The Effectiveness of Dynamic Discussion Model in English Learning

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Abstract

This article reports on the experimental research of 34 second (2nd) grade students from two senior high schools in Banjarbaru, South Kalimantan-Indonesia. This experimental research is the third phase of Educational Research and Development. The phases are exploration phase, development phase, and testing phase. The aim of this experimental research was to better understand the effectiveness of English learning model through negative anxiety reduction based on constructivism theory. The developed model was called as Dynamic discussion model. This model 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. The results showed that the students' English anxiety at pre-anxiety test in the experiment class and control class were at high level. The students' English anxiety at the post-anxiety test in the control class was still at a high level while the students' English anxiety at post-anxiety test in the experiment class was at a moderate level. This experimental research indicated that there was a significant difference of effectiveness English learning model in the experiment class and the control class. The result showed that English learning model in experiment class was more effective than the other one. Dynamic discussion model were able to reduce students' negative anxiety in English class.

Keywords: *dynamic discussion, effectiveness, model and constructivism theory, negative anxiety, reduction*

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