order to reduce student's foreign language anxiety.

Therefore, this research focuses on developing English learning model based on negative anxiety reduction through constructivism theory in order to improve the student's achievement quality.

### **Research Method**

This research included in the category of development and evaluative research. Descriptive-qualitative research was used in this research in which interpretative analysis became the main analytical technique.

#### **1. Population and Sample**

In this research, the population was second (2nd) grade students and English teacher in public senior high schools 3 Banjarbaru South Kalimantan in the middle of August up to the end of September 2012. The sampling technique used was random sampling. The samples of the research were 43 students fifteen to seventeen year-old students in this school.

#### **2. Research Instrument**

In this research, the writer developed English learning model based on negative anxiety reduction through constructivism theory involves syllabus, lesson plan, and evaluation system as draft model and research instruments. The developed research instruments were expert judgment sheet for syllabus, expert judgment sheet for lesson plan, observation sheet, interview guide for the English teacher in responding the developed learning model, and interview guide for the student in responding the developed learning model.

#### **3. Data Collection**

Participant observation, documentation and in-depth interviewing were used to collect the data.



#### 4. Data Analysis

Analysis on the spot and interactive were used to analyze the collected data. Data analysis will be based on the collected data, observation and interview will be analyzed qualitatively by interpreting them.

#### 5. Results and Discussion

In developing syllabus, lesson plan, and evaluation system as draft model and research instruments, the writer consulted them to the promoters, colleagues and English teachers. After getting responses and inputs from them, English learning model based on negative anxiety reduction through constructivism theory involving syllabus, lesson plan, and evaluation system were ready to validated. The validated English learning model based on negative anxiety reduction through constructivism theory involving syllabus, lesson plan, and evaluation system was named as draft I.

The draft I was tested in September 2012 to two classes second grade students in Sekolah Menengah Umum Negeri 3. There were eight meetings in this development phase. The first week, there were two meetings on Monday at 10.45 – 12.15 and Wednesday at 10.45 – 12.15. Reading skill was implemented by using English learning model based on negative anxiety reduction through constructivism theory on Natural Sciences 2 and 3 Classes. In the second week, there were also two meetings on Monday at 10.45 – 12.15 and Wednesday at 10.45 – 12.15. Listening skill was implemented by using English learning model based on negative anxiety reduction through constructivism theory on Natural Sciences 2 and 3 Classes. In third and fourth weeks, speaking and writing skills were implemented in the same time and classes. Schedule for model development phase can be seen as follows:

**Table 1** Schedule for model development phase

	<b>Monday</b> <b>10.45 - 12.15</b>	<b>Wednesday</b> <b>10.45 - 12.15</b>
Week 1 (Reading Skill)	Natural Sciences 2	Natural Sciences 3
Week 2 (Listening Skill)	Natural Sciences 2	Natural Sciences 3
Week 3 (Speaking Skill)	Natural Sciences 2	Natural Sciences 3
Week 4 (Writing Skill)	Natural Sciences 2	Natural Sciences 3

From the implementation of English learning model based on negative anxiety reduction through constructivism theory in model development phase, it was found several changing on syllabus and lesson plans. In the first meeting, there was a change namely omitting column sample of instruments in learning result assessment part in syllabus. In lesson plan, there was a sharpening the use of time namely noting the needed time on every single activity. Learning activities were noted as like what teacher and students' activities did in the class. Second meeting was the implementation of revised English learning model based on negative anxiety reduction through constructivism theory on reading skill.

In the third meeting, in lesson plan, there was a sharpening the use of time namely noting the needed time on every single activity. Learning activities were noted as like what teacher and students' activities did in the class. Fourth meeting was the implementation of revised English learning model based on negative anxiety reduction through constructivism theory on listening skill.

In the fifth meeting, in lesson plan, there was a sharpening the use of time namely noting the needed time on every single activity. Learning activities were noted as like what teacher and students' activities did in the class. Sixth meeting was the implementation of revised English learning model based on negative anxiety reduction

through constructivism theory on speaking skill.

In the seventh meeting, in lesson plan, there was a sharpening the use of time namely noting the needed time on every single activity. Learning activities were noted as like what teacher and students' activities did in the class, omitting the learning material namely Present Perfect Tense and Adjective Clause, therefore, automatically there was a change in syllabus in column learning material. Eighth meeting was the implementation of revised English learning model based on negative anxiety reduction through constructivism theory on writing skill.

From the implementation of English learning model based on negative anxiety reduction through constructivism theory in model development phase, it could be seen the effectiveness of the model. English teacher role was very important in reducing students' negative anxiety and in motivating the students, so this learning model could be held effectively. Students' activeness in discussion increased in every meeting as positive effect of students' negative anxiety reduction in English class. The students' activeness scores were obtained by using observation sheet.

In model development phase, the first meeting showed the lowest rating scores 60 for discussion and 60 for cooperative attitude, while the last meeting showed the highest rating 90 for discussion and 100 for cooperative attitude.

The scores were the result of evaluation and discussion between the English teacher and the writer. The following table can be seen the scores for discussion and cooperative attitude in development phase.

**Table 2 Scores for discussion and cooperative attitude**

	Monday				Wednesday			
	10.45 - 12.15				10.45 - 12.15			
	Group				Group			
	1	2	3	4	1	2	3	4

Week 1 (Reading Skill)								
Discussion	60	60	60	60	63	63	63	63
Cooperative Attitude	60	60	60	60	60	60	60	60
Week 2 (Listening Skill)								
Discussion	70	70	70	70	74	74	74	74
Cooperative Attitude	70	70	70	70	76	76	76	76
Week 3 (Speaking Skill)								
Discussion	77	77	77	77	80	80	80	80
Cooperative Attitude	79	79	79	79	80	80	80	80
Week 4 (Writing Skill)								
Discussion	80	80	80	80	90	90	90	90
Cooperative Attitude	80	80	80	80	100	100	100	100

In this model development phase, besides observation, interview to English teacher and students were also used to collect data. Information obtained from the interview supports the assumption that this English learning model based on negative anxiety reduction through constructivism theory is effective to be used in English learning for second (2nd) grade students in senior high school. Based on the result of interview to English teacher, it could be ob-



tained the information that this English learning model was very good, students were more active and their negative anxiety indicated decreased because discussion pattern from pair discussion, four to six students in group and class discussion could make students more prepared to discuss the learning material and they were more active because every member of group had different task or role. This model was also very effective, students dared to use English both spoken and written. Their English anxiety indicated reduced comparing to English classes before which did not use English learning model based on negative anxiety reduction through constructivism theory. Referring to English class situation, it was indicated that students were more relax because they were prepared to recall their background knowledge, therefore, they were more active, not afraid to make presentation, to write and to practice their English.

Besides, the English teacher wanted to apply the developed model as one model in teaching English. Even though, the English teacher had applied the model to other class where he taught, and he reported that the class was more active and the English learning model based on negative anxiety reduction through constructivism theory was effective to be used in teaching English. There was not suggestion from the English teacher in terms of the developed model because English teacher and the writer developed the model together during model development phase.

Based on the result of interview to two students, it could be obtained the information that this English learning model was good, students went not too anxious, more confident, and more curious to English. This model was also effective to reduce English negative anxiety because the English teacher went friendly, always motivated, closer to the students, and more relax. Referring to English class situation, it was indicated that students were more active because they were prepared to recall their background knowledge, sharing knowledge with pair, then with friends in bigger group so they had knowledge to present the result of discussion. The students were agree if the English teacher would apply the English learning model based on negative anxiety reduction through constructivism theory because the students felt the teacher went friendly and the mod-

el could reduce student's English negative anxiety. Comparing to another discussion model, the students preferred English learning model based on negative anxiety reduction through constructivism theory because it could prepared the students and reduce their English negative anxiety. The students suggested that English teacher would always motivate them to study and practise English because of the important of English for future, for example to continue study abroad.

It is obvious that from the answers, developed English learning model based on negative anxiety reduction through constructivism theory was effective; it could reduce the students' English negative anxiety so the students' activeness indicated increasing in English classroom. English classroom atmosphere became unstressed and pleasure.

After finishing the development phase, and obtaining responses and inputs from the promoters, colleagues and English teachers, English learning model based on negative anxiety reduction through constructivism theory involving syllabus, lesson plan, and evaluation system were ready to validated. The validated English learning model based on negative anxiety reduction through constructivism theory involving syllabus, lesson plan, and evaluation system in this phase was named draft II.

From the implementation of English learning model based on negative anxiety reduction through constructivism theory in model development phase, it could be seen the effectiveness of the model. In this phase, the writer named this model as Dydi model (Dynamic Discussion model).

In model development phase, the first meeting showed the lowest rating scores 60 for discussion and 60 for cooperative attitude, while the last meeting showed the highest rating 90 for discussion and 100 for cooperative attitude. It was seen the increasing score of discussion and cooperative attitude on every meeting. (Refer to table 2 for details). Students' activeness in discussion as positive effect of developed model was manifestation of decreasing students' negative anxiety in English classroom.

The reasons for the results can be explored in two factors; pre-

paring the student's preparation and English teacher role.

### **1. Preparing the student's preparation**

The developed model gave an opportunity to the students to obtain the preparation both learning material and mental, so students could be more active in English class. According to Liu (2007) who writes that to become confident, preparation is important. Good preparation can make good results. Bad preparation results anxiety and worsens the performance. It is obvious that preparation could enhance students' confidence in speaking English though it might not be able to get rid of anxiety.

In this model, the writer developed the way of discussion; pair discussion, four to six students in a group discussion, and followed by class discussion.

For pair discussion, student with his or her couple discussed the learning material cooperatively, one student was as an asker, and the other was as an answerer, this position should be rolled in order to activate the two students and prepared them in obtaining the early knowledge, it was expected that they could reduce their negative anxiety because they would be more confidence. Then four to six students in a group discussion was the next activity. The students discussed learning material cooperatively, each student had different task or role; for example one student was as an asker, one student was as an answerer, one student was as a debater of the answerer or moderator, and one student was as a conclusion maker. In cooperative group, every student had to have different task or role so every student would be active in learning. Result of group discussion was presented by the groups in their desks so class discussion was formed. It was expected that students would be active in this class discussion because they were prepared to obtain the knowledge from small scale discussion to bigger scale discussion and it was expected that their negative anxiety would be decreasing because their confidence were increasing.

This English learning model showed the students' activeness and decreasing their negative anxiety because discussion pattern from pair discussion, four to six students in group and class



discussion could make students more prepared to discuss the learning material and they were more active because every member of group had different task or role. Riasati (2011) writes that teacher can make a stress-free language learning environment in which students can learn the material confidently. Teacher can employ to reduce the students' anxiety level include running pair/ group work activities, removing the worry of score among students, and increasing their learning motivation. The statement is consistent with the adopting activities such as pair/ group discussion as well as peer correction to motivate students' participation and generate more interaction in the classroom (Wu, 2010).

This model also showed its effectiveness, students dared to use English both spoken and written. Their English anxiety indicated reduced comparing to English classes before which did not use English learning model based on negative anxiety reduction through constructivism theory.

English class situation showed that students were more relaxed because they were prepared to recall their background knowledge, therefore, they were more active, not afraid to make presentation, to write and practice their English.

## 2. English teacher role

English teacher role was very important in reducing students' negative anxiety and in motivating the students, so this learning model could be held effectively. Students' activeness in discussion increased in every meeting as positive effect of students' negative anxiety reduction in English class. This research finding is in line with Liu (2007) who posts English teachers should try to establish a friendly, supportive and non-threatening classroom learning environment in order to make students feel free to speak the language in class. It is important for teachers to be friendly rather than strict and critical in class, which helps to make students feel less intimidated to speak English. It is also useful for English teachers to design and organize various classroom activities to make students to be confident and active.

In this research, English teacher was as facilitator and mo-



trator, the English teacher observed, encouraged and helped every group's activity. Teacher gave the way or description if there was stagnancy in discussion process. It was used pair discussion, four to six students in a group discussion, and followed by class discussion. From the first minute up to last minute, teacher always gave motivation to the students. This could be seen from the six phased of cooperative learning used in this research; the first phase was conveying the ethical values, motivating the students in order to use English without anxious feeling, doing brainstorming, conveying learning objective, conveying the important of the learning material, the second phase was explaining the concept of material, the third and fourth phases were facilitating the students with pair discussion, followed with four to six in group discussion and class discussion, the fifth and sixth phases were doing reinforcement and feedback, making conclusion, evaluating and providing recognition. Creating less anxious, unstressed and pleasure classroom atmosphere depended on English teacher role. From the data in model development phase, it was found that this model was effective to reduce English negative anxiety because the English teacher went friendly, always motivated, closer to the students, and more relax in running the English class.

As student's anxiety reducer, the teacher always gives the students more positive reinforcement, encourages them not to be afraid to make mistake in practice the target language, always creates the relaxed classroom situation by making student like friends, and designs and organizes appropriate classroom activities to reduce students' anxiety. (Horwitz, Horwitz, & Cope, 1986; Crookall & Oxford, 1991; Foss & Reitzel, 1991; Horwitz & Young, 1991; Price, 1991; Pappamihel, 2002; Ohata, 2005; Liu, 2007; Tsiplakides & Keramida, 2009; Yan, 2009; Riasati, 2011).

## Conclusion

In the model development phase conducted in one senior high school in Banjarbaru, the writer developed English learning model based on negative anxiety reduction through constructivism theory involving syllabus, lesson plan, and evaluation system as draft model

and research instruments. The developed research instruments were expert judgment sheet for syllabus, expert judgment sheet for lesson plan, observation sheet, interview guide for the English teacher in responding the developed learning model, and interview guide for the student in responding the developed learning model. From the implementation of English learning model based on negative anxiety reduction through constructivism theory in this phase, it could be seen the effectiveness of the model. English teacher role was very important in reducing students' negative anxiety and in motivating the students, so this learning model could be held effectively. Students' activeness in discussion increased in every meeting as positive effect of students' negative anxiety reduction in English class. It is assumed that the effectiveness of the model was caused by two factors; they are preparing the student's preparation and English teacher role. In this phase, the writer developed the way of discussion; pair discussion, four to six students in a group discussion, and followed by class discussion. The writer named this English learning model based on negative anxiety reduction through constructivism theory as Dynamic Discussion model or briefly called Dydi model. Then this model was elaborated in syllabus and lesson plan as instructional planning.

## References

- Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's Construct of Foreign Language Anxiety: The case of Students of Japanese. *Modern Language Journal*, 78, 155-167.
- Casado, M. A. & Dereshiwsky, M. I. (2001). Foreign Language Anxiety of University Students. *College Student Journal*. Alabama: The Gale Group. Retrieved January 23, 2008 from <http://www.encyclopedia.com/doc/1G1-84017191.html>
- Crookall, D. & Oxford, R. 1991. Dealing with anxiety: some practical activities for language learners and teacher trainees. In E. Horwitz & D. Young (Eds.), *Language anxiety: From theory and research to classroom implications* (pp. 141-150). Englewood Cliffs, NJ: Prentice Hall, Inc.
- Daley, C. E. (2003). Foreign language Anxiety and Student Attrition. *Academic Exchange Quarterly*. Rapid Intellect Group, Inc.
- Retrieved January 31, 2008 from <http://www.thefreelibrary.com/Foreign+language+anxiety+and+student+attrition-a0107489426>
- Elkhafaifi, H. (2005). Listening Comprehension and Anxiety in the Arabic Language Classroom. *The Modern Language Journal*, 89, 206-220.

- Fadillah, R. 2008. *Anxiety and Student's achievement in English as A Foreign Language: A Study of Adolescents at Sekolah Menengah Umum Negeri 1 Banjarbaru in South Kalimantan*. Unpublished master thesis. Northern Malaysia University.
- Foss, K. A. & Reitzel, A. C. 1991. A relation model for managing second language anxiety. In E. Horwitz & D. Young (Eds.), *Language anxiety: From theory and research to classroom implications* (pp. 129-140). Englewood Cliffs, NJ: Prentice Hall, Inc.
- Gregersen, T. & Horwitz, E. K. (2002). Language Learning and Perfectionism: Anxious and Non-Anxious Language Learners' Reactions to Their Own Oral Performance. *The Modern Language Journal*, 86, 562-570.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70, 125-132.
- Horwitz, E. K., & Young, D. J. 1991. *Language Anxiety: From Theory and Research to Classroom Implications*. New Jersey: Prentice-Hall, Inc.
- Liu, M. 2007. Anxiety in Oral English Classrooms: A Case Study in China. *Indonesian Journal of English Language Teaching*, 3, 119-137.
- Meng, X. & Wang, Q. 2006. Psychological Factors and Teachers' Language. *US-China Foreign Language*, 4, 5.
- Na, Z. (2007). A Study of High School Students' English Learning Anxiety. *Asian EFL Journal*, 9, Issue 3, Article 2, Retrieved January 29, 2008 from [http://www.asian-efl-journal.com/Sept\\_2007\\_zn.php](http://www.asian-efl-journal.com/Sept_2007_zn.php)
- Nagahashi, T. L. 2007. Techniques for reducing foreign language



anxiety: Results of a successful intervention study. In *Annual Research Report on General Education*, Akita University, No. 9, 53-60.

Ohata, K. 2005. Potential Sources of Anxiety for Japanese Learners of English: Preliminary Case Interviews with Five Japanese College Students in the U.S. *Teaching English as a Second or Foreign Language-Electronic Journal*, 9, 1-21.

Pappamihel, N. E. 2002. English as a Second Language Students and English Language Anxiety: Issues in the Mainstream Classroom. *Research in the Teaching of English*, vol. 36, 327-355.

Price, M. L. (1988). *Anxiety and the Foreign Language Learner: Correlates of Foreign Language Anxiety*. Unpublished doctoral dissertation. University of Texas, Austin.

Price, M. L. 1991. The subjective experience of foreign language anxiety: Interviews with highly anxious students. In E. Horwitz & D. Young (Eds.), *Language anxiety: From theory and research to classroom implications* (pp. 101-108). Englewood Cliffs, NJ: Prentice Hall, Inc.

Riasati, M. J. 2011. Language Learning Anxiety from EFL Learners' Perspective. *Middle-East Journal of scientific Research*, 7, 907-914.

Saito, Y. & Samimy, K. K. 1996. Foreign Language Anxiety and Language Performance: A Study of Learner Anxiety in Beginning, Intermediate, and Advanced-Level College Students of Japanese. *Foreign Language Annals*, 29, 239-251.

Suwantarathip, O. & Wichadee, S. 2010. The Impacts of Cooperative Learning on Anxiety and Proficiency in an EFL Class. *Journal of College Teaching and Learning*, Vol. 7, 11, 51-

- Tsiplakides, I. & Keramida, A. 2009. Helping Students Overcome Foreign Language Speaking Anxiety in the English Classroom: Theoretical Issues and Practical Recommendations. *International Education Studies*, Vol. 2, 4, 39-44.
- Tsu, Y. A. 2008. *Learners' Anxiety and Behaviors in a Cooperative Language Learning Classroom*. Unpublished Master Thesis. Ming Chuan University.
- Woodrow, L. (2006). Anxiety and Speaking English as a Second Language. *RELJ Journal*, 37, 308-328. Retrieved February 1, 2008 from  
<http://rel.sagepub.com/cgi/reprint/37/3/308>
- Wörde, R. V. (2003). Students' Perspectives on Foreign Language Anxiety. *Inquiry*, 8, 1. Retrieved January 16, 2008 from  
<http://www.vccaedu.org/inquiry/inquiry-spring2003/1-81-worde.html>
- Wu, K. 2010. The Relationship between Language Learners' anxiety and Learning Strategy in the CLT Classrooms. *International Education Studies*, 3, (1), 174-191.
- Yan, Y. 2009. *An Examination of the Relationship between Foreign Language Anxiety and Cooperative Learning*. Unpublished seminar paper. University of Wisconsin-Platteville.

### Curriculum Vitae

Ridha Fadillah, S.Pd., M.Ed. was born in Jakarta 8<sup>th</sup> November, 1974. He lives in Komplek Cahaya Ratu Elok Jl. Tauman No. 5 Kelurahan Sei Besar Banjarbaru - Kalimantan Selatan 70714 Indonesia, finished Master program of Education (English Language Teaching) at Northern Malaysia University (Universiti Utara Malaysia). His daily activity is as teaching staff at English department, Tarbiyah Faculty, Antasari State Institute for Islamic Studies Banjarmasin, Jl. A. Yani KM. 4.5 Banjarmasin Kalimantan Selatan Indonesia. Presently, he is doing his Doctoral program at English Department, Semarang State University in Central Java. He wrote 2 books namely *Anxiety and student's achievement in English as a foreign language* Antasari Press Banjarmasin and *Dimensions of second language anxiety* Antasari Press Banjarmasin, and several articles in Scientific Journal, they are *Bahasa Inggris sebagai Bahasa Pengantar pada Mata Pelajaran Ilmu Pengetahuan Alam dan Matematika di Malaysia*, *Activities Used in Communicative Language Teaching*, *English as the Medium of Instruction for Science and Mathematics in Malaysia*, *The Use of Top-down Approach in Teaching Listening*, *A Study of Adolescents' Anxiety and Achievement in English as A Foreign Language*, *Gender and Language Learning Outcomes*, *Key issues in second language acquisition*, *The Use of Personification and simile in Gibran's The Broken Wing*, *Internal Factor and Students' English Outcomes at State Vocational High School 3 (SMKN 3) Purwokerto, Central Java*, *Students' Differences and Students' Outcomes in English Learning at State Vocational High School 3 (SMKN 3) Purwokerto, Central Java*, *English Learning Motivation and Students' Outcomes at Politeknik Negeri Semarang Central Java* and *Need Analysis for Developing English Learning Model in Banjarbaru Senior High Schools*. E-mail address used is ridhappb@yahoo.co.id and cellular phone number +6281349407008.