

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

English is an international language that functions as medium for communication among people in the world both spoken and written. To communicate is to understand and express information, thought, feeling, and to develop science, technology, and culture. English lesson for Senior High School aims to develop the four basic skills namely listening, speaking, reading and writing in order to the students to be able to access the knowledge by mastering English because they are prepared to continue the study to the university.

Besides being taught in the countries where the English is used as the first language (for native speakers), English is also taught in the countries where English is used as the second language (for non-native speakers). This is known as Teaching English as Second Language (TESL) or Teaching English as Foreign Language (TEFL). The students where live in the country that does not use English for daily communication have difficulty to master that particular language. The students who have studied foreign language for years are still facing difficulties in dealing with conversation although they actually understand the utterances. They do not practice the language in the class. This is caused by the classroom situation that increases the students' anxiety. Hence, teaching English will fail in the country that does not use English as the first language.

One factor that obviously influences the success and failure in learning and teaching foreign language is anxiety. Anxiety plays an important role in foreign language students'

classroom performance. It determines students' success or failure in foreign language classes. Therefore students' anxiety will influence negatively to students' achievement in language learning. This problem needs to be handled by the educators. One way in dealing with the students' difficulties in increase their achievement is by developing English learning model based on negative anxiety reduction.

Many researches had been conducted in order to increase the students' performance i.e. developing learning materials, teaching strategy, teaching method, etc. but in fact, students still experience difficulty in mastering English. Therefore, the researcher assumes that student's differences or internal factor stressing on student's language anxiety is one factor that influences negatively their performances. Based on this assumption, the researcher developed English learning model based on negative anxiety reduction in English class. It fits well with Chamot (2004) who suggest that research on language learning strategy instruction needs to build on the relative few studies in this area and determine the model and type of instruction that is effective in helping language learners improve their proficiency and achievement. Having lived and worked in Banjarmasin for a period of fifteen years, the researcher was constantly aware of the problems arising from this special situation. This personal experience was invaluable in guiding the researcher to conduct the future English learning development.

Based on the fact in the field, it was found that most student experienced anxiety in English classroom because of the formal teaching and situation, the student's aim in learning English was for passing the exam, this orientation is known as instrumental orientation that is learning a language is for increasing one's carrier, reading technical material, translating, passing the exam, and so forth (Brown, 2007:170). It was found out

as well most teachers taught English for completing the material stated in syllabus and for pursuing the national exam. Besides, most teachers were not able to determine and develop the effective learning model to convey the knowledge or information to the students. Therefore, English lesson was not interesting for the students.

Another problem that was experienced by the teacher in English classroom was how the teacher aware to the student's affective factors especially on language anxiety which was proved to be able to influence negatively on language learning. Language classroom atmosphere could cause the increase of student's language anxiety. Hence, the teacher should be able to create the relaxed and pleasure situation in order to the students feeling unstressful in learning English. Supporting classroom atmosphere was assumed to be able to increase the students' outcomes by reducing the students' language anxiety.

From the early observation and interview, making groups in English classroom had been implemented. The purpose of grouping was to activate the students in discussion forum with their peers. But in fact, it was not all students in the group to be active, only several students were active and even dominating in his group, so the learning was not effective. It was needed an appropriate and effective learning model to create the effective learning situation in order to help the students achieving the learning outcomes. According to Killen (2007) cooperative learning is one way to activate students in learning situation. He defines it as teaching technique where the students work together in small groups to help one another to achieve a learning goal. From that particular definition, it can be understood that cooperative learning is a strategy that used by the teacher in achieving a certain learning goal by grouping students to work together and help each other.

Answering the phenomena happened, the researcher had conducted two phases on educational research and development namely exploration phase and model development phase. From those two phases, it was resulted an English learning model. On the next phase, it is a must to examine the model to many schools.

Based on the results of research and development, the researcher had developed an English learning model based on negative anxiety reduction. And this time, English learning model had been examined. Hence, the researcher reports a conducted study entitled The Effectiveness of English learning Model based on Negative Anxiety Reduction on Islamic Senior High School in Banjarbaru.

1.2 Research Question

Based on the explanation above, the research question to be solved in this research was:

To what extent is the impact of the use of the English learning model based on negative anxiety reduction on second (2nd) grade Islamic senior high school students in Banjarbaru?

1.3 Operational Definition

English learning model: is the foundation of the learning practice which is resulted from educational psychology theory and learning theory that is designed based on the analysis of the implementation of the curriculum and its implication on the operational level in the classroom to achieve the teaching goals. In this study, English learning model would be based on negative anxiety reduction. Developed English learning model would be realized in form of syllabus, lesson plan and evaluation system in English learning for senior high school students.

Anxiety reduction: In this study, anxiety reduction refers to the way to reduce the language anxiety in the classroom by developing English learning model based on negative anxiety reduction.

1.4 Objective and Significance of the Study

The objective of the study was to examine the effectiveness of English learning model based on negative anxiety reduction on Islamic senior school in Banjarbaru. The result hopefully could produce the principles in English learning that able to improve the student's achievement quality in English class for senior high school students, so it could enrich the teaching and learning theory.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Language Learning Anxiety

A great deal of research has been conducted on the relationship between anxiety and foreign language learning. Some of this research has examined the relationship between anxiety and academic achievement (Horwitz, Horwitz, & Cope, 1986; Price, 1988; MacIntyre & Gardner, 1989; Aida, 1994; Saito & Samimy, 1996; Cassado & Dereshiwsky, 2001; Gregersen & Horwitz, 2002; Daley, 2003; Wörde, 2003; Elkhafaifi, 2005; Woodrow, 2006; Na, 2007; Fadillah, 2008).

According to Horwitz & Young (1991), studies about language anxiety range from investigations of how factors affect learning to examinations of how language anxiety is related to and different from other types of anxiety. Therefore, the study of language anxiety is not a new field. It is one of issues in acquiring second or foreign language that attracts linguists, educators and researchers to conduct research. Language teachers have long been aware of the fact that many of their students experience anxiety in the course of language learning. Many studies have shown that anxious students are less successful at language learning (Horwitz, Horwitz, & Cope, 1986; Price, 1988; Aida, 1994; Saito & Samimy, 1996; Cassado & Dereshiwsky, 2001; Daley, 2003; Wörde, 2003; Woodrow, 2006; Na, 2007).

Elkhafaifi (2005:207) quoting Horwitz, Horwitz, & Cope (1986) confirms that foreign language anxiety is “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the

language learning process, it may arise from self-doubt, frustration, and perceived (or fear of) failure". This sentence describes that the particular anxiety is an uncomfortable and tense feeling arising from the student's self when the second or foreign language is being learned in the class, which is caused by his hesitancy, fear of failure and frustration. Most teachers are familiar with test anxiety and public-speaking anxiety that happen to the students during language learning process in the classroom. To reduce the students' language learning anxiety, it will require the cooperative efforts of both teacher and students. Teacher must help students understand why the students become anxious and offer them strategies for coping with anxiety.

He also determines that anxiety plays an important role in determining students' success or failure in foreign language classes. They points out that students' anxiety will influence negatively students' achievement in language learning. This statement supports Krashen (1982) argument that "anxiety, contributes to an affective filter which makes the individual unreceptive to language input; thus, the learner fails to "take in" the available target language messages and language acquisition does not progress".

2.2 Components of Foreign Language Anxiety

Horwitz, Horwitz, & Cope (1986) formulate three components of foreign language anxiety; they are communication apprehension, fear of negative evaluation and test anxiety.

1. Communication Apprehension

They define "Communication apprehension is a type of shyness characterized by fear of or anxiety about communicating with other people". Also Daly (1991) expresses that communication apprehension is the fear or anxiety an individual feels about orally

communicating. It is clear that Daly's statement supports Horwitz, Horwitz, & Cope (1986) opinion. This feeling happens in foreign language classroom, the student is apprehensive to speak or communicate among classmates, both in groups and in front of the class. This is suitable with Horwitz et al. statement "Difficulty in speaking in groups (oral communication anxiety) or in public speaking (stage fright), or in listening to or learning a spoken message (receiver anxiety) are all manifestations of communication apprehension". So, communication apprehension is not only the student apprehension in expressing the ideas in foreign language, but also the student apprehension in receiving and understanding spoken message in foreign language classroom. One reason why it happens is because the student has mature thought and ideas but still immature in target language linguistics competence. Student inability in expressing ideas and understanding other people message can cause the students feeling apprehension. So it is obvious that communication apprehension plays the role in foreign language anxiety, like in Horwitz et al. statement "Communication apprehension or some similar reaction obviously plays a large role in foreign language anxiety".

2. Fear of Negative Evaluation

Horwitz et al. (1986:128) say "Fear of negative evaluation as apprehension about others' evaluations, avoidance of evaluative situations and the expectation that others would evaluate oneself negatively". This feeling happens in foreign language classroom, the student is fear to other students or teacher's evaluation, the student feels to be evaluated negatively, so she or he will avoid that particular situation. In other words, the student that experiences fear of negative evaluation will feel that teacher and classmates as evaluator that will evaluate him or her negatively.

3. Test Anxiety

Horwitz & Young (1991) describe that test anxiety as a type of performance anxiety in terms of a fear of failure. Test anxious students may feel that anything less than a perfect test performance is a failure. Students with test anxiety in foreign language classroom probably experience difficulty during tests and quizzes and even clever and prepared students often make errors (Horwitz et al., 1986).

2.3 English Learning Model Based on Negative Anxiety Reduction

Relating the concept of constructivism to education, Killen (2007) quotes Snowman and Biehler (2000) suggest four common principles, they are:

1. What a person 'knows' is not just received passively but is actively constructed by the learner-meaningful learning is the active creation of knowledge structures from personal experience.
2. Because knowledge is the result of personal interpretation of experiences, one person's knowledge can never be totally transferred to another person.
3. The cultures and societies to which people belong influence their views of the world around them and, therefore, influence what they 'know'. In general, the understandings that people reach are largely consistent within a given culture.
4. Construction of ideas is aided by systematic, open-minded discussions and debates.

Killen (2007:7) writes that the basic premise of constructivism is that knowledge is obtained and understanding is expanded through active construction and reconstruction of mental frameworks. Learning is not a passive process of simply receiving information- rather it involves deliberate, progressive construction and deepening of meaning.

Understanding involves the development of valid connections between new and existing knowledge and experiences.

Constructivism has two branches, they are cognitive and social constructivism. These two branches are highlighted by two great constructivists; Jean Piaget, a philosopher and Swiss development psychologist, and Lev Semionovich Vygotsky, a Russian socio-historical development psychologist.

Cognitive constructivism emphasizes on the importance of students in finding and changing the complex information if the student would like to master the information, in other words, the student constructs the information to gain the new knowledge. For Piaget, “learning is a developmental process that involves change, self-generation, and construction, each building on prior learning experiences” (Kaufman, 2004 in Brown, 2007). Killen (2007:7) writes that cognitive constructivism focuses on the cognitive processes that people use to make sense of the world. Dart (1994) in Killen (2007) supports that cognitive constructivism emphasizes that ‘learners actively construct knowledge for themselves by forming their own representations of the material to be learned, selecting information they perceive to be relevant, and interpreting this on the basis of their present knowledge and needs’.

Social constructivism emphasizes on the importance of social interaction and cooperative learning in constructing the information to master the new knowledge. Pritchard & Woollard (2010:9) emphasize “Social constructivists believe that we only build knowledge of our surroundings through discourse with others, that is, through social interaction”. They say that social constructivism really emphasizes the role of culture and

context in developing personal and shared interpretations and understanding of reality. Vygotsky proposes that cognitive development is strongly linked to input from others. On his view, “children’s thinking and meaning-making is socially constructed and emerges out of their social interactions with their environment” (Kaufman, 2004 in Brown, 2007).

Pritchard & Woollard (2010:14) quote Vygotsky (1978:57) who tells that “every function in the child’s cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapyschological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals”. Killen (2007) quotes Powers-Collins (1994) suggest that constructivist approach treats learning as ‘a social process whereby students acquire knowledge through interaction with their environment instead of merely relying on the teacher’s lectures. He adds that from a constructivist perspective, it is important to place the learner at the centre of teaching process, and structure learning environments and activities to help learners construct knowledge rather than absorb it. It is clear that based on constructivism approach, teaching is focusing on students’ interaction in order to be able to construct understanding in the learning process. Teacher becomes a facilitator of learning rather than a transferor of knowledge, teacher task is to be as helper of students to learn or construct their understanding. Killen (2007:9) quotes De Bono (1996) emphasizes the importance of teaching students appropriate thinking skills, that is, ways of moving from one arrangement of knowledge to a better one. He argues that students need to be trained to think constructively rather than analytically. He suggests that constructive thinking focuses on depth of perception, organization of thinking, interaction, creativity, information and feeling, and action.

Connected to the concept of social constructivism in education as mentioned in previous paragraphs, Vygotsky generates theories about the zone of proximal development, scaffolding and cooperative learning.

Scaffolding is Vygotsky's notion of social learning. It is a help provided by more competent peers or adults; they are classmates and teacher in classroom situation. While Langford (2005:126) says that scaffolding is "the teacher offers individual assistance when the student needs it during their ascent of the wall of knowledge, which would otherwise be sheer". It fits well with Killen (2007:8) who suggests that scaffolding is providing a student with enough help to complete a task and then gradually decreasing the help as the student becomes able to work independently (Suprijono, 2011). Pritchard & Woollard (2010:38) write that scaffolding is a means by which a "helper" has the potential to provide something which is likely to assist in the process of acquiring knowledge and developing understanding. The purpose of scaffolding is to support the learner in an attempt to achieve higher levels of development by a means of different approaches.

Another Vygotsky's famous theory is the zone of proximal development (ZPD). The zone of proximal development explains tasks that a learner has not yet learned but is capable of learning with appropriate stimuli (Brown, 2007:13). He believes that learning takes place when children are working within their zone of proximal development. Tasks within the zone of proximal development are the things that a child could not yet do alone but he can do with the assistance of more competent peers or adults (Slavin, 2006:44-45). So learning is a continual movement from the current intellectual level to a higher level which more closely approximates the learner's potential. An understanding of human

thinking depends in turn on an understanding of the mechanism of social experience; the force of the cognitive process deriving from the social interaction is emphasized. Also, the role of the adult and the learners' peers as they conversed, questioned, explained, and negotiated meaning is emphasized. In other words, the ZPD is the distance between a student's ability to perform a task under adult guidance and/or with peer collaboration and the student's ability solving the problem independently. Pritchard & Woollard (2010:9) support the statement that the ZPD describes the difference between what a person can learn on his or her own and what that person can learn when learning is supported by a more knowledgeable other.

In Vygotsky's own words (Vygotsky, 1978 in Pritchard & Woollard, 2010), "the Zone of Proximal Development is the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. . . .What children can do with the assistance of others might be in some sense even more indicative of their mental development than what they can do alone". According to Vygotsky, learning occurred in this zone. Then Vygotsky further believes that higher mental functioning usually exists in conversation and collaboration among individuals before it exists within the individual (Slavin, 2006:45).

Vygotsky's theories support the use of cooperative learning strategies in which children work together to help one another. He recognized the value of peer interaction in moving children forward in their thinking (Slavin, 2006:45). He emphasizes that knowledge is built and constructed mutually; interaction with others can open the chance for learners to evaluate and fix their understanding when they face other peoples opinion and when they participate in finding the understanding. Interaction in social context can give important

mechanism for development of student's thinking. Further, Matsumoto (2008:58) adds that one reason in using cooperation in the language classroom is that it makes students feel less anxiety and less stress. He suggests that the teacher should act as a counselor, make the students to encourage each other in the group, especially the students who are suffering from anxiety and competitiveness, and give them a sense of belonging, thus enhancing their learning.

By these three theories, teaching and learning models based on social constructivism in which the learning is focused on social interaction are raised. Further, constructivism learning theory is believed and proven to be able to reduce second or foreign language anxiety which is discussed in another part (refer to review of previous studies). In this part, the researcher will discuss about cooperative and collaborative learning.

Cooperation can mean that doing something together and helping one another as a team. Killen (2007) writes that cooperation means working together to achieve shared goals. In terms of education, cooperative learning is an instructional technique in which learners work together in small groups to help one another achieve a common learning goal. Teacher is expected to be able to arrange the class and motivate students to work in small groups to achieve a certain learning goal together.

Cooperative learning is a learning activity that focuses on student empowerment in order to encourage each other by grouping so they can work together in maximizing the learning process themselves or other students more effectively. In cooperative learning, interaction is a priority so the students are encouraged or motivated to work in group both inside and outside class activities. This learning stresses on cooperation and collaboration

process among students, not competition among them. Here, students are placed in small groups for several weeks or months. Before, the students are explained and trained how to work well together, as (1) how to be a good listener; (2) how to express and explain the idea well; (3) how to ask questions well; and (4) how to encourage and respect one another well (Huda, 2011:33).

In cooperative learning, it is expected that students gain both good academic outcomes and good social outcomes, because by working in a team together, the students can achieve the learning goal which is academic outcomes and the students can develop their social relationship in the group as an effort to gain social outcomes. This is in line with Zhang (2010) who states that in the foreign language learning classrooms, cooperative language learning provides students with the necessary academic and social skills. Killen (2007:184) says that cooperative learning is an effective strategy for having students to achieve a wide range of academic and social outcomes including enhanced achievement, improved self-esteem, positive interpersonal relationships with other students, improved time management skills, and positive attitudes toward school.

Huda (2011) indicates that there are several basic elements that make cooperative learning more productive than competitive and individual learning (refer to Barkley et al., 2005). The elements are:

1. Positive interdependence. The success of individuals is linked to the success of the group; individuals succeed to the extent that the group succeeds. Thus students are motivated to help one another accomplish group goals. So, in a group, one member of the group does a task whereas the other members can not finish their tasks without understanding other friend's tasks.

2. Promotive interaction. Students are expected to actively help and support one another. Members share resources and support and encourage each other's efforts to learn. It is interaction in a group where all group members encourage and help each other to achieve a goal.
3. Individual and group accountability. The group is held accountable for achieving its goals. Each member is accountable for contributing his or her share of the work; students are assessed individually. Personal responsibility contributes to the group to achieve a goal.
4. Interpersonal and small-group skill. This is a social skill; therefore, using cooperative learning can sharpen student's interaction (Larsen & Freeman, 2000:164).
5. Group processing. Students should learn to evaluate their group productivity. They need to describe what member actions are helpful and unhelpful, and to make decisions about what to continue or change. Here, teacher is as facilitator in reflecting the group process. Teacher asks about the student's problems and likes in group. Teacher gives feedback to students in order to be able to increase their achievement.

These basic elements of cooperative or collaborative learning are also discussed by Slavin, 1995; Larsen & Freeman, 2000; Barkley et al., 2005; Killen, 2007; Huda, 2011; Suprijono, 2011.

Besides basic elements of cooperative learning, Suprijono (2011:65) convinces that a teacher has to understand phases in cooperative learning model. It consists of six phases, namely:

Phase 1: presenting goals and set; teacher is explaining learning goals and preparing the students to be ready to learn.

Phase 2: presenting information; teacher is presenting information to the students verbally.

Phase 3: organizing students into learning teams; teacher is explaining to students how to make a group and what should they do in their group by reminding positive interdependence and individual and group accountability.

Phase 4: assisting in team work and study; teacher must help students in completing their tasks.

Phase 5: testing on the materials; teacher tests students' understanding about learning materials.

Phase 6: providing recognition; teacher assesses and prepares the way to recognize students' efforts and achievements individually and in group.

These six phases in cooperative learning model can be seen and observed in all cooperative learning methods. Killen (2007) mentions that student teams achievement divisions (STAD), teams games tournaments (TGT), jigsaw, group investigation (GI) and dyadic (pairs) are the cooperative learning methods (see also Slavin, 1995; Huda, 2011; Suprijono, 2011). Student teams achievement divisions (STAD) is a method in which students study the material together in a small group, after what they are tested individually using quiz. Individual score determines the group's score. So everyone tries to get high score in order to get high group score. Teams games tournaments (TGT) is generally similar with Student teams achievement divisions (STAD), it does not use quiz as assessment in TGT, but it uses academic tournament. Jigsaw is a method in which every student studies in small group, every group sends one student to gather in an expert group, and then they go back to their groups to socialize the information they got. Quiz is

implemented as assessment; individual score also determines the group's score. Group investigation (GI) is done so that every group is given a different project. Every member of a group is given the freedom to collect the information and they should present it in front of the class. In dyadic, the group consists of only two members (couple). One will be a teacher and one will be a student.

In terms of collaborative learning, Barkley et al. (2005) write that collaborative learning means that students are working in pairs or small groups to achieve shared learning goals. It fits well with Swain & Miccoli (1994) who state that collaborative learning means organizing classes into small groups for the discovery and mastery of academic content. They write that the benefits of collaborative learning include higher academic achievement, improved intergroup relations, more positive attitudes toward school, and enhanced self-esteem. They suggest that collaborative learning involves powerful emotions that can affect its outcome.

Barkley et al. (2005:5-10) mention that the terms collaborative and cooperative learning have a similar meaning (Suprijono, 2011), all collaborative learning methods emphasize the importance of positive interdependence, promotive interaction and individual accountability. It is added by Suprijono (2011) that collaborative learning is as philosophy about individual accountability and respecting to others.

There are other terms for collaborative learning activity, such as cooperative learning, team learning, group learning, or peer-assisted learning. Students must not only learn to work together, but they must also be held responsible for their teammates' learning as well as their own. Barkley et al. (2005:5-10) also highlight that the goal of cooperative

learning is to work together in harmony and in mutual support to find the solution, while the goal of collaborative learning is to develop autonomous, articulate, thinking people.

From the elaboration above, it is obvious that the terms collaborative and cooperative learning have similar meaning in which both of them are the learning models under social constructivism umbrella. Based on the elaborated constructivism theory, the English learning model based on negative anxiety reduction involving syllabus, lesson plan and evaluation system to improve the student's achievement quality is developed.

The developed model is as follows:

1. English learning syllabus for second grade senior high school referring to School-Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*).

Syllabus is an elaboration of curriculum that contains the main ideas in answering three fundamental questions in learning, namely (1) what competence is to be mastered by the students, (2) how to facilitate students to master the competencies, and (3) how to determine the level of competence achieved by students. So, it is obvious that the syllabus contains the main points of competence and materials, and learning strategies and assessment.

Competencies to be mastered by the students can be answered by showing them systematically, ranging from the standard of competence, basic competence, indicators, and the identification of the learning materials used. To facilitate students in achieving the competence determining strategies, approaches and methods in learning activities are elaborated. To know the level of competence achieved it is possible to elaborate the techniques and assess the instruments.

Depdiknas (2008) determines the components that should be present in the syllabus. The components are the standard of competence, basic competence, indicator, learning materials, learning activities, and assessment. In this model, some supporting components will be added as a modification of syllabus components. The components are identity, standard of competence, basic competence, learning material, learning activity, indicator, assessment, allocation of time, and sources and learning medium.

The following are presented the components of syllabus used:

1. Components that related to competence to be mastered, including:
 - a. Standard of competence
 - b. Basic competence
 - c. Indicator
 - d. Learning materials
2. Components that are associated with the way to master the competence, is containing the learning activities.
3. Components that related to the way to know the achieved competence, including:
 - a. Assessment techniques:
 - Type of assessment
 - Form of assessment
 - b. Assessment instrument
4. Supporting components, consisting of:
 - a. Identity
 - b. Allocation of time
 - c. Sources and learning medium.

To obtain a good syllabus, it should consider the following principles:

a. Scientific

All materials and activities in the syllabus must be correct, logical and scientifically justifiable.

b. Relevant

Scope, depth, and difficulty level and the sequence of presentation in the syllabus should be adjusted to the level of physical, intellectual, social, emotional, and spiritual aspects of the students.

c. Systematic

Syllabus is basically a system, therefore, it must be established systematically. The components of the syllabus should be functionally interconnected to achieve competence. Standard of competence and basic competence are the main reference in developing a syllabus.

d. Consistent

There should be a consistent relationship in the syllabus between the basic competence, indicators, learning materials, learning activities, sources and learning medium, and techniques and assessment instruments. All components are aimed at achieving basic competence in order to achieve standard of competence.

e. Adequate

Scope of indicators, learning materials, learning activities, learning resources and assessment system is sufficient to support the achievement of basic competence. By this principle, the demands of competence must be met by developing of learning materials and learning activities.

f. Actual and Contextual

Scope of indicators, learning materials, learning activities, learning resources and assessment systems should pay attention to the development of science, technology, and art in real life, and the events that occurred.

g. Flexible

Syllabus is adapted to the conditions and needs of the community. All components of syllabus are able to accommodate the diversity of students, educators, and the dynamic changes that occur in the school and community needs.

h. Comprehensive

The components of syllabus should cover the three competence domains, they are cognitive, affective, and psychomotor. This principle should be considered in developing learning materials, learning activities, and assessment.

The necessary steps in the development of syllabus are studying the English standard of competence and basic competence, determining learning material, determining learning activity, formulating the indicators, determining the type of assessment, determining allocation of time, and determining source and learning medium (Depdiknas, 2008).

2. Lesson plan based on negative anxiety reduction referring to School-Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*).

The lesson plans are further elaboration of syllabus, and the designed lesson plans would be used by English teacher in learning process. The lesson plan components are subject identity, standard of competence, basic competence, indicator, learning objective, learning material, learning method, learning activity, sources and learning medium, and assessment.

Developing the lesson plans is important because this lesson plan can describe the process of teaching and learning activities and it can be determined whether the learning process makes students active or not, and also whether it makes the students creative or not. In this learning model, students' activeness in learning process is the indication of the positive effect of reducing the students' negative anxiety.

Following are the components of lesson plan used:

a. Identity, including:

1. Name of school
2. Subject
3. Allocation of time
4. Class/semester
5. Genre
6. Language skill
7. Number of meeting
8. Day/date/time

b. Standard of competence

It is qualification of student's minimum ability which describes acquisition of knowledge, attitude, and skill that are expected to be achieved at each class and semester on a subject.

c. Basic competence

It is the amount of ability to be mastered by the students in certain subject as a reference for formulating the indicators on a subject.

d. Indicator of achieved competence

It is a behavior that can be measured and observed to demonstrate achievement of certain basic competence as a reference for assessment. Indicators of achieved

competence are formulated using operational verbs that can be measured and observed, including the knowledge, attitude, and skill.

e. Learning objective

Describing the process and expected learning outcomes achieved by students in accordance with the basic competence.

f. Learning material

Including facts, concepts, principles, and relevant procedures. It is written in points form referring to formulated indicators.

g. Learning method

Used by teachers to create a learning atmosphere and the learning process so that students achieve basic competence or set of indicators that have been set. Selection of learning methods is adapted to the students' situation and conditions in which the selected method is based on the reduction of anxiety, and characteristics of each indicator and competencies to be achieved in each subject.

h. Learning activity

1. Opening

Opening is an initial activity in a meeting that aims to generate students' motivation to not be afraid to use English and to focus students' attention to participate actively in the learning process. In this activity, it is run phase I on cooperative learning that is presenting goals and set.

2. Main

Main activity is a learning process to reach basic competence. Learning activities are conducted in an interactive, inspiring, fun, challenging, motivating way so that students participate actively. This activity is carried out systematically through stages II, III, and IV in cooperative learning that is

presenting information, organizing students into learning teams, and assisting in team work and study.

3. Closing

Closing is an activity undertaken to finish the learning activities that can be done in the form of summaries or conclusions, assessment and reflection, feedback, and follow-up. The closing is done systematically through phases V and VI on cooperative learning that is testing on the materials and providing recognition.

i. Source and learning medium

Determination of learning sources is based on the standard of competence and basic competence, learning material, learning activity, and indicator.

j. Assessment

Assessment part of learning process and result is referred to indicator and standard of assessment.

3. Evaluation system.

The evaluation system is used to measure the success of learning process as realization of lesson plan. The evaluation system is referring to constructivism theory based on authentic assessment which has to be done as formal assessment to gather data that could reach the student's ability.

There are two kinds of assessments, namely process assessment and result assessment. Process assessment functions to better understand the effectiveness of learning process while result assessment is to better understand the student's competence in learning English. Process assessment is done during the learning process, hence the assessment instrument is observation guide during the class, while result assessment is done after

finishing the learning material, therefore the used assessment instrument can be written test, quiz, etc.

2.4 Prototype of English Learning Model based on Negative Anxiety Reduction

The prototype or draft I of the model was developed based on explorative research in six Banjarbaru senior high schools in which English learning model based on negative anxiety reduction needed to be developed immediately. The draft I of the model entitled was *Model Pembelajaran Bahasa Inggris Melalui Pengurangan Kecemasan Negatif Berbasis Teori Konstruktivisme* (English Learning Model based on Negative Anxiety Reduction). It was expected that by implementing the model in English class, it could activate and increase students' performance in learning process as positive effect of English anxiety reduction. The developed model was the description of teaching and learning ranging from planning up to evaluating. The model involved syllabus, lesson plan, and evaluation system. They were based on negative anxiety reduction within referring to the School-Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*, 2006). The English learning model based on negative anxiety reduction has several special characteristics namely teacher as student's anxiety reducer, concerned with student's negative anxiety, emphasis on social interaction, cooperative, preparing the student's preparation, teacher as facilitator, teacher as motivator, and creative. The elaborations of characteristics that must be considered in the development of this model are as follows:

1. Teacher as student's anxiety reducer

The role of the teacher as an anxiety reduction is needed in learning English. Teachers are expected to be able to create a pleasant atmosphere of the classroom by being friendly to the students.

2. Concerned with student's negative anxiety

Teacher is aware of the anxiety in learning English. The three components of foreign language anxiety are communication apprehension, fear of negative evaluation, and test anxiety. Teachers realize that these three components experienced by students in foreign language classes and they influence negatively to the student achievement.

3. Emphasis on social interaction

Good interaction between teacher-student and student-student is the basis for the creation of a comfortable and not stressful classroom environment. Interaction in the classroom is as learning for students to acquire good social skills.

4. Cooperative

Students work and learn together to achieve learning goals. In a group, students have different roles so the students' activeness keeps happening. Positive interdependence among students, promotive interaction, individual and group accountability, and social skill are the elements of cooperative learning.

5. Preparing the student's preparation

Teachers provide students with opportunities to acquire both learning material preparation and mental preparation, so that students become more active in the foreign language classroom. Good preparation can increase the student self-confidence. Firstly, students connect their life experiences with the learning material as prior knowledge, their ideas is expressed in paired discussion, after getting adequate preparation, discussion is continued on 4-6 students discussion per group, then class discussion is formed.

6. Teacher as facilitator

Teachers facilitate students in acquiring new knowledge. The new knowledge for students can be acquired through social interactions in which teachers facilitate the

learning process. Cooperative learning that emphasizes on social interaction is important thing in teaching and learning process.

7. Teacher as motivator

Teachers encourage students to always use English in the classroom as an English learning/training medium before applied in the real life.

8. Creative

Students express thoughts/ideas widely related to the learning material, so that student creativity and activeness are more and more increased.

After considering the characteristics above, phases in English learning model based on negative anxiety reduction is discussed. The phases in English learning model based on negative anxiety reduction are as follows.

The developed model consists of 3 learning activities namely introduction, main, and closing activities. From the three activities, it is applied 6 phases in cooperative learning namely (1) presenting goals and set; (2) presenting information; (3) organizing students into learning teams; (4) assisting in team work and study; (5) testing on the materials; and (6) providing recognition. Of these six phases, it will be elaborated the details of learning activities. They are:

1. Opening

In this activity, phase I on cooperative learning that is presenting goals and set is used. The details of learning activities are conveying the ethical values, motivating the students in order to use English without feeling anxious, doing brainstorming, conveying learning objective, conveying the importance of the learning material.

2. Main

This activity is carried out systematically through phases II, III, and IV in cooperative learning namely presenting information, organizing students into learning

teams, and assisting in team work and study. The details of learning activities are explaining the concept of the material, facilitating the students with pair discussion, followed with four to six in group discussions and a class discussion.

For pair discussion, a student with his or her couple discusses the learning material cooperatively, one student is as questioner, and the other is as answerer, these positions should be interchanged. Then four to six students in a group discussion is the next activity. The students discuss the learning material cooperatively, each student has a different task or a role; for example one student is as questioner, one student is as answerer, one student is as debater of the answerer or moderator, and one student is as conclusion maker. In cooperative group, every student has different task or role so every student will be active in learning. Results of group discussion are presented by the groups in their desks so class discussion is formed.

3. Closing

The closing is done systematically through phases V and VI on cooperative learning that is testing on the materials and providing recognition. The details of learning activities are doing reinforcement and feedback, making conclusions, evaluating, providing recognition and giving homework.

From the learning phases, it can be arranged syntagmatic of English learning model based on negative anxiety reduction as follows:

Table 2.1 Syntagmatic of English learning model based on negative anxiety reduction

Activity	Learning Phase	Details of Activities
Introduction	I. Presenting goals and set	<ul style="list-style-type: none"> • Conveying the ethical values • Motivating the students in order to use English without feeling anxious • Doing brainstorming • Conveying learning objective • Conveying the importance of the learning material
Main	II. Presenting information	<ul style="list-style-type: none"> • Explaining the concept of the material
	III. Organizing students into learning teams	<ul style="list-style-type: none"> • Facilitating the students with pair discussion • 4-6 students in group discussion, followed
	IV. Assisting in team work and study	<ul style="list-style-type: none"> by class discussion
Closing	V. Testing on the materials	<ul style="list-style-type: none"> • Doing reinforcement • Providing feedback • Making conclusion • Evaluating
	VI. Providing recognition	<ul style="list-style-type: none"> • Providing recognition • Giving homework

From the Syntagmatic of English learning model based on negative anxiety reduction above, it can be described the learning activities. The learning activities are as follows:

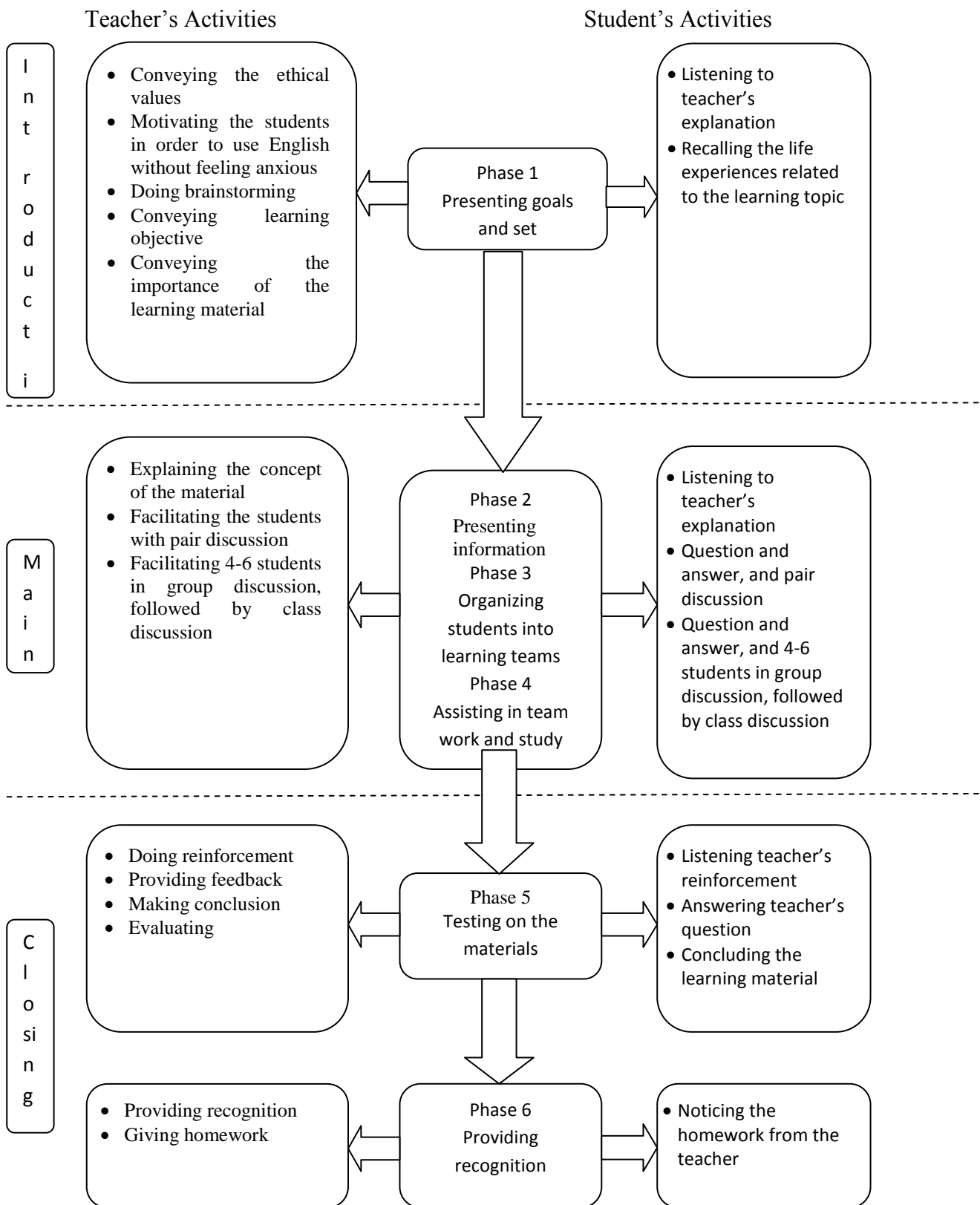


Figure 1 Learning activities

The description of the developed model could be seen from the following elaboration:

1. English learning syllabus for second grade senior high school referring to School-Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*).

Depdiknas (2008) determines the standard of competence, basic competence, indicator, learning materials, learning activities, and assessment as components that should exist in the syllabus. In this model, some supporting components will be added as a modification of syllabus components. They are identity, standard of competence, basic competence, learning material, learning activity, indicator, assessment, allocation of time, and sources and learning medium.

The components of syllabus used are as follows:

- a. Components that related to competence to be mastered, including:
 1. Standard of competence
 2. Basic competence
 3. Indicator
 4. Learning materials
- b. Components that associated with the way to master the competence, is containing the learning activities.
- c. Components that related to the way to know the achieved competence, including:
 1. Assessment techniques:
 - Type of assessment
 - Form of assessment
 2. Assessment instrument

d. Supporting components, consisting of:

1. Identity
2. Allocation of time
3. Sources and learning medium.

The steps in the development of syllabus are as follows:

a. Studying the English standard of competence and basic competence

Studying the English standard of competence and basic competence for senior high school class XI semester 1. (Refer to Depdiknas, 2006 for the English standard of competence and basic competence for senior high school class XI semester 1).

b. Determining learning material

Learning material is determined based on one of the genre stampings on standard of competence. For instance, in listening, with standard of competence “2. Understanding the meaning of short functional text and monolog in form of reports, narrative, and analytical exposition in daily life context”, basic competence “2.2 Responding the meaning in monolog text which is using various spoken language accurately and fluently in daily life context in form of text: report, narrative, and analytical exposition”, with genre reports then learning material used is listening to report text monolog and vocabulary in terms of discussing topic.

c. Determining learning activity

Learning activities in this English learning model are based on negative anxiety reduction and they are adopted in six phases in cooperative learning, namely (1) presenting goals and set, (2) presenting information, (3) organizing

students into learning teams, (4) assisting in team work and study, (5) testing on the materials, and (6) providing recognition.

d. Formulating the indicators

Indicator is a sign that student has achieved the basic competence which is signed by changing the behavior such as attitude, knowledge, and skill that can be measured. For instance, in listening skill with standard of competence, basic competence, genre, and learning material used listening to report text monolog, so the indicators can be formulated as (1) being able to identify the topic in a short functional text and monolog, (2) being able to identify given information in a short functional text and monolog, (3) being able to identify the aim of communication in a short functional text and monolog, (4) being able to respond meaning in simple report monolog fluently and accurately.

e. Determining type of assessment

Assessment of achievement of basic competence is done based on the indicators. It is done by using test and non-test, both spoken and written, observation, attitude measurement, assessment as results of task, project, and portfolio. For instance, in listening skill with standard of competence, basic competence, genre, and learning material used listening to report text monolog, and indicators in point d above, assessment technique used are non-test and written test. In non-test, instruments used are rubric for discussion and rubric for cooperative attitude. In written test, instrument used is multiple choice.

f. Determining allocation of time

Allocation of time on syllabus is an approximation of time the students need to achieve the standard of competence. Allocation of time needed for example for learning process above is 2 X 45 minutes.

g. Determining source and learning medium

Learning sources are references, objects or materials used for learning activity such as electronic or printing medium, environment, nature, socializing and culture. Learning sources used for example for learning process above are (1) *Buku PR Bahasa Inggris SMA/MA XIA Intan Pariwara* pp. 8-9, (2) English-Indonesian Dictionary, (3) Other relevant books, (4) CD listening, (5) VCD/DVDplayer/laptop, and (6) Relevant pictures.

2. Lesson plan based on negative anxiety reduction referring to School-Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*).

The lesson plans are elaboration of developed syllabus which have components in the form of subject identity, standard of competence, basic competence, indicator, learning objective, learning material, learning method, learning activity, sources and learning medium, and assessment. Developing the lesson plans is important because a lesson plan can draw out the process of the teaching and learning activities and it can be determined whether the learning process activates or not for the students, and also whether it makes the students creative or not. In this learning model, students' activeness in learning process is the indication of the positive effect of reducing the students' negative anxiety.

The components of lesson plan used are as follows:

- a. Identity, including:
 1. Name of school
 2. Subject
 3. Allocation of time
 4. Class/semester
 5. Genre

6. Language skill

7. Number of meeting

8. Day/date/time

b. Standard of competence

It is a qualification of student's minimum ability which describes acquisition of knowledge, attitude, and skill that are expected to be achieved at each class and semester on a subject.

c. Basic competence

It is an amount of ability to be mastered by the students in certain subject as a reference for formulating the indicators on a subject.

d. Indicator of achieved competence

It is a behavior that can be measured and observed to demonstrate achievement of certain basic competence as a reference for assessment. Indicators of achieved competence are formulated using operational verbs that can be measured and observed, including the knowledge, attitude, and skill.

e. Learning objective

Describing the process and expected learning outcomes achieved by students in accordance with the basic competence.

f. Learning material

Including facts, concepts, principles, and relevant procedures. It is written in the form of points referring to formulated indicators.

g. Learning method

Used by teachers to create learning atmosphere and the learning process so that students would achieve basic competence or set of indicators that have been set. Selection of learning methods is adapted to the students' situation and

conditions in which the selected method is based on the reduction of anxiety, and characteristics of each indicator and competencies to be achieved in each subject.

h. Learning activity

1. Opening

Opening is an initial activity in a meeting that aims to generate students' motivation to not be afraid to use English and to focus students' attention to participate actively in the learning process. In this activity, phase I on cooperative learning that is presenting goals and set is used.

2. Main

Main activity is a learning process to reach basic competence. Learning activities are conducted in an interactive, inspiring, fun, challenging, motivating way so that students participate actively. This activity is carried out systematically through stages II, III, and IV in cooperative learning that is presenting information, organizing students into learning teams, and assisting in team work and study.

3. Closing

Closing is an activity undertaken to finish the learning activities that can be done in the form of summaries or conclusions, assessment and reflection, feedback, rewarding, and follow-up. The closing is done systematically through phases V and VI on cooperative learning that is testing on the materials and providing recognition.

i. Source and learning medium

Determination of learning sources is based on the standard of competence and basic competence, learning material, learning activity, and indicator.

j. Assessment

Assessment instrument of learning process and result is referred to indicator and standard of assessment.

The steps in the development of lesson plan are as follows:

a. Writing the identity

Identity consists of name of school, subject, class/semester, genre, language skill, number of meeting, day/date/time. This is the sample of identity. Name of school is written with senior high school, subject is English, class/semester is XI/semester I, allocation of time is 2 X 45 minutes, genre is reports, language skill is listening, number of meeting and day/date/time is written with the planned time.

b. Determining standard of competence and basic competence

Standard of competence and basic competence refers to English standard of competence and basic competence for senior high school in school-based curriculum 2006. “2. Understanding the meaning of short functional text and monolog in form of reports, narrative, and analytical exposition in daily life context”, basic competence “2.2 Responding the meaning in monolog text which is using various spoken language accurately and fluently in daily life context in form of text: report, narrative, and analytical exposition”

c. Formulating indicator of achieved competence

For instance, in listening skill with standard of competence, basic competence, genre, and learning material used listening to report text monolog, so the indicators can be formulated as (1) being able to identify the topic in a short functional text and monolog, (2) being able to identify given information in a short functional text and monolog, (3) being able to identify the aim of

communication in a short functional text and monolog, (4) being able to respond the meaning in simple report monolog fluently and accurately.

d. Formulating learning objective

From the determined indicators, the learning objectives can be formulated as (1) student is able to work in cooperative groups to identify the topic in simple report monolog fluently, accurately, and confidently, (2) student is able to work in cooperative groups to identify information in simple report monolog fluently, accurately, and confidently, (3) student is able to work in cooperative groups to identify the aim of communication in a short functional report text and monolog fluently, accurately, and confidently, (4) student is able to work in cooperative groups to respond the meaning in simple report monolog fluently, accurately, and confidently.

e. Determining learning material

Learning material is determined based on one of the genre stampings on standard of competence. For instance, in listening, with standard of competence “2. Understanding the meaning of short functional text and monolog in form of reports, narrative, and analytical exposition in daily life context”, basic competence “2.2 Responding the meaning in monolog text which is using various spoken language accurately and fluently in daily life context in form of text: report, narrative, and analytical exposition”, with genre reports then learning material used is listening to report text monolog and vocabulary in terms of discussing topic.

f. Determining learning method

Learning method is meant as learning model or approach, it depends on the characteristics of the approach or strategy chosen. In this model, approach is student centered, strategy is negative anxiety reduction through social interaction,

learning model is cooperative learning, methods used are brainstorming, concept explanation, listening to CD listening/laboratorium, discussion (pair discussion, 4-6 students discussion, followed by class discussion), tasks, and question-answer.

g. Developing learning activity

This research was focused on the effectiveness of English learning model based on negative anxiety reduction to second (2nd) grade students in senior high school level in order to increase the students' performance (activeness) in English class. To better understand it, another learning model was observed as comparison namely conventional teaching. Huda (2011: 82-83) proposes the comparison of cooperative learning and traditional learning, it is drawn in table 2.2 as follows:

Table 2.2 Comparison of cooperative learning and traditional learning

Cooperative learning	Traditional learning
Positive interdependence with structure	No positive interdependence
A clear accountability for individual's share of the group work	No accountability for individual share of the group work
Heterogeneous ability grouping	Homogeneous ability grouping
Sharing of leadership roles	Few being appointed or put in charge of the group
Sharing of the appointed learning task	Each member of group is seldom responsible for others' learning
Aiming to develop each member's learning to the maximum	Focusing only on accomplishing the assignments
Maintaining a good working relationship	Frequent neglect of good working relationship
Teaching of collaboration skills	Assuming that students already have the required skills
Teachers observation of students team	Little observation from teacher

work

Structuring of the procedures and time for the processing

Rare structuring of the procedures and time for the processing

Holding on the comparison of learning, elements of cooperative learning and cooperative learning activity phases, the researcher determined cooperative learning model as the model development in this study.

Based on the data obtained in the field through modified Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire, participant observation, documentation and in-depth interviewing, the researcher created English learning activity according to the need of teachers and students in Banjarbaru South Kalimantan as developing the model. The learning activity was divided into three activities; they were opening, main, and closing activities. These activities followed the six phases in cooperative learning; they were present goals and set, present information, organizing students into learning teams, assisting team work and study, testing the materials, and providing recognition (Suprijono, 2011: 65). Then these six phases were elaborated into detailed activities; the first phase was conveying the ethical values, motivating the students in order to use English without feeling anxious, doing brainstorming, conveying learning objective, conveying the importance of the learning material, the second phase was explaining the concept of the material, the third and fourth phases were facilitating the students with pair discussion, followed with four to six in group discussions and a class discussion, the fifth and sixth phases were doing reinforcement and feedback, making conclusions, evaluating and providing recognition.

As facilitator and motivator, teacher observed, encouraged and helped every group's activity. Teacher helped to find the way or gave instructions if there was stagnancy in a discussion process. In this study, the researcher developed the way of discussion; pair discussion, four to six students in a group discussion, and followed by class discussion.

For pair discussion, a student with his or her couple discussed the learning material cooperatively, one student was as questioner, and the other was as answerer, these positions should be rolled in order to activate the two students and prepare them for obtaining the early knowledge, it was expected that they could reduce their negative anxiety because they would be more confident. Then four to six students in a group discussion was the next activity. The students discussed the learning material cooperatively, each student had a different task or a role; for example one student was as questioner, one student was as answerer, one student was as debater of the answerer or moderator, and one student was as conclusion maker. In cooperative group, every student had different task or role so every student would be active in learning. Results of group discussion were 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 was increasing. Then this model was elaborated in syllabus and lesson plan as instructional planning, in which this model would be developed and tested in the next phases.

From the explanation above, learning activities in English learning model based on negative anxiety reduction are divided into 3 activities, they are opening, main, and closing activities which apply six phases in cooperative learning, namely (1) presenting goals and set, (2) presenting information, (3) organizing students into learning teams, (4) assisting team work and study, (5) testing on the materials, and (6) providing recognition. From these six phases the detailed activities, character values, and necessary time in every single activity are elaborated.

1. Opening (15 minutes)

In this activity, phase I in cooperative learning, namely presenting goals and set is used. As samples of detailed activities and character values, they are elaborated as: teacher checks the students (discipline) for 2 minutes, teacher conveys the ethical values about discipline for 2 minutes, teacher motivates the students in order to use English without anxious feeling (self-confidence) for 3 minutes, teacher does brainstorming by recalling students' background knowledge about text report (independent) for 5 minutes, teacher conveys the learning objectives (curiosity) for 1 minute, and teacher explains the importance of the learning material (curiosity) for 2 minutes.

2. Main (60 minutes)

Main activities are done systematically through phases II, III, and IV in cooperative learning, namely presenting information, organizing students into learning teams, and assisting team work and study. As samples of detailed activities and character values, they are elaborated as: teacher explains the learning material or concept (independent, creative, work hard, like to read) for 5 minutes, students listen to the text report played by the teacher (creative,

work hard, discipline) for 10 minutes, students discuss (identify the topic, find the information and respond the meaning) the text report in pairs (independent, friendly, tolerance, democratic, social awareness, responsible, creative, work hard), students answer the available questions based on the text orally (independent, responsible) for 10 minutes, students discuss learning material in 4-6 students in a group (friendly, tolerance, democratic, social awareness, responsible, creative, work hard), students choose the appropriate answers based on the text report. Students complete the blank part in the text based on what they have heard (independent, creative, work hard, like to read) for 35 minutes.

3. Closing (15 minutes)

This activity is done systematically through phases V and VI in cooperative learning namely evaluating and providing recognition. As samples of detailed activities and character values, they are elaborated as: teacher gives a chance to the students to ask about the learning material (creative, independent) for 4 minutes, teacher gives positive feedback to the students (appreciating the achievement) for 1 minute, teacher and students make conclusions (creative, independent) for 2 minutes, teacher gives homework in terms of the next lesson (independent, creative, work hard, like to read) for 1 minute, teacher gives information about the next lesson (independent, work hard, like to read) for 1 minute.

h. Determining sources and learning mediums

Referring to the syllabus, learning sources involve references, environment, medium, equipment and material. As a sample, source and learning medium in learning process described above are (1) *Buku PR Bahasa Inggris SMA/MA XIA Intan Pariwara* pp. 8-9, (2) English-Indonesian Dictionary, (3) Others relevant books, (4) CD listening, (5) VCD/DVD player/laptop, and (6) Relevant pictures.

i. Determining type of assessment

Assessment is elaborated into technique of assessment and instruments.

3. Evaluation system.

The evaluation system is used to measure the success of a learning process as realization of the lesson plan. The evaluation system is referring to constructivism theory based on authentic assessment which is an assessment which is done as a formal assessment to gather data that could reach the student's ability.

There are two kinds of assessment namely process assessment and result assessment. Process assessment functions to better understand the effectiveness of learning process while result assessment is to better understand the student's competence in learning English. Process assessment is done during the learning process, hence the assessment instrument is observation guide during the class, while result assessment is done after finishing the learning material, therefore the used assessment instrument can be a written test, a quiz, etc.

In this English learning model based on negative anxiety reduction, techniques of assessment are used as follows:

a. Non-test

Observation of discussion activity and students' cooperative attitude are used to assess the effectiveness of learning process. This non-test technique is an observation technique that uses 2 instruments, namely rubric for discussion and rubric for cooperative attitude.

b. Test

1. Written test

Written test is the most used technique of assessment by teachers. It can be a test with choosing the answer or an essay, for example multiple choice, true-false, matching, and essay. For example in reading skill, instrument used is multiple choice. In writing skill essay is used; rubric for writing assessment is used for assessing students' works. In listening skill, instrument used is multiple choice, which is referring to the text listened.

2. Spoken test

Spoken test is a direct test conducted between a teacher and a student orally. The questions and answers are spoken directly and spontaneously. For example in speaking skill instrument used is students' works referring to rubric for speaking assessment.

For example in listening skill, assessments used are as follows:

1. Technique of assessment and instruments

a. Technique of assessment

1. Non-test
2. Test

b. Instruments

1. Rubric for discussion
2. Rubric for cooperative attitude
3. Multiple choice

2. Sample of instruments

1. Non-test (Suprijono, 2011)

a. Rubric for discussion

No	Aspect	Score	Quality	Maximum Score	Group			
					1	2	3	4
1	Activeness <ul style="list-style-type: none"> • Very active • Active • Passive 	9-10 6-8 <5	4	40				
2	Cooperation <ul style="list-style-type: none"> • Very good • Good • Not good 	9-10 6-8 <5	3	30				
3	Respect other students' opinion <ul style="list-style-type: none"> • Very good • Good • Not good 	9-10 6-8 <5	3	30				
Total				100				

b. Rubric for cooperative attitude

No	Cooperative Skill	Quality	Score	Value
1	Respecting other students' opinion	15		
2	Taking turns and sharing the tasks	15		
3	Encouraging others to talk (participation)	15		
4	Listening actively	5		
5	Questioning	15		
6	Participating in the task	15		
7	Checking the accuracy	5		
8	Responding to others	15		
Total		100		

Annotation:

Score = 0, 1, 2, 3, 4, 5

Value = (quality x score) : 5

2. Written test

Listen and choose A, B, C, D or E for the correct answer.

Played text by teacher:

This text is for questions 1 to 3.

Dehydration is a condition that occurs when someone loses more fluids than he or she absorbs. Dehydration isn't as serious a problem for teens as it can be for babies or young children. But if you ignore your thirst, dehydration can slow you down.

Our bodies contain about two third water. When someone gets dehydrated, it means the amount of water in his or her body has dropped below the level needed for normal body function. Small decreases don't cause problems, and in most cases, they go completely unnoticed. But losing larger amounts of water can sometimes make a person feel quite ill.

Adopted from:

http://teenshealth.org/teen/safety/first_aid/dehydration.html?tracking=T_RelatedArticle
(March 12, 2012)

1. What is the text about?

A. Dehydration.	B. Respiration.
C. Information.	D. Digestion.
E. Detection.	

2. How much water does our body contain?

A. One fourth.	B. One third.
C. Half.	D. About two third.
E. More than two third.	

3. “Small decreases don’t cause problems, and” (Paragraph 2)
 The word ‘decrease’ can be best replaced by _____.

A. improvement	B. increase
C. implement	D. decline
E. loss	

Played text by teacher:

Contrary to what you may have heard, acne is not caused by dirty skin. Acne is caused by overactive oil glands in the skin and an accumulation of oil, dead skin cells and bacteria, which leads to inflammation in pores.

Oil glands become stimulated when hormones become active during puberty, which is why people are likely to get acne during their teens. Because the tendency to develop acne is partly genetic, if other people in your family had (or have) acne, you may be more likely to develop it too.

Adopted from:

http://teenshealth.org/teen/your_body/skin_stuff/prevent_acne.html#cat20118 (March 12, 2012)

4. What is acne caused by?

A. Dirty skin.	B. Large pores.
C. Skin viruses.	D. Too much fat under the skin.
E. Overactive oil glands in the skin.	

5. “. . . if other people in your family had (or have) acne, you may be more likely to develop it too.”
 What is the word ‘it’ referring to?

A. Family.	B. Oil.
C. Acne.	D. Skin.
E. Hormone.	

The answers:

1. A 2. B 3. D 4. E 5. C

Assessment rubric for multiple choice

No	Answer	Score
1.	Right answer.	2
2.	Wrong answer.	0

Maximum score = 10

$$\text{Value} = \frac{\text{Obtained score}}{\text{Maximum score (10)}} \times 10 = \dots$$

2.5 Relationship among Learning Process, Foreign Language Anxiety, and Language Performance

Horwitz & Young (1991) suggest that language anxiety contributes to an affective filter which makes the student unreceptive to language input; thus, the student fails to comprehend the target language messages and language acquisition does not develop (Krashen, 1982). Language anxiety influences student's language performance negatively. The anxious student feels shy when they are attempting to use the second language. This can be caused by the stressful learning process. Wörde (2003) suggests that an unstressful classroom atmosphere can reduce students' anxiety and it is related to how the teacher conducted the class. The students' language anxiety will decrease when the teacher is appropriate in determining the learning model to make the class interesting. From literature review studied, it can be found out the relationship among learning process, foreign language anxiety, and language performance which can be drawn as follow:

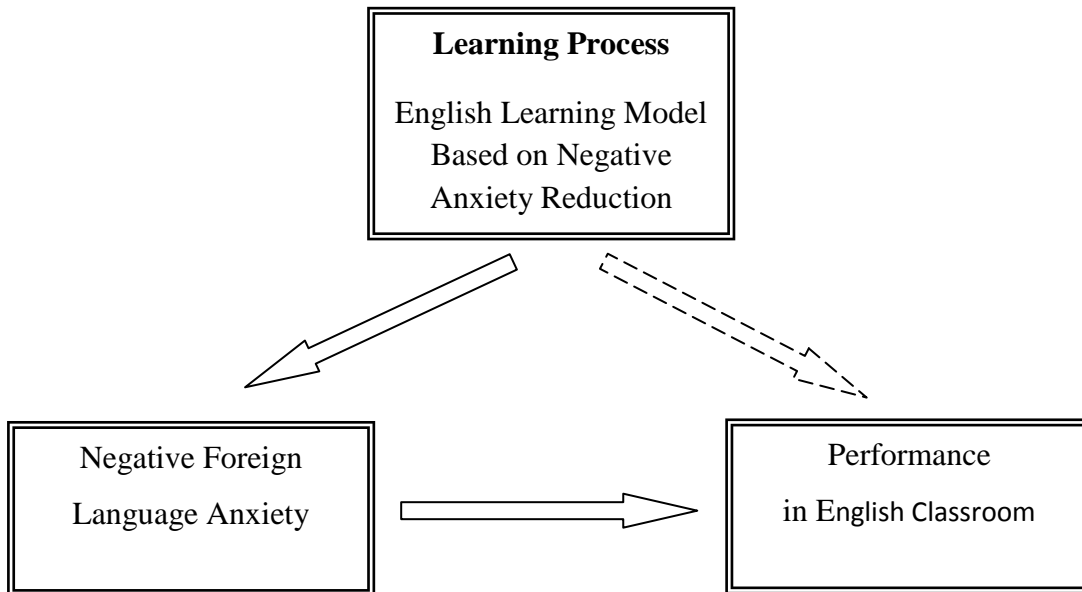


Figure 2. The relationship among learning process, foreign language anxiety, and language performance

The learning model that teacher used in learning process will influence directly to students' negative foreign language anxiety, negative foreign language anxiety will influence the student's English performance, so the learning model will indirectly influence student's English performance.

In this study, it would be developed and used the English learning model based on negative anxiety reduction in learning process. It is expected by using the developed model, it may reduce the foreign language anxiety -the components of language anxiety are communication apprehension, fear of negative evaluation, and test anxiety- that experienced by senior high school students. So for the outcomes, it is expected to be able to improve the students' performance in English classroom.

CHAPTER THREE
RESEARCH METHOD

3.1 Research Design

The research in this step is conducted through experimental research. The design will be quasi-experimental design where the researcher gives treatment to research subjects to better understand the influence of the treatment, specifically by using nonequivalent control group design. The given treatment is English learning model based on negative anxiety reduction to experiment group and conventional English learning to control group. The design is as follows:

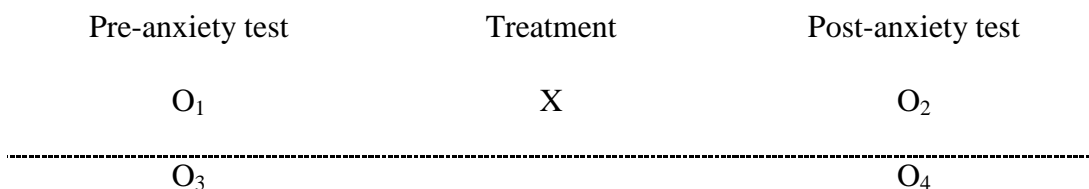


Figure 3. Quasi-experimental design

- O = Giving Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire to the students
- X = English learning model based on negative anxiety reduction

The independent variable in this research is English learning model based on negative anxiety reduction and conventional English learning. Experiment class is given English learning model based on negative anxiety reduction while control class is running as existing model namely conventional English learning. The dependent variable in this research is English anxiety.

3.2 Research Subjects (Population, Sample, and Sampling)

The research was conducted in October-November 2015. The second grade students from two Islamic senior high schools in Banjarbaru were the subjects of the research. One class was an experiment group and one class was a control group in those schools. The researcher determined the school randomly.

Population in this research was second grade students in two Islamic senior high schools in Banjarbaru. The samples of the research were the students from one class second grade students in the schools. One class was an experiment group and one class was a control group. Random sampling was used in determining the school and purposive sampling was used in determining the class as samples.

3.3 Type of Data

Type of data in this experiment research was primary data. The data were collected quantitatively.

3.3.1 Data Collecting Instrument

In this experiment research, the instruments used for collecting data were modified Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire and participant observation.

1. Questionnaire

The questionnaire was distributed to the students. The questionnaire was divided into two parts; the background of the students in Part A included class/department, age, gender, parent's occupation, and informal education, and the modified foreign language classroom anxiety scale in Part B. The questionnaire was translated into *Bahasa Indonesia* to make it easy for students to understand.

The students' anxiety was measured by the modified Foreign Language Classroom Anxiety Scale (FLCAS). FLCAS would test on three components which were the students' communication apprehension, fear of negative evaluation, and test anxiety. It was a four-point Likert scale questionnaire, ranging from highly true (*sangat benar*) to highly not true (*sangat tidak benar*). The scale used range from one (1) for low to four (4) for high. Highly true (*sangat benar*) was coded by 4 and highly not true (*sangat tidak benar*) was coded by 1.

The questionnaire survey consisted of 27 statements/questions. The items dealt with positive sentences. Negative statements/questions from the original FLCAS were replaced by positive statements to avoid misinterpretation by the students as Dörnyei and Taguchi (2010) write that items which contain a negative construction are deceptive because responding to the items can be problematic. Nine items were to measure students' communication apprehension; the item numbers were 3, 7, 10, 12, 14, 19, 20, 22, and 24. Nine items were to measure students' fear of negative evaluation; they were items number 1, 2, 4, 5, 11, 15, 16, 25, and 27. Nine items were to measure students' test anxiety; the numbers were 6, 8, 9, 13, 17, 18, 21, 23, and 26. Modified FLCAS in this study would be appropriate and helpful to clarify the importance of learning model in English class.

However, the questionnaire was translated into *Bahasa Indonesia* using the back-translation procedure in order to avoid the difficulties and misunderstanding. The help of an English lecturer who is also proficient in *Bahasa Indonesia* was recruited to provide the Indonesian translation and back-translation by an English teacher to ensure content validity.

(Horwitz, Horwitz & Cope, 1986) Foreign Language Classroom Anxiety Scale (FLCAS) was modified, and then it translated into Indonesian adolescents' context. The data from the questionnaire was analyzed using descriptive statistics. Frequency counts and means scores were used to report the data.

The questionnaire was pilot tested to determine the reliability indices in the context of this study. This procedure also provided the feedback regarding the students' understanding of the items in the questionnaire besides the estimated time the respondents needed to complete the questionnaire.

The researcher was not present when the pilot study was conducted. First, the researcher contacted an English teacher by phone to carry out the pilot study. The pilot study was administered to twenty second (2nd) grade students as respondents. The instrument used for this study was tested earlier through a pilot study. The test was intended to find out:

1. level of instrument reliability
2. appropriateness of direction and clearness of language used
3. students' anxiety level

The pilot study took place at *Sekolah Menengah Umum* Banjarbaru South Kalimantan. Twenty students were involved in this pilot study. All the subjects had the same characteristic with subjects of the main study; they were second (2nd) grade students in senior high school level.

The collected data was analyzed to obtain Cronbach's alpha. The Cronbach coefficient alpha obtained was 0.934. Sekaran (2000) explains that alpha exceeding 0.8 has a very

high reliability. It is considered as average for alpha to be around 0.7 to 0.8, the value could be accepted. For alpha which is lower than 0.6, the reliability is considered to be low. There was no deleted item from the questionnaire, as a whole. The possible range of scores on the modified FLCAS was 27 (lowest anxiety) to 108 (highest anxiety).

Furthermore, based on suggestions of the English teacher and the students, the five-point Likert scale questionnaire, ranging from highly true (*sangat benar*) to highly not true (*sangat tidak benar*) was changed. The scale used ranged from one (1) for low to five (5) for high. Highly true (*sangat benar*) was coded by 5 and highly not true (*sangat tidak benar*) was coded by 1, should be changed to be a four-point Likert scale questionnaire, ranging from highly true (*sangat benar*) to highly not true (*sangat tidak benar*). The scale used range from one (1) for low to four (4) for high. Highly true (*sangat benar*) was coded by 4 and highly not true (*sangat tidak benar*) was coded by 1, without using neutral choice to avoid students' confusion in determining the certain answer. This is supporting Sukardi (2009: 147) that suggests that there is a tendency for the respondent to choose the answer in the middle category because of human reason. Because of this reason, the researcher decided to reduce neutral choice in the questionnaire on the main study.

After finishing conducting pilot study and obtaining Cronbach's alpha for overall components of foreign language anxiety-communication apprehension, fear of negative evaluation, and test anxiety-,the researcher prepared for the main study. The revised questionnaire also was used to collect data for the main study. (See Appendix A).

2. Observation sheet.

This instrument was used to gain data about English class activity to better understand the effectiveness of developed learning model. There were three rubrics to be assessed in terms of class activity, they were class management, activity of discussion, and cooperative attitude. Categories of assessment were different from each other, it depended on the rubric to be assessed. The observation results during English learning activity, namely class management, activity of discussion, and cooperative were analyzed descriptively by finding the sum of scores. (Refer to Appendix B for details). Categories of class management can be seen in table 3.1 below.

Table 3.1 Categories of class management

Score obtained	Value
$\leq 24,5$	Very bad
24.51 to 31.5	Bad
31.51 to 38.5	Moderate
38.51 to 45.5	Good
≥ 45.51	Very good

3.3.2 Technique of Data analysis

Technique of data analysis used to analyze the obtained data in this study consisted of three parts; they were learning effectiveness data analysis, English anxiety data analysis, and comparison analysis in learning effectiveness to English anxiety.

1. Learning effectiveness data analysis

Observation results data during English learning activity namely class management, activity of discussion, and cooperative attitude were analyzed descriptively by finding the sum of scores.

2. English anxiety data analysis

Modified FLCAS was analyzed quantitatively using Microsoft Office Excel and SPSS(Statistical Package for the Social Science) for Windows version 18, and data from observation results was also analyzed qualitatively by interpreting them.

The English anxiety data was analyzed by:

1. Determining the categories of English anxiety level.

For this analysis, ordinal categories were used.

Azwar (1999) suggests that ordinal categories based on normal distribution is divided into six (6) parts of standard deviation.

The purpose of this categorization was to separate the data into groups by levels. In this case, the category was from very low anxiety to very high anxiety. The number of categories was not more than 5 levels, but not less than 3 levels.

The formula for categorizing the 5 levels of anxiety is:

$$X \leq \mu - 1.5\sigma = \text{Very low anxiety}$$

$$\mu - 1.5\sigma < X \leq \mu - 0.5\sigma = \text{Low anxiety}$$

$$\mu - 0.5\sigma < X \leq \mu + 0.5\sigma = \text{Moderate anxiety}$$

$$\mu + 0.5\sigma < X \leq \mu + 1.5\sigma = \text{High anxiety}$$

$$\mu + 1.5\sigma < X = \text{Very high anxiety}$$

Figure 4Categorization of the 5 levels

X = Individual score

μ = Number of item x Median score of five-point Likert scale

σ = (Number of item x Highest score of five-point Likert scale –
Number of item x Lowest score of five-point Likert scale) / 6

From the formula above, the researcher obtained the categories of English language anxiety levels as shown in tables 3.2 and 3.3.

Table 3.2 Categories of anxiety level for 27 items of FLCAS

Score obtained	Anxiety Level
≤ 47.25	Very low anxiety
47.26 to 60.75	Low anxiety
60.76 to 74.25	Moderate anxiety
74.26 to 87.75	High anxiety
>87.76	Very high anxiety

Table 3.3 Categories of anxiety level for Communication Apprehension, Fear of Negative Evaluation and Test Anxiety

Score obtained	Anxiety Level
≤ 15.75	Very low anxiety
15.76 to 20.25	Low anxiety
20.26 to 24.75	Moderate anxiety
24.76 to 29.25	High anxiety
> 29.26	Very high anxiety

- Determining the Mean score for English anxiety, consisting of overall items, communication apprehension items, fear of negative evaluation items and test anxiety items.

3. Comparison analysis in learning effectiveness to English anxiety

Comparison analysis in learning effectiveness to English anxiety involves normality test, homogeneity test, and t-test. Normality and homogeneity test are done as basic in testing the hypothesis. If data are not normal distribution, it should be used a suitable nonparametric test, namely Mann-Whitney U test and Kruskal Wallis test.

1. Normality test

Normality test is used to better understand whether samples early condition has normal distribution or not. The hypothesis used to test data normality is:

H_0 : sample has normal distribution

H_1 : sample does not have normal distribution

Test criteria used is: if probability (*sig.*) is higher than 0.05, H_0 is accepted. Data normality test used is Kolmogorov-Smirnov test.

2. Homogeneity test

Homogeneity test is used to better understand whether the two groups has same variance or not. The hypothesis used to test variance homogeneity is:

H_0 : the two classes has similar variance or homogen

H_1 : the two classes has unsimilar variance or not homogen

Test criteria used is: if probability (*sig.*) is higher than 0.05, H_0 is accepted.

Variance homogeneity test used is Levene test.

3. Comparison test

Determining the difference of English anxiety between control class and experiment class.

T-test is used to determine the difference of English anxiety between control class and experiment class. Paired sample t test and Independent sample t test are used to arrange and analyze the data. Means score is used to report the data and

findings to describe the comparison. This calculation required that the population where the samples come has two variances and has normal distribution (Santoso, 2007).

The hypotheses are:

Hypothesis 1:

H_0 : The two Means are identical (There is no significant difference of English anxiety between pre-anxiety test and post-anxiety test by control class).

H_1 : The two Means are not identical (There is a significant difference of English anxiety between pre-anxiety test and post-anxiety test by control class).

Hypothesis 2:

H_0 : The two Means are identical (There is no significant difference of English anxiety between pre-anxiety test and post-anxiety test by experiment class).

H_1 : The two Means are not identical (There is a significant difference of English anxiety between pre-anxiety test and post-anxiety test by experiment class).

Paired sample t test is used to test for differences by looking at the Means of the two samples. This test is done to two (paired) samples. Paired samples are meant as a sample with the same subjects but they have two different measurement. In this case, they are pre-anxiety test and post-anxiety test on control class, also pre-anxiety test and post-anxiety test on experiment class. (Hypothesis 1 and 2).

Hypothesis 3:

H_0 : There is a significant difference of English anxiety between posttest by control class and posttest by experiment class.

H_1 : There is no significant difference of English anxiety between posttest by control class and posttest by experiment class.

2-tailed Independent sample t-Test is used to test for differences by looking at the Means of the two samples, in this case, post-anxiety test on control class and post-anxiety test on experiment class. t-Test from sample is done in two steps; the first step is testing whether variance from 2 populations could be assumed similar (F-test); then doing the (t-Test) to know whether there is a Mean Difference.

Table 3.4 Testing methods

Hypothesis	Statistical Test
H_{01} : Sample has normal distribution	Kolmogorov-Smirnov test
H_{02} : The two classes has similar variance or homogen	Levene test
H_{03} : The two Means are identical (There is no significant difference of English anxiety between pre-anxiety test and post-anxiety test by control class).	Paired sample t test
H_{04} : The two Means are identical (There is no significant difference of English anxiety between pre-anxiety test and post-anxiety test by experiment class).	Paired sample t test
H_{05} : There is a significant difference in English anxiety between posttest by experiment class and posttest by control class.	Independent sample t test F-Test , t-Test.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Results

4.1.1 Reliability Coefficient Analyses

The Horwitz, Horwitz, & Cope's FLCAS scores from the questionnaire survey were analyzed using the SPSS (Statistical Package for the Social Science) for Windows version 18 to determine the Cronbach's alpha value of the items. Cronbach's alpha value of overall anxiety is 0.882. It means that the reliability coefficients in this study is high. (See appendix C).

4.1.2 Comparison analysis in learning effectiveness to English anxiety

The following is presented the results of statistical test connected to the hypotheses. Before testing the hypotheses, assumption test namely data normality test and variance homogeneity test should be done to control class and experiment class. Normality and homogeneity test were done as basic in testing the hypothesis. If data were not normal distribution, it should be used a suitable nonparametric test, namely Mann-Whitney U test and Kruskal Wallis test.

4.1.2.1 Normality Test

Normality test was used to better understand whether samples early condition had normal distribution or not. Data was taken from pre-anxiety test scores in control class and experiment class. Data normality test used in this phase was Kolmogorov-Smirnov test using Microsoft Office Excel and SPSS(Statistical Package for the Social Science) for Windows version 18.

The hypothesis used to test data normality was:

H_0 : sample has normal distribution

H_1 : sample does not have normal distribution

Normality test used one sample kolmogorov-smirnov test. Test criteria used was: if probability (*sig.*) is higher than 0.05, H_0 is accepted. Oppositely, H_0 is denied. The normality test result can be seen in table 4.1:

Table 4.1 Tests of Normality

Class	Kolmogorov-Smirnov(a)			Shapiro-Wilk			
	Statistic	Df	Sig.	Statistic	Df	Sig.	
Score	Experiment	.168	18	.193	.926	18	.168
	Control	.127	18	.200(*)	.962	18	.648

* This is a lower bound of the true significance.

a Lilliefors Significance Correction

According to table 4.1, score in column statistic K-S on experiment class is 0.168 and 0.127 for control class. Probability (*sig.*) shows that experiment class and control class are higher than 0.05. So, H_0 is accepted. It means that data of experiment and control class followed the normal distribution. (Refer to Appendix C for details).

4.1.2.2 Homogeneity Test

Homogeneity test was used to better understand whether the two groups had same variance or not. The hypothesis used to test variance homogeneity was:

H_0 : the two classes has similar variance or homogen

H_1 : the two classes has unsimilar variance or not homogen

Test criteria used was: if probability (*sig.*) is higher than 0.05, H_0 is accepted. Oppositely, H_0 is denied. Variance homogeneity test used was Levene test. The homogeneity test result can be seen in table 4.2:

Table 4.2 Tests of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	0.017	1	34	.898
	Based on Median	0.016	1	34	.899
	Based on Median and with adjusted df	0.016	1	30.160	.899
	Based on trimmed mean	0.016	1	34	.899

Table 4.2 indicates that measurement Levene statistic based on Mean is 0.017 and score obtained in column probability (*sig.*) is 0.898 which is higher than 0.05. So, H_0 is accepted. It means that variance of experiment and control class had similar variance or homogen. (Refer to Appendix C for details).

4.1.2.3 Comparison Test

Determining the difference of English anxiety between experiment class and control class. T-test was used to determine the difference of English anxiety between experiment class and control class. Paired sample t test and Independent sample t test were used to arrange and analyze the data. Means score was used to report the data and findings to describe the comparison. This calculation required that the population where the samples come has two variances and has normal distribution (Santoso, 2007).

The hypotheses were:

Hypothesis 1:

H_0 : The two Means are identical(There is no significant difference of English anxiety between pre-anxiety test and post-anxiety test by experiment class).

H_1 : The two Means are not identical(There is a significant difference of English anxiety between pre-anxiety test and post-anxiety test by experiment class).

Hypothesis 2:

H_0 : The two Means are identical (There is no significant difference of English anxiety between pre-anxiety test and post-anxiety test by control class).

H_1 : The two Means are not identical (There is a significant difference of English anxiety between pre-anxiety test and post-anxiety test by control class).

Paired sample t test was used to test for differences by looking at the Means of the two samples. This test was done to two (paired) samples. Paired samples were meant as a sample with the same subjects but they have two different measurement. In this case, they were pre-anxiety test and post-anxiety test on experiment class, also pre-anxiety test and post-anxiety test on control class. (Hypothesis 1 and 2). The details of pair sample t test are shown in tables 4.3, 4.4, and 4.5 for experiment class and 4.6, 4.7 and 4.8 for control class:

Table 4.3 Paired samples statistics for experiment class

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-anxiety	64.889	18	9.1129	2.1479
	Post-anxiety	71.833	18	11.3669	2.6792

Table 4.3 shows the statistical summary from the two samples. For pre-anxiety test result before treatment, the Mean was 64.889. While for post-anxiety test result after treatment, the Mean was 71.833.

Table 4.4 Paired samples correlations for experiment class

	N	Correlation	Sig.
Pair 1 Pre-anxiety & Post-anxiety	18	.523	.026

Table 4.4 shows the correlation between two variables, it is 0.523 and probability is lower than 0.05, it is 0.026. It shows that correlation between pre-anxiety test and post-anxiety test correlated positively.

Table 4.5 Paired samples test for experiment class

		Pair 1
		Pre-anxiety – Post-anxiety
Paired Differences	Mean	-6.9444
	Std. Deviation	10.1950
	Std. Error Mean	2.4030
95% Confidence Interval of the Difference	Lower	-12.0143
	Upper	-1.8746
T		-2.890
Df		17
Sig. (2-tailed)		.010

Table 4.5 shows results of comparison test that is as the answer of the hypothesis 1. From the table, probability is 0.010 which is lower than 0.05, so H_0 is rejected. Therefore, it can be concluded that the two Means were not identical, in other words, there is a significant difference of English anxiety between pre-anxiety test and post-anxiety test by

experiment class. However, the hypothesis in this study; the two Means are identical or there is a significant difference of English anxiety between pre-anxiety test and post-anxiety test by experiment class; is rejected. From the elaboration, implicitly, it can be understood that English learning model based on negative anxiety reduction to experiment group was effective in reducing students' English anxiety in English classroom.

Table 4.6 Paired samples statistics for control class

		Mean	N	Std. Deviation	Std. Error Mean
Pair 2	Pre-anxiety	65.4444	18	11.2366	2.6485
	Post-anxiety	64.778	18	9.7411	2.2960

Table 4.6 shows the statistical summary from the two samples. For pre-anxiety test result, the Mean was 65.4444. While for post-anxiety test result after treatment, the Mean was 64.778.

Table 4.7 Paired samples correlations for control class

		N	Correlation	Sig.
Pair 2	Pre-anxiety & Post-anxiety	18	.528	.024

Table 4.7 shows the correlation between two variables, it is .528 and probability is lower than 0.05, it is 0.024. It shows that correlation between pre-anxiety test and post-anxiety test correlated positively.

Table 4.8 Paired samples test for experiment class

		Pair 2	
		Pre-anxiety – Post-anxiety	
Paired Differences	Mean	.6667	
	Std. Deviation	10.2785	
	Std. Error Mean	2.4227	
	95% Confidence Interval of the Difference	Lower	-4.4447
		Upper	5.7780
T		.275	
Df		17	
Sig. (2-tailed)		.786	

Table 4.8 shows results of comparison test that is as the answer of the hypothesis 2. From the table, probability is 0.786 which is higher than 0.05, so H_0 is accepted. Therefore, it can be concluded that the two Means were identical, in other words, there is no significant difference of English anxiety between pre-anxiety test and post-anxiety test by control class. However, the hypothesis in this study; the two Means are identical or there is no significant difference of English anxiety between pre-anxiety test and post-anxiety test by control class; is accepted. From the elaboration, implicitly, it can be understood that conventional English learning to control group was not effective in reducing students' English anxiety in English classroom.

Hypothesis 3:

H_0 : There is a significant difference of English anxiety between posttest by experiment class and posttest by control class.

H_1 : There is no a significant difference of English anxiety between posttest by experiment class and posttest by control class.

2-tailed Independent sample t-Test was used to test for differences by looking at the Means of the two samples, in this case, post-anxiety test on experiment class and post-anxiety test on control class. t-Test from sample was done in two steps; the first step was testing whether variance from 2 populations could be assumed similar (F-test); then doing the (t-Test) to know whether there is a Mean Difference.

Table 4.9 Rating scores and standard deviations of students' anxiety by class
Group Statistics

	Class	N	Mean	Std. Deviation
Overall anxiety	Experiment	18	71.833	11.3669
	Control	18	64.778	9.7411
Communication apprehension	Experiment	18	24.222	3.9490
	Control	18	21.556	3.3993
Fear of negative evaluation	Experiment	18	24.500	5.0088
	Control	18	21.056	4.3585
Test anxiety	Experiment	18	23.111	4.7883
	Control	18	22.167	2.7493

Table 4.9 summarizes the group statistics of the anxiety components by class used in the research. The number of student in experiment class was 18; the number of student in control class was 18. The group statistics in the table indicates that all the values for types measured in Likert Scale for experiment class was around 72 and all the values for types measured in Likert Scale for control class was lower than 67 as their midpoint with a standard deviation below 10. Measured using 4 point Likert scale, for communication apprehension, experiment class had ($\mu = 24.222$ and $s.d = 3.9490$) and control class had ($\mu = 21.556$ and $s.d = 3.3993$), for fear of negative evaluation, experiment class had ($\mu =$

24.500 and s.d = 5.0088) and control class had ($\mu = 21.056$ and s.d = 4.3585), for test anxiety, experiment class had ($\mu = 23.111$ and s.d = 4.7883) and control class had ($\mu = 22.167$ and s.d = 2.7493). For overall anxiety experiment class had ($\mu = 71.833$ and s.d = 11.3669) and control class had ($\mu = 64.778$ and s.d = 9.7411).

t-Test for the sample was done in 2 steps. First step was testing whether variance from 2 populations could be assumed similar. Then doing test to better understand whether there was Mean Difference in population. Basically, t-Test requires the similarity of variance (homogeneity) from 2 populations tested.

Table 4.10 Results of the independent sample t-Test by class differences

		F	Sig.	T	Sig. (2- tailed)	Mean Difference
Overall Anxiety	Equal variances assumed	.017	.898	2.000	.054	7.0556
	Equal variances not assumed			2.000	.054	7.0556
Communication Apprehension	Equal variances assumed	.029	.865	2.171	.037	2.6667
	Equal variances not assumed			2.171	.037	2.6667
Fear of Negative Evaluation	Equal variances assumed	.013	.910	2.201	.035	3.4444
	Equal variances not assumed			2.201	.035	3.4444
Test Anxiety	Equal variances assumed	2.993	.093	.726	.473	.9444

1. Communication Apprehension

From table 4.10, F value for communication apprehension with Equal variance assumed was .029 with $p = .865$. Because probability was higher than 0.05, it was assumed that the

two variances were similar or homogen. t value for communication apprehension with Equal variance assumed was 2.171 with $p = .037$. Because p in two tails is lower than 0.025, it was assumed that Mean of experiment class anxiety ($\mu = 24.222$ and $s.d = 3.9490$) was not similar with control class anxiety ($\mu = 21.556$ and $s.d = 3.3993$). With Mean difference was 2.6667; this means that the difference of experiment class anxiety and control class anxiety was 2.6667.

This result shows that there was a significant difference between experiment class anxiety and control class anxiety for communication apprehension. From the Mean of control class anxiety and experiment class anxiety obtained, it showed that control class was more apprehensive than experiment class in English communication.

2. Fear of Negative Evaluation

F value for fear of negative evaluation with Equal variance assumed was 0.013 with $p = 0.910$. Because probability was higher than 0.05, it was assumed that the two variances were similar or homogen. t value for fear of negative evaluation with Equal variance assumed was 2.201 with $p = 0.035$. Because p in two tails is lower than 0.025, it was assumed that Mean of experiment class anxiety ($\mu = 24.500$ and $s.d = 5.0088$) was not similar with control class anxiety ($\mu = 21.056$ and $s.d = 4.3585$). With Mean difference was 3.4444; this means that the difference of experiment class anxiety and control class anxiety was 3.4444.

This result shows that there was a significant difference between experiment class anxiety and control class anxiety for fear of negative evaluation. From the Mean of experiment

class anxiety and control class anxiety obtained, it showed that control class was fearer than experiment class in English negative evaluation.

3. Test Anxiety

F value for test anxiety with Equal variance assumed was 2.993 with $p = 0.093$. Because probability was higher than 0.05, it was assumed that the two variances were similar or homogen. t value for test anxiety with Equal variance assumed was .726 with $p = .473$. Because p in two tails is higher than 0.025, it was assumed that Mean of experiment class anxiety ($\mu = 23.111$ and $s.d = 4.7883$) was similar with control class anxiety ($\mu = 22.167$ and $s.d = 2.7493$). With Mean difference was 0.9444; this means that the difference of experiment class anxiety and control class anxiety was 0.9444.

This result shows that there was not a significant difference between experiment class anxiety and control class anxiety for test anxiety. From the Mean of experiment class anxiety and control class anxiety obtained, it showed that control class was not more anxious than experiment class in English test.

Comparing the three types of English language anxiety, the difference in English language anxiety between experiment class and control class occurred on the three types of English anxiety; communication apprehension, fear of negative evaluation and test anxiety; the differences English language anxiety between control class and experiment class was found significantly. Therefore, for overall anxiety, the difference English language anxiety by class was obtained significantly.

F value for overall anxiety with Equal variance assumed was 0.017 with $p = 0.898$. Because probability was higher than 0.05, it was assumed that the two variances were

similar or homogen. t value for overall anxiety with Equal variance assumed was 2.000 with $p = 0.54$. Mean of experiment class anxiety ($\mu = 71.833$ and $s.d = 11.3669$) was not similar with control class anxiety ($\mu = 64.778$ and $s.d = 9.7411$). With Mean difference was 7.0556; this means that the difference of experiment class anxiety and control class anxiety was 7.0556.

This result shows that there was difference between experiment class anxiety and control class anxiety for overall anxiety. From the Mean of experiment class anxiety and control class anxiety obtained, it showed that control class was more anxious than experiment class in English anxiety.

For these reasons, it can be concluded that there is a difference in English language anxiety by class as a whole. The hypothesis in this study; there is a significant difference of English anxiety between posttest by experiment class and posttest by control class; is accepted.

4.1.3 Learning effectiveness results

From observation results in control class and experiment class which was given the treatment English learning model based on negative anxiety reduction in experimental research, it could be seen the effectiveness of the developed model.

The measurement of learning effectiveness in experiment class and control class was obtained from observation sheet through three rubrics to be assessed in terms of class activity; they were class management, activity of discussion, and cooperative attitude which was analyzed descriptively by finding the sum of scores. (Refer to Appendix B for details).

In this part, the researcher described the learning activity both experiment class and control class. From control class, it was founded that the learning model used was conventional model. Learning approach was centered to the teacher. Firstly, the class was greeting, and checking the students' presence as the opening activity, directly followed by explaining the concept of learning material and doing the given exercises in the book. Finally, the teacher asked the students to answer and corrected them together. From rubric of class management, it was noted that the scores obtained for four meetings were less than 38.5 as moderate category. (See Appendix B). Scores for rubric of discussion and cooperative attitude were under moderate level. It fits well with Gosser (2008) who finds in his study that teachers do not apply a systematic strategy, method or technique in teaching a foreign language and they give lessons with traditional methods. He also adds that the teachers measure the students' acquisition level of language skill with oral tests, performance homework assignments, written exams and tests. Regardless of their measurement means, the first thing that the teachers look for is students' recalling degree of the information taught (cognitive proficiency). It is obvious that teacher in control class with conventional model did not aware to students' language anxiety, so this particular model could not bring the students to the activeness in the classroom because it could not reduce the students' language anxiety.

On the contrary, from experiment class, the learning model used was English learning model based on negative anxiety reduction. Learning approach was centered to the students. The learning activity was divided into three activity; they were opening, main, and closing activities. These parts of activities followed the six phases in cooperative learning; they were present goals and set, present information, organize students into learning teams, assist team work and study, test on the materials, and provide recognition

(Suprijono, 2011:65). Then these six phases were elaborated into details activities; 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.

From rubric of class management, it was noted that the scores obtained for four meetings were more than 45.51 as the highest category. (See Appendix B).

In experiment class, the first meeting showed scores 63 for discussion and 80 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 researcher. The following table can be seen the scores for class management, discussion and cooperative attitude in control class and experiment class.

Table 4.11 Scores for class management, discussion and cooperative attitude in experimental research

	Tuesday 07.30 - 09.00				Thursday 07.30 - 09.00			
	Control Class				Experiment Class			
	Group				Group			
	1	2	3	4	1	2	3	4
Week 1								
Class Management	30				41			
Discussion	-	-	-	-	63	63	63	63
Cooperative Attitude	-	-	-	-	80	80	80	80
Week 2								
Class Management	32				46			
Discussion	53	53	53	53	70	70	70	70
Cooperative Attitude	40	40	40	40	80	80	80	80
Week 3								
Class Management	30				50			
Discussion	64	64	64	64	83	83	83	83
Cooperative Attitude	40	40	40	40	80	80	80	80
Week 4								
Class Management	36				53			
Discussion	67	67	67	67	90	90	90	90
Cooperative Attitude	40	40	40	40	100	100	100	100

As indicated in table 4.11, developed English learning model based on negative anxiety reduction was more effective than the other model (conventional model). It could reduce the students' English negative anxiety so the students' activeness indicated increasing in English classroom. English classroom atmosphere became unstressed and pleasure.

Students' cooperative attitude and activeness in discussion increased in every meeting as positive effect of students' negative anxiety reduction in English class.

4.2 Discussion

From observation results in control class and experiment class which was given the treatment English learning model based on negative anxiety reduction in experimental research, it could be concluded that the developed model was more effective than conventional model.

Table 4.11 shows that the developed English learning model based on negative anxiety reduction was more effective than the other model (conventional model). It could reduce the students' English negative anxiety so the students' activeness indicated increasing in English classroom.

Before testing the hypotheses, assumption test namely data normality test and variance homogeneity test should be done to control class and experiment class. Normality and homogeneity test were done as basic in testing the hypothesis. Table 4.1 shows that data of experiment and control class follow the normal distribution. Table 4.2 indicates that variance of experiment and control class has similar variance or homogen.

Table 4.3 shows that Mean score for experiment class after treatment is increasing. It means that the students' English anxiety was reducing after the English class obtained the treatment. While Mean score for control class is decreasing. It means that the students' English anxiety was increasing as reported in table 4.6.

Table 4.5 indicates that the two Means are not identical, in other words, there is a significant difference of English anxiety between pre-anxiety test and post-anxiety test by experiment class. From the elaboration, implicitly, it can be understood that English learning model based on negative anxiety reduction to experiment group was effective in reducing students' English anxiety in English classroom.

Table 4.8 indicates that the two Means are identical, in other words, there is a significant difference of English anxiety between pre-anxiety test and post-anxiety test by control class. From the elaboration, implicitly, it can be understood that conventional English learning to control group was not effective in reducing students' English anxiety in English classroom.

Table 4.10 shows that there was a significant difference between experiment class anxiety and control class anxiety for communication apprehension. From the Mean of experiment class anxiety and control class anxiety obtained, it showed that control class was more apprehensive than experiment class in English communication. There was also a significant difference between experiment class anxiety and control class anxiety for fear of negative evaluation. From the Mean of experiment class anxiety and control class anxiety obtained, it showed that control class was fearer than experiment class in English negative evaluation. But there was a not significant difference between experiment class anxiety and control class anxiety for test anxiety. From the Mean of experiment class anxiety and control class anxiety obtained, it showed that control class was more anxious than experiment class in English test.

Comparing the three types of English language anxiety, the difference in English language anxiety between experiment class and control class occurred on the three types of English anxiety; communication apprehension, fear of negative evaluation and test anxiety; the differences English language anxiety between experiment class and control class was found significantly. Therefore, for overall anxiety, the difference English language anxiety by class was obtained significantly. For these reasons, it can be concluded that there is the difference in English language anxiety by class as a whole.

The researcher assumes that the reasons for the results can be explained in two factors, they are the appropriate election of English learning model and the role of learning materials. In terms of the appropriate election of English learning model, Wörde (2003) seems to fit perfectly: “A relaxed classroom environment was cited as key in reducing anxiety and is likely related to how the teacher conducted the class. The participants stressed that anxiety decreases when teachers make the class interesting and fun”. Tinjacá & Contreras (2008).

In this study, English learning model based on negative anxiety reduction was indicated more effective than conventional model. The data findings from this study indicate that the mean scores of students in the control group at the post-anxiety test level decreased compared by the mean scores at the pre-anxiety test level, while the mean scores of students’ anxiety in the experiment group at the post-anxiety test level increased compared by the mean scores at the pre-anxiety test level. This implies that when English learning model based on negative anxiety reduction was used to teach the students, the model brought about reduction in students’ level of English anxiety which was evidenced in the reduction of their mean scores at the post-anxiety test level.

This positive effect of the model on students' anxiety for learning English was as a result of its positive interdependence attribute, which made it possible for students to see that their success is dependent on their contributions, inclusion, and success of the other students in the group. In view of this, students were able to exchange ideas on given tasks among themselves and this made it possible for students with low intellectual ability and slow learners to gain from members of their groups. Hence, they became more confident and felt secured participating actively in English classroom. Besides, promotive interaction as one of basic elements that makes cooperative learning more productive than competitive and individual learning (Huda, 2011) writes that students are expected to actively help and support one another. Members share resources and support and encourage each other's effort to learn. It is interaction in a group where all group members encourage and help each other to achieve a goal. (Smith, 1996 in Barkley et al., 2005). It is in line with Vygotsky (1978) in Pritchard & Woollard (2010) who emphasizes that knowledge is built and constructed mutually; interaction with others can open the chance for learners to evaluate and fix their understanding when they face other people opinion and when they participate in finding the understanding. On the other hand, when the conventional model was used, it did not bring about reduction in the English anxiety level of the students in the group which was evidenced in their higher mean scores at the post-anxiety test level.

Consequently, as written earlier, student's English anxiety and English teacher role plays an important role in the study of English. As written earlier, English teacher could be a student's anxiety reducer when the English teacher could determine and develop the appropriate English model for English class. The developed model which was the English learning model referring to cooperative learning was one of many models that can be used

in running English class. Since cooperative learning has been found; to have positive effect on the reduction of students' English anxiety according to the findings of this study and those of Nagahashi (2007), Tsu (2008), Yan (2009), Suwantarathip and Wichadee (2010), and Swain & Miccoli (1994), they prove that cooperative learning approach is appropriate to implement in English classroom in order to reduce student's foreign language anxiety. So, English teachers should be encouraged to incorporate cooperative learning methods into their methods of teaching so that students could develop positive interest and enhanced their self-confidence in English, which would bring their activeness in English classroom. Matsumoto (2008:58) adds that one reason in using cooperation in the language classroom is that it makes students feel less anxiety and less stress. He suggests that the teacher should act as a counselor, make the students to encourage each other in the group, especially the students who are suffering from anxiety and competitiveness, and give them a sense of belonging, thus enhancing their learning.

In terms of the role of learning materials, learning materials are important because they can increase student activeness. For example, an interesting topic and worksheet might provide a student with important opportunities to practice a new skill gained in classroom. This process aided in the learning process by allowing the student to explore the knowledge independently. In this study, learning materials were not depended on only from one source of text book. Teacher could determine the learning material from wherever he or she wanted but it should refer to the determined curriculum. For example, for second (2nd) grade senior high school had to refer to the three genres; reports, narratives and analytical expositions. In this model, the topic determined by teacher could be interesting because the students discussed the topic freely, they might explore the information deeply and widely as background knowledge for them to prepare themselves

to the larger group discussion. The learning materials in developed syllabus and lesson plans were just samples, but they might be changed depends on what teacher and students needed.

As a whole, this study indicated that there was a significant difference of effectiveness English learning model in experiment class and control class, which was English learning model based on negative anxiety reduction was more effective than conventional model, this results supported the conclusions reached by several investigators in earlier studies (Nagahashi, 2007; Tsu, 2008; Yan, 2009; Suwantarathip and Wichadee, 2010; and Swain & Miccoli, 1994).

CHAPTER FIVE

CONCLUSION, IMPLICATION, AND SUGGESTION

5.1 Conclusion

The research was conducted in two Islamic senior high schools in Banjarbaru, the researcher conducted quasi-experimental to investigate the effectiveness of the developed model. It shows that Mean score for experiment class after treatment is increasing. It means that the students' English anxiety was reducing after the English class obtained the treatment. While Mean score for control class is decreasing. It means that the students' English anxiety was increasing. Also comparing post test Mean score, experiment class obtained higher score than control class. It could be seen that there was a significant difference of English anxiety between pre-anxiety test and post-anxiety test by experiment class. It means English learning model based on negative anxiety reduction to experiment group was effective in reducing students' English anxiety in English classroom. There was a significant difference between experiment class anxiety and control class anxiety for communication apprehension, fear of negative evaluation and but not significant for test anxiety. It showed that control class was more anxious than experiment class in English communication, negative evaluation, and English test. Then, there was no significant difference of English anxiety between pre-anxiety test and post-anxiety test by control class. It means conventional English learning to control group was not effective in reducing students' English anxiety in English classroom.

This experimental research indicated that there was a significant difference of effectiveness English learning model in experiment class and control class, which was English learning model based on negative anxiety reduction was more effective than

conventional model, this results supported the conclusions reached by several investigators in earlier studies (Nagahashi, 2007; Tsu, 2008; Yan, 2009; Suwantarathip and Wichadee, 2010; and Swain & Miccoli, 1994). It is assumed that the reasons for the results can be explained in two factors, they are the appropriate election of English learning model and the role of learning materials.

5.2 Limitation of the Research Results

In this study, experimental research was still limited to small scale sample, so the model needs to test on a large scale sample to get a high validity.

Learning material on lesson plans were not various because the researcher did not emphasize on developing teaching materials, the used learning material on the developed model were merely adopted from a few sources.

5.3 Pedagogical Implication

The results of the study referring to the developing English learning model based on negative anxiety reduction in Banjarbaru Islamic senior high schools, South Kalimantan, implicates the need of English teachers' awareness to students' English anxiety and how to reduce that uncomfortable feeling in learning English. Teachers have seen in their students many or all of the negative effects of anxiety; extremely anxious students are highly motivated to avoid engaging in the classroom activities they fear most. They may appear simply unprepared or indifferent. Therefore, teachers should always consider the possibility that anxiety is responsible for the student behaviors before attributing poor student performance solely to lack of ability, inadequate background, or poor motivation.

Teachers must acknowledge the existence of foreign language anxiety in their students. After recognizing that many students suffer from foreign language anxiety, the teachers can take steps to reduce students' level of tension and anxiety in the classroom, so that the students will have high confidence and comfortable feeling. English teachers should create the learning context that was less stressful and comfortable. They are expected to be able to create the friendly and lively climate in the classroom in order to increase the students' self-confidence. Teacher should determine and develop the learning model and materials appropriately to the classroom according to the students' needs.

Referring to the used of learning model in Banjarbaru Islamic senior high schools, the researcher suggests that English teachers there should use appropriate learning model to increase students' self-confidence in order to activate students in English classroom. They can apply English learning model based on negative anxiety reduction as one appropriate model to run English class. They can use the way of discussion; pair discussion, four to six students in a group discussion, and followed by class discussion. As students appear to be sensitive to speak up in a big class and inactive, the selection of this model is assumed appropriate to reduce their apprehension in expressing their arguments and ideas. The impact of activating small groups in English class must be studied by the teacher in the classroom. English teachers should be negative anxiety reducer; they should be facilitator and motivator by observing, encouraging and helping every group's activity. Teacher gives the way or description if there is stagnancy in discussion process.

Teachers are also expected to create a good relationship with the students, because it can reduce students' anxiety by making them feeling comfortable. Good relationship with the teachers needs to be considered. Close relationship with the teachers will reduce students'

anxiety. To make the students feel comfortable, the teachers are hoped to make an effort to be friendly to the students, talking to them inside and outside of classroom.(Meng & Wang, 2006).

Teachers should inform and advise that studying English is not only for passing the examination but also as a life skill to the students. Also, they should motivate students to use English inside and outside the classroom, convince them that practise English will give good impact for them and every single student in the class feels the same feeling namely anxious in English, it means they are not alone in this case. Giving other student opportunity to express ideas and respect him or her is need in English class. So, it is hoped that it can reduce the students' anxiety and increase their motivation to study English for international communication.

Horwitz & Young (1991) proposed two options to the teachers when facing with anxious students; teachers can help them learn to cope with the existing anxiety-provoking situation and teachers can make the learning context less stressful. It is obvious that English teacher role in reducing students' foreign language anxiety is very important in order to increase students' achievement.

5.4 Suggestion

Based on the research results and the implication, the researcher proposes several suggestions as follows. English teachers should be aware of the students' English anxiety which influenced negatively to students' performance. They should create unstressed and comfortable classroom climate by acting more patient and friendly to the students. In this case, they have important role in reducing students' English anxiety. They should be able

to determine and develop appropriate learning model to activate students in English classroom and to reduce students' English anxiety. English learning model based on negative anxiety reduction should be used as one English learning model by English teachers to improve senior high school students' performance in English learning. The teachers should be facilitator and motivator in English learning. They should motivate the students to practise English inside and outside the classroom in terms of the importance of English for their future.

Last of all, for further studies, the researcher suggests that the research should be conducted in a wider research location from several regencies in order to obtain the representative samples, so the research results can be generalized to the senior high schools in Indonesia. And it would be better if the next research use true-experimental design in order to obtain more accurate data from experimental class and control class.

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APPENDIX A
Sample of the Questionnaire
DAFTAR PERTANYAAN (Kuesioner)

Assalamu' alaikum Wr. Wb., dan Salam Sejahtera,

Adik-adik pelajar yang saya hormati,

Saat ini saya sedang menjalankan penelitian tentang model pembelajaran bahasa Inggris melalui pengurangan kecemasan negatif. Saya berharap adik-adik sekalian menjawab seluruh pertanyaan sejujur-jujurnya sesuai dengan kenyataan dan perasaan yang sebenar-benarnya karena informasi yang adik-adik berikan akan sangat mempengaruhi hasil penelitian ini.

Semua informasi yang diberikan adalah rahasia, dan hanya akan digunakan untuk tujuan penelitian ini saja. Jawaban yang diberikan tidak akan mempengaruhi nilai mata pelajaran bahasa Inggris adik-adik semua nantinya.

Kerjakanlah masing-masing karena tidak diperlukan kerjasama antar pelajar untuk mengisinya. Tidak ada jawaban yang benar atau salah.

Pilihlah salah satu jawaban yang adik-adik sering lakukan atau rasakan pada mata pelajaran bahasa Inggris.

Terimakasih atas bantuan dan kerelaan adik-adik untuk meluangkan waktu.

Ridha Fadillah

Bagian A

LATAR BELAKANG PELAJAR

Petunjuk :

Isi dan berikan tanda silang (X) pada kotak jawaban yang dianggap paling sesuai.

1. Kelas/Jurusan :

XI IPA XI IPS

2. Umur :

16 tahun 17 tahun 18 tahun 19 tahun

3. Jenis Kelamin :

Laki-laki Perempuan

4. Nilai Bahasa Inggris dibuku *Raport* :

Kelas 1 Semester 2 :

5. Pekerjaan Orang Tua :

Bapak :

Swasta Pegawai Negeri Sipil ABRI Wiraswasta

Lain-lain :

Ibu :

Swasta Pegawai Negeri Sipil ABRI Wiraswasta

Lain-lain :

7. Pernah atau sedang kursus bahasa Inggris (selain les tambahan disekolah) :

Ya Tidak

Bagian B

SKALA KECEMASAN KELAS BAHASA ASING (BAHASA INGGRIS)

Petunjuk :

Pernyataan-pernyataan berikut adalah perasaan yang adik-adik rasakan terhadap mata pelajaran Bahasa Inggris di sekolah. Berikan tanda silang (X) pada jawaban yang dianggap paling sesuai. Berikan (1) satu jawaban untuk setiap pernyataan. Isilah seluruh pernyataan-pernyataan berikut ini dengan sejujur-jujurnya.

SB = sangat benar

B = benar

TB = tidak benar

STB = sangat tidak benar

No	Pernyataan	SB	B	TB	STB
1.	Saya khawatir membuat kesalahan saat belajar bahasa Inggris di kelas.				
2.	Saya gemetar ketika saya tahu bahwa saya akan dipanggil (disuruh oleh guru) pada saat belajar bahasa Inggris di kelas.				
3.	Saya takut ketika saya tidak faham apa yang guru katakan dalam bahasa Inggris.				
4.	Saya lebih banyak diam saat belajar bahasa Inggris di kelas.				
5.	Saya pikir teman-teman lebih baik bahasa Inggris-nya daripada saya.				
6.	Biasanya saya panik mengerjakan ulangan/ujian bahasa Inggris.				
7.	Saya mulai panik ketika saya harus berbicara bahasa Inggris di kelas tanpa persiapan.				
8.	Saya khawatir mata pelajaran bahasa Inggris saya gagal dan akibat-akibatnya nanti.				
9.	Saat ulangan bahasa Inggris, saya bisa sangat gugup, saya lupa semua yang saya tau.				
10.	Saya malu menjawab pertanyaan tanpa disuruh saat belajar bahasa Inggris di kelas.				
11.	Saya menundukkan kepala agar tidak ditanya oleh guru saat belajar bahasa Inggris.				
12.	Saya ingin menangis ketika saya tidak faham apa yang guru sedang benarkan/perbaiki saat saya membuat kesalahan bahasa Inggris.				
13.	Saya merasa cemas pada ujian bahasa Inggris walaupun sudah benar-benar menyiapkan diri.				

14.	Saya merasa cemas ketika saya berbicara di kelas saat pelajaran bahasa Inggris.	SB	B	TB	STB
15.	Saya takut, guru bahasa Inggris saya siap memperbaiki tiap kesalahan bahasa yang saya buat.	SB	B	TB	STB
16.	Saya bisa merasakan detak jantung saya ketika saya akan dipanggil (disuruh) saat pelajaran bahasa Inggris di kelas.	SB	B	TB	STB
17.	Semakin saya mempersiapkan diri untuk ulangan bahasa Inggris, semakin bingung saya jadinya.	SB	B	TB	STB
18.	Saya merasa terpaksa menyiapkan diri untuk ulangan bahasa Inggris.	SB	B	TB	STB
19.	Saya selalu merasa teman-teman berbicara bahasa Inggris lebih baik daripada saya.	SB	B	TB	STB
20.	Saya merasa khawatir dan malu berbicara bahasa Inggris didepan teman-teman lain.	SB	B	TB	STB
21.	Saya merasa lebih tertekan dan lebih gugup saat ulangan bahasa Inggris daripada pelajaran lainnya.	SB	B	TB	STB
22.	Saya jadi gugup dan bingung ketika saya berbicara bahasa Inggris di kelas.	SB	B	TB	STB
23.	Saya merasa gugup ketika mau ulangan/ujian bahasa Inggris.	SB	B	TB	STB
24.	Saya jadi gugup ketika saya tidak faham tiap kata yang guru bahasa Inggris ucapkan.	SB	B	TB	STB
25.	Saya takut teman-teman lain tertawa saat saya berbicara bahasa Inggris.	SB	B	TB	STB
26.	Karena cemas, biasanya saya sulit konsentrasi saat mengerjakan ulangan bahasa Inggris.	SB	B	TB	STB
27.	Saya jadi gugup ketika guru bahasa Inggris bertanya padahal saya belum mempersiapkan jawabannya lebih dulu.	SB	B	TB	STB

APPENDIX B

Sample of Observation Sheet

LEMBAR OBSERVASI PENGELOLAAN PEMBELAJARAN BAHASA INGGRIS BERBASIS PENGURANGAN KECEMASAN NEGATIF

A. Identitas

Satuan Pendidikan :
Kelas/Semester :
Mata Pelajaran :
Genre :
Keterampilan Bahasa :
Pengajar :
Pengamat :
Hari, tanggal :
Pukul :
Pertemuan ke- :

B. Tabel observasi

1. Rubrik penilaian pengelolaan pembelajaran

No	Aspek yang diamati		Dilakukan		Penilaian			
			Ya	Tidak	1	2	3	4
	Fase	Kegiatan Awal						
1	I. Menyampaikan tujuan dan mempersiapkan siswa	Menanamkan nilai-nilai etika						
2		Memotivasi siswa untuk tidak takut dalam menggunakan bahasa Inggris						
3		Melakukan <i>brainstorming</i>						
4		Menyampaikan tujuan pembelajaran yang akan dicapai						
5		Menjelaskan pentingnya materi yang akan dipelajari						

		Kegiatan inti						
6	II. Menyajikan informasi	Menjelaskan materi atau konsep pelajaran						
7	III. Mengorganisir siswa dalam tim-tim belajar	Diskusi berpasangan						
8	IV. Membantu kerja dan belajar tim	Diskusi 4-6 siswa berkelompok dilanjutkan diskusi kelas						
		Kegiatan akhir						
9	V. Mengevaluasi	Memberi penjelasan/penguatan						
10	VI. Memberi penghargaan	Memberi umpan balik						
11		Membuat kesimpulan pembelajaran						
12		Mengevaluasi						
13		Memberi penghargaan						
14		Memberi PR						

Kriteria penilaian:

Skor	Kategori
$\leq 24,5$	Sangat tidak baik
24,51 sampai 31,5	Tidak baik
31,51 sampai 38,5	Sedang
38,51 sampai 45,5	Baik
$\geq 45,51$	Sangat baik

2. Rubrik penilaian untuk diskusi

No	Aspek	Skor	Bobot	Skor Maksimal	Kelompok			
					1	2	3	4
1	Keaktifan <ul style="list-style-type: none"> • Sangat Aktif • Aktif • Pasif 	9-10 6-8 <5	4	40				
2	Kerjasama <ul style="list-style-type: none"> • Sangat Baik • Baik • Kurang 	9-10 6-8 <5	3	30				
3	Menghargai pendapat orang lain <ul style="list-style-type: none"> • Sangat • Cukup • Kurang 	9-10 6-8 <5	3	30				
Total				100				

Sumber: Suprijono (2011)

3. Rubrik penilaian untuk sikap kooperatif

No	Keterampilan Kooperatif	Bobot	Skor	Nilai
1	Menghargai pendapat orang lain	15		
2	Mengambil giliran dan berbagi tugas	15		
3	Mendorong orang lain untuk berbicara (partisipasi)	15		
4	Mendengarkan secara aktif	5		
5	Bertanya	15		
6	Berada dalam tugas	15		
7	Memeriksa ketepatan	5		
8	Memberi respon	15		
Jumlah		100		

Sumber: Suprijono (2011)

Keterangan:

Skor = 0, 1, 2, 3, 4, 5

Nilai Akhir = (Bobot x Skor) : 5

APPENDIX C

Data Analysis

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.882	.886	27

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
VAR00001	63.3611	96.466	.342	.	.880
VAR00002	62.6667	94.400	.424	.	.879
VAR00003	62.9722	92.885	.517	.	.876
VAR00004	62.4167	90.021	.610	.	.873
VAR00005	63.3611	95.094	.476	.	.877
VAR00006	62.9167	97.850	.232	.	.883
VAR00007	63.3611	94.866	.433	.	.878
VAR00008	63.6111	95.387	.505	.	.877
VAR00009	62.8056	96.904	.284	.	.882
VAR00010	62.5556	92.140	.613	.	.874
VAR00011	62.1667	94.771	.390	.	.879
VAR00012	61.9722	94.885	.351	.	.881
VAR00013	63.0556	90.568	.642	.	.873
VAR00014	62.5000	94.943	.450	.	.878
VAR00015	62.1667	95.457	.365	.	.880
VAR00016	62.6667	97.543	.235	.	.883
VAR00017	62.5278	94.428	.556	.	.876
VAR00018	62.0278	96.999	.470	.	.878
VAR00019	63.2222	96.121	.462	.	.878
VAR00020	62.6944	90.333	.638	.	.873
VAR00021	62.2778	97.406	.394	.	.879
VAR00022	62.6944	95.361	.506	.	.877

VAR00023	62.9444	95.883	.355	.	.880
VAR00024	62.6111	93.844	.591	.	.875
VAR00025	62.5556	94.768	.322	.	.882
VAR00026	63.1944	97.133	.280	.	.882
VAR00027	63.0278	92.428	.538	.	.876

Descriptives

Class		Statistic	Std. Error
Score	Experiment Mean	71.8333	2.67920
	95% Confidence Interval for Mean		
	Lower Bound	66.1807	
	Upper Bound	77.4859	
	5% Trimmed Mean	71.2593	
	Median	71.0000	
	Variance	129.206	
	Std. Deviation	11.36688	
	Minimum	52.00	
	Maximum	102.00	
	Range	50.00	
	Interquartile Range	10.25	
	Skewness	1.014	.536
Kurtosis	2.089	1.038	
Control	Mean	64.7778	2.29600
	95% Confidence Interval for Mean		
	Lower Bound	59.9336	
	Upper Bound	69.6219	
	5% Trimmed Mean	65.0309	
	Median	64.5000	
	Variance	94.889	
	Std. Deviation	9.74109	
	Minimum	46.00	
	Maximum	79.00	
	Range	33.00	
Interquartile Range	14.75		

Skewness	-0.241	.536
Kurtosis	-0.842	1.038

Tests of Normality

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Score Experiment	.168	18	.193	.926	18	.168
Control	.127	18	.200*	.962	18	.648

a. Lilliefors Significance Correction

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

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Score Based on Mean	.017	1	34	.898
Based on Median	.016	1	34	.899
Based on Median and with adjusted df	.016	1	30.160	.899
Based on trimmed mean	.016	1	34	.899

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PretestExperiment	18	47.0	80.0	64.889	9.1129
PosttestExperiment	18	52.0	102.0	71.833	11.3669
PretestControl	18	51.0	92.0	65.444	11.2366
PosttestControl	18	46.0	79.0	64.778	9.7411
Valid N (listwise)	18				

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PretestExperiment	64.889	18	9.1129	2.1479
	PosttestExperiment	71.833	18	11.3669	2.6792
Pair 2	PretestControl	65.444	18	11.2366	2.6485
	PosttestControl	64.778	18	9.7411	2.2960

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PretestExperiment & PosttestExperiment	18	.523	.026
Pair 2	PretestControl & PosttestControl	18	.528	.024

Paired Samples Test

		Pair 1	Pair 2	
		PretestExperiment - PosttestExperiment	PretestControl - PosttestControl	
Paired Differences	Mean	-6.9444	.6667	
	Std. Deviation	10.1950	10.2785	
	Std. Error Mean	2.4030	2.4227	
	95% Confidence Interval of the Difference	Lower	-12.0143	-4.4447
		Upper	-1.8746	5.7780
T		-2.890	.275	
Df		17	17	
Sig. (2-tailed)		.010	.786	

Group Statistics

Class	N	Mean	Std. Deviation	Std. Error Mean
Overall Experiment	18	71.833	11.3669	2.6792
Control	18	64.778	9.7411	2.2960

Independent Samples Test

			Overall		
			Equal variances assumed	Equal variances not assumed	
Levene's Test for Equality of Variances	F		.017		
	Sig.		.898		
t-test for Equality of Means	t		2.000	2.000	
	df		34	33.221	
	Sig. (2-tailed)		.054	.054	
	Mean Difference		7.0556	7.0556	
	Std. Error Difference		3.5284	3.5284	
	95% Confidence Interval of the Difference	Lower		-.1150	-.1212
		Upper		14.2262	14.2324

Group Statistics

Class	N	Mean	Std. Deviation	Std. Error Mean
CA Experiment	18	24.222	3.9490	.9308
Control	18	21.556	3.3993	.8012

Independent Samples Test

		CA		
		Equal variances assumed	Equal variances not assumed	
Levene's Test for Equality of Variances	F	.029		
	Sig.	.865		
t-test for Equality of Means	t	2.171	2.171	
	df	34	33.264	
	Sig. (2-tailed)	.037	.037	
	Mean Difference	2.6667	2.6667	
	Std. Error Difference	1.2281	1.2281	
	95% Confidence Interval of the Difference	Lower	.1708	.1687
		Upper	5.1626	5.1646

Group Statistics

Class		N	Mean	Std. Deviation	Std. Error Mean
FNE	Experiment	18	24.500	5.0088	1.1806
	Control	18	21.056	4.3585	1.0273

Independent Samples Test

		FNE		
		Equal variances assumed	Equal variances not assumed	
Levene's Test for Equality of Variances	F	.013		
	Sig.	.910		
t-test for Equality of Means	t	2.201	2.201	
	df	34	33.363	
	Sig. (2-tailed)	.035	.035	
	Mean Difference	3.4444	3.4444	
	Std. Error Difference	1.5650	1.5650	
	95% Confidence Interval of the Difference	Lower	.2640	.2618
		Upper	6.6249	6.6271

Group Statistics

Class		N	Mean	Std. Deviation	Std. Error Mean
TA	Experiment	18	23.111	4.7883	1.1286
	Control	18	22.167	2.7493	.6480

Independent Samples Test

		TA	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	2.993	
	Sig.	.093	
t-test for Equality of Means	T	.726	.726
	Df	34	27.110
	Sig. (2-tailed)	.473	.474
	Mean Difference	.9444	.9444
	Std. Error Difference	1.3014	1.3014
	95% Confidence Interval of the Difference		
	Lower	-1.7004	-1.7254
	Upper	3.5893	3.6142