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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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Introduction

This experimental research is the third phase of three phases in educational research and development. The first phase was exploration to study the existing model used by the English teachers, analyze the need of the developing model, and study the related literature. The second phase was model development, it was to develop and trying out the prototype model. The third phase was model testing or validating phase by conducting experimental research (Borg & Gall, 1983). In this phase, the learning model used was English learning model through negative anxiety reduction based on constructivism theory.

The English learning model through negative anxiety reduction based on constructivism theory is a development of cooperative learning under constructivism theory. Six phases in this model refers to cooperative learning model phases. The strength of this developed model is on discussion which is conducted from small to larger scale in learning activity. The English learning activity is designed in order to reduce the student's negative anxiety. Then the developed model is called Dydi model standing for dynamic discussion (Fadillah, 2013). It 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 (Fadillah, 2015:18-20).

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

The developed model consists of three learning activities namely introduction, main, and closing activities. From the three activities, it is applied 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 (Suprijono, 2011:65). From 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 discusses 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 (Fadillah, 2015:20-21).

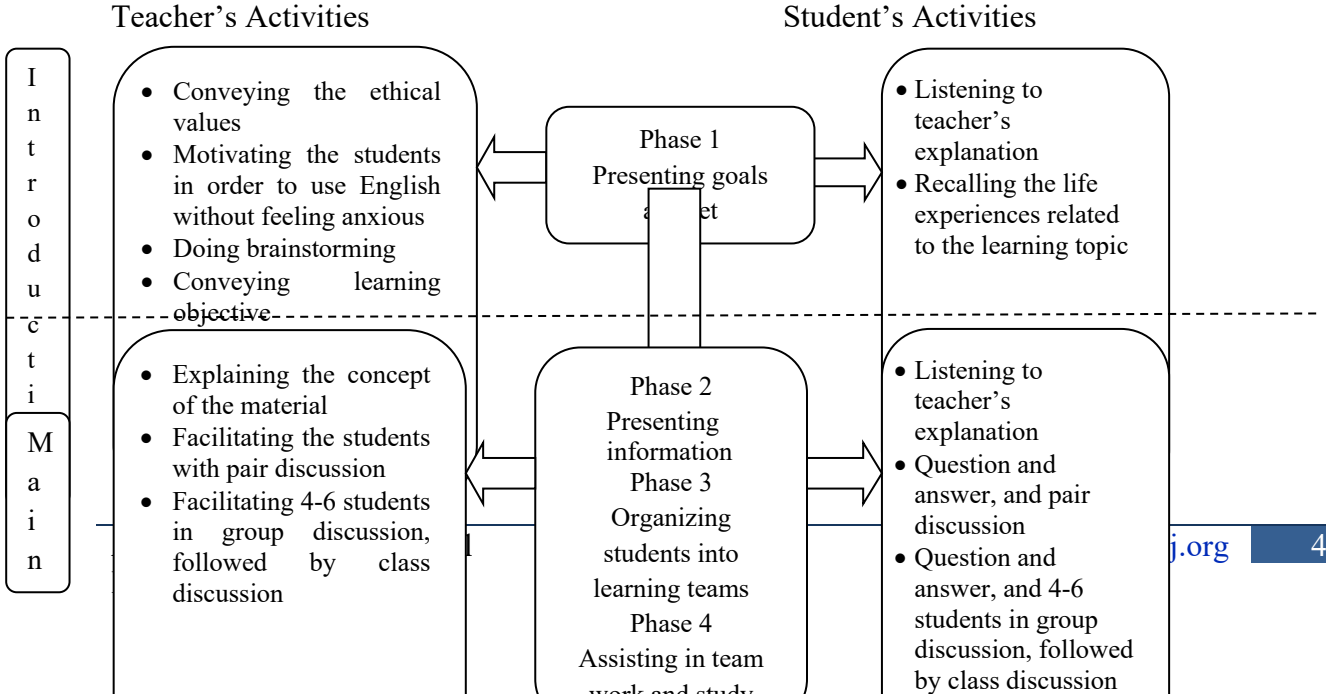
From the learning phases, it can be arranged syntagmatic of English learning model based on negative anxiety reduction as follows:

Table 1. ***Syntagmatic of English learning model based on negative anxiety reduction***

Activity	Learning Phase	Details of Activities
Introduction	I. Presenting goals and set	• 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	• Explaining the concept of the material
	III. Organizing students into learning teams	• Facilitating the students with pair discussion
	IV. Assisting in team work and study	• 4-6 students in group discussion, followed by class discussion
Closing	V. Testing on the materials	• Doing reinforcement • Providing feedback • Making conclusion • Evaluating
	VI. Providing recognition	• Providing recognition • Giving homework

Source: Fadillah (2015:22)

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:



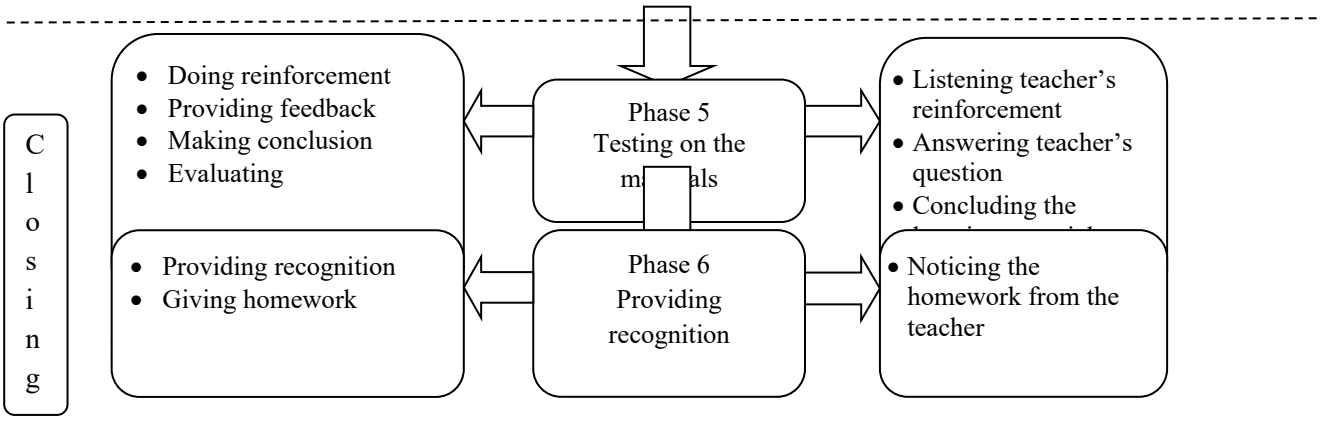


Figure 1. **Learning activities**

Research Method

The research in this step was conducted through experimental research. The design was quasi-experimental design where the researcher gave treatment to research subjects to better understand the influence of the treatment, specifically by using nonequivalent control group design. The given treatment was English learning model through negative anxiety reduction based on constructivism theory (Dynamic Discussion Model) to experiment group and conventional English learning to control group.

The research was conducted in October 2012. Population in this research was second grade students in two senior high schools in Banjarbaru, South Kalimantan-Indonesia. The samples of the research were students from one class second grade students in those schools. The researcher determined the schools randomly. The researcher determined Senior High School Q and Senior High School B as research location, one class from Senior High School Q was as experiment group and one class from Senior High School B was as control group. There were 21 students in experiment group and 13 students in control group. Beside the students, two English teachers from those schools were the subjects of this research**.**

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

In this experimental research, the instruments used for collecting data were modified Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire and participant observation. The students' anxiety was measured by the modified FLCAS. FLCAS would test on three components which were the students' communication apprehension, fear of negative evaluation, and test anxiety (Horwitz *et al*, 1986). 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 Dörney and Taguchi (2010) write that items which contain a negative construction are deceptive because responding to the items can be problematic. While the observation sheet 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.

Some testing methods in this experimental research are described in table 2 bellow:

Table 2. ***Testing methods***

Hypothesis	Statistical Test
$H_0$1: Sample has normal distribution	Kolmogorov-Smirnov test
$H_0$2: The two classes has similar variance or homogeny	Levene test
$H_0$3: 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_0$4: 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_0$5: 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.

Results and Discussion

Results

From observation results in control class and experiment class which was given the treatment English learning model through negative anxiety reduction based on constructivism theory (Dynamic Discussion Model) in experimental research**,** it could be seen the effectiveness of the developed model.

The measurement of learning effectiveness in control class and experiment 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.

In this part, the researcher described the learning activity both control class and experiment 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 praying, 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 the meetings were less than 24.5 as the lowest category.

Scores for rubric of discussion and cooperative attitude were not obtained because there were not discussions in those meetings. It fits well with Goser (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 through negative anxiety reduction based on constructivism theory (Dynamic Discussion Model**)**. Learning approach was centered to the students. The **l**earning 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 the meetings were more than 45.51 as the highest category.

In experiment class, the first meeting showed scores 80 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. From the observation, the **d**eveloped English learning model through negative anxiety reduction based on constructivism theory 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**.**

From FLCAS questionnaire, it was found that the Cronbach's alpha obtained was 0.916. Sekaran (2000) explains that alpha exceeding 0.8 has a very high reliability. For alpha around 0.7

to 0.8, it is considered as average and could be accepted. Whereas for alpha which is lower than 0.6, the reliability is considered to be weak.

In table 3, score in column statistic K-S on control class is 0.144 and 0.156 for experiment class. Probability (sig.) shows that control class and experiment class are 0.2 which is higher than 0.05. So, $H_0 1$ is accepted. It means that data of control and experiment class follow the normal distribution.

Table 3. ***Tests of Normality***

	Class	Kolmogorov-Smirnov(a)			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Score	Control	.144	13	.200(*)	.966	13	.844
	Experime	.156	21	.200(*)	.900	21	.035

* This is a lower bound of the true significance.
a Lilliefors Significance Correction

Table 4 indicates that measurement Levene statistic based on Mean is 3.810 and score obtained in column probability (sig.) is 0.060 which is higher than 0.05. So, $H_0 2$ is accepted. It means that variance of control and experiment class has similar variance or homogeny.

Table 4. ***Tests of Homogeneity of Variance***

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	3.810	1	32	.060
	Based on Median	3.290	1	32	.079
	Based on Median and with adjusted df	3.290	1	29.054	.080
	Based on trimmed mean	3.710	1	32	.063

Table 5 shows the statistical summary from both samples. For pre-anxiety test result before treatment, the Mean is 85.8462. While for post-anxiety test result after treatment, the Mean is 85.6923.

Table 5. ***Paired samples statistics for control class***

	Mean	N	Std. Deviation	Std. Error Mean

Pair 1	Pre-anxiety	85.8462	13	5.98395	1.65965
	Post-anxiety	85.6923	13	8.84482	2.45311

Table 6 shows results of comparison test that is as the answer of the hypothesis null 3. From the table, probability is 0.940 which is higher than 0.05, so $H_0$3 is accepted. Therefore, it can be concluded that both Means are identical, in other words, there is no a significant difference of English anxiety between pre-anxiety test and pos-anxiety test by control class. However, the hypothesis in this study; both Means are identical or there is no a significant difference of English anxiety between pre-anxiety test and pos-anxiety test by control class; is accepted. From the elaboration, implicitly, it can be understood that conventional English learning to control group is not effective in reducing students' English anxiety in English classroom.

Table 6. ***Paired samples test for control class***

			Pair 1
			Pre-anxiety – Post-anxiety
Paired Differences	Mean		.15385
	Std. Deviation		7.16294
	Std. Error Mean		1.98664
	95% Confidence Interval of the Difference	Lower	-4.17467
		Upper	4.48237
T			.077
Df			12
Sig. (2-tailed)			.940

Table 7 shows the statistical summary from both samples. For pre-anxiety test result before treatment, the Mean is 82.3810. While for post-anxiety test result after treatment, the Mean is 67.2857.

Table 7. ***Paired samples statistics for experiment class***

		Mean	N	Std. Deviation	Std. Error Mean
Pair 2	Pre-anxiety	82.3810	21	3.94305	.86044
	Post-anxiety	67.2857	21	5.02138	1.09576

Table 8 shows results of comparison test that is as the answer of the hypothesis null 4. From the table, probability is 0.000 which is lower than 0.05, so $H_0$4 is rejected. Therefore, it can be concluded that both Means are not identical, in other words, there is a significant difference of English anxiety between pre-anxiety test and pos-anxiety test by experiment class. However, the hypothesis in this study**;** both Means are identical or there is no a significant difference of English anxiety between pre-anxiety test and pos-anxiety test by experiment class; is rejected. From the elaboration, implicitly, it can be understood that English learning model based on negative anxiety reduction through constructivism theory to experiment group is effective in reducing students' English anxiety in English classroom.

Table 8. ***Paired samples test for experiment class***

			Pair 2
			Pre-anxiety – Post-anxiety
Paired Differences	Mean		15.09524
	Std. Deviation		6.42577
	Std. Error Mean		1.40222
	95% Confidence Interval of the Difference	Lower	12.17026
		Upper	18.02021
T			10.765
Df			20
Sig. (2-tailed)			.000

Table 9. ***Results of the independent sample t-Test by class differences***

		F	Sig.	T	Sig. (2-tailed)	Mean Difference
Overall Anxiety	Equal variances assumed	3.998	.054	7.999	.000	.69414
	Equal variances not assumed			7.029	.000	.69414
Communication Apprehension	Equal variances assumed	1.637	.210	5.679	.000	.66447
	Equal variances not assumed			5.243	.000	.66447
Fear of Negative Evaluation	Equal variances assumed	.310	.582	7.192	.000	.65275
	Equal variances not			6.581	.000	.65275

	assumed					
Test Anxiety	Equal variances assumed	.148	.703	7.093	.000	.71722

Comparing the three types of English language anxiety, the difference in English language anxiety between control class and experiment 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 was3.998 with p = 0.054. Because probability was higher than 0.05, it was assumed that both variances were similar or homogeny. t value for overall anxiety with Equal variance assumed was 7.999 with p = 0.000. Because 0.000 is lower than 0.025, it was assumed that Mean of control class anxiety ($\mu = 3.19$ and s.d = 0.33) was not similar with experiment class anxiety ($\mu = 2.49$ and s.d = 0.18). With Mean difference was 0.69414; this means that the difference of control class anxiety and experiment class anxiety was 0.69414.

This result shows that there was significant difference between control class anxiety and experiment class anxiety for overall anxiety. From the Mean of control class anxiety and experiment 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 the 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 control class and posttest by experiment class ($H_0 5$); is accepted.

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". This is in line with Tinjacá & Contreras (2008).

In this study, English learning model through negative anxiety reduction based on constructivism theory 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 were as high as their 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 were lower than their mean scores at the pre-anxiety test level. This implies that when English learning model through negative anxiety reduction based on constructivism theory called Dydi model 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 Dydi 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, student's English anxiety and English teacher role play an important role in the study of English. English teacher could be a student's anxiety reducer when the English teacher could determine and develop the appropriate English model for English class. Dydi 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), Yeh (2008), Suwantarathip & 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 Dydi 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 through negative anxiety reduction based on constructivism theory was more effective than conventional model, this results supported the conclusions reached by several investigators in earlier studies (Nagahashi, 2007; Tsu, 2008; Yan, 2009; Yeh, 2008; Suwantarathip & Wichadee, 2010; and Swain & Miccoli, 1994).

Conclusion

In this research, 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 at a high level. In the mean time, 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. English learning model through negative anxiety reduction based on constructivism theory (Dynamic discussion model) to experiment group was effective in reducing students' English anxiety in English classroom. There was a significant difference between control class anxiety and experiment class anxiety for communication apprehension, fear of negative evaluation and test anxiety. It showed that control class was more anxious than experiment class in English communication, negative evaluation, and English test.

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