

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



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2015**

DECLARATION

I hereby declare that:

1. This research report is original as my own pure idea, formulation, and research.
2. There is no work or opinions that have been written or published by others in this research report, except clearly stated as a reference in by writing the authors' names and included in references.
3. I make this statements with sincerity, if there are irregularities and untruth in the future from this statements, then I am willing to accept the academic sanction based on applicable norms in this university.

Banjarbaru, December 1st, 2015
The declarant,

Ridha Fadillah

ABSTRACT

Ridha Fadillah. 2015. *The Effectiveness of English Learning Model Based on Negative Anxiety Reduction*. Research Report. English Education Program. Antasari State Institute For Islamic Studies.

Key words: Learning model, Negative anxiety, Reduction.

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.

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This research was intended to examine the effectiveness of English learning model based on negative anxiety reduction on Islamic senior school in Banjarbaru South Kalimantan.

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The writer hopes that this report can be useful as a starting point for the study and development of models of English learning, both for teachers and decision makers.

Banjarbaru, December 1st, 2015
The writer,

Ridha Fadillah

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