

THE EFFECTIVENESS OF ENGLISH LEARNING MODEL BASED ON NEGATIVE ANXIETY REDUCTION ON ISLAMIC SENIOR HIGH SCHOOL IN BANJARBARU

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This study was intended to examine the effectiveness of English learning model based on negative anxiety reduction on Islamic senior school in Banjarbaru. The research design was experimental research on 36 second (2nd) grade students of two Islamic senior high schools in Banjarbaru. This experimental research is the third phase of Educational R& D. The phases are exploration phase, development phase, and testing phase. English learning model based on negative anxiety reduction was applied on experiment class, while conventional model was on control class. Observation guide and Foreign Language Classroom Anxiety Scale questionnaire were used as instruments in collecting data. The collected data were analyzed statistically. In comparison test, it was used paired samples test and independent samples test.

It was found 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.

As suggestions, English teachers should aware to the students' English anxiety which is influencing negatively to students' performance, create unstressed and comfortable classroom climate by acting more patient and friendly to the students, be able to determine and develop appropriate learning model to activate students in English classroom and to reduce their English anxiety, and motivate the students to practise English inside and outside the classroom in terms of the important of English for their future.

Key words: Learning model, Negative anxiety, Reduction.

A. Introduction

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 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. 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.

B. Method

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 independent variable in this research is English learning model based on negative anxiety reduction and conventional English learning. The dependent variable in this research is English anxiety.

2. Research Subjects

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. Type of Data

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

a. 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.

b. 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.

C. Results and Discussion

1. Results

a. 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

b. Comparison analysis in learning effectiveness to English anxiety

Data of experiment and control class followed the normal distribution. Variance of experiment and control class had similar variance or homogen.

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.

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.

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.

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.

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.

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.

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.

2. Discussion

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).

D. 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.

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