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# NEED ANALYSIS FOR DEVELOPING ENGLISH LEARNING MODEL

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## NEED ANALYSIS FOR DEVELOPING ENGLISH LEARNING MODEL IN BANJARBARU SENIOR HIGH

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### Abstract

This explorative research aims to investigate the students' English anxiety and the existing English learning model used by teachers as the baseline for the study to develop an effective English learning model. The method used in this research was a descriptive quantitative survey. The samples were 248 fifteen to nineteen year old students in second grade Banjarbaru senior high schools, South Kalimantan, Indonesia. The results indicated that the students' English anxiety were at high level, including the three components of foreign language anxiety: communication apprehension, fear of negative evaluation, and test anxiety. In addition, the students experienced anxious feeling in English classroom and English learning model used by English teachers were conventional model. It means that the teachers were as the center of learning.

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## INTRODUCTION

Horwitz et al. (1986) state that anxiety plays an important role in determining students' success or failure in foreign language classes. Students' anxiety would influence negatively students' outcome in language learning. Anxiety is a problem for many foreign language students. There are many studies connected with anxiety and students' outcome (Horwitz et al., 1986; Price, 1988; Aida, 1994; Cassado & Dereshiwsky, 2001; Gregersen & Horwitz, 2002; Daley, 2003; Wörde, 2003; Elkhafafi, 2005; Woodrow, 2006; Na, 2007). The results showed that foreign language anxiety was negatively correlated to outcome (i.e. final grade, listening and speaking performance, and production of vocabulary). Students with high anxiety would gain low outcome; on the contrary, students with low anxiety would gain high outcome.

Na (2007) surveyed and analyzed 115 students (56 males and 59 females) from a high school in Shandong Province, China. The results of the relationship analysis indicate that anxiety and English outcome were only correlated in terms of test anxiety, and they were negatively correlated. It was found that anxiety of English classes indeed significantly affected high school students' English outcome.

A research was done by Price (1988) on 106 students enrolled in second semester French classes at University of Texas at Austin; 44 males and 62 females. No significant relationship was found between foreign language anxiety and age, sex, or year in school. Moreover, there was a significant negative correlation between foreign language anxiety and final grade, indicating that high foreign language anxiety was associated with low final grades. Woodrow (2006) conducted a research on 275 (male = 139 and female = 136) students in several Australian universities. She found significant relationship between second language speaking anxiety and oral performance.

Wörde (2003) conducted a study of 15 students from a diverse set of language classroom (French, German, and Spanish). She found a significant negative correlation between the final foreign language grades and Foreign Language Classroom Anxiety Scale score.

Based on the above findings, this study focuses on learning differences in Indonesia EFL context to find whether the same findings will be found in Banjarbaru South Kalimantan, Indonesia. Based on the early observation, it was assumed that there was an indication that the level of language anxiety influenced the students'

outcomes.

## METHODS

This is an explorative research. A descriptive-quantitative survey research was used in this study in which statistical analysis became the main analytical technique. In this study, the population was grade XI students and English teachers in 6 (six) senior high schools in Banjarbaru South Kalimantan, Indonesia in May up to the middle of August 2012. The writer determined these schools as population because it was assumed that the students had high language anxiety. A random sampling technique was used. The samples of the study were 248 students (112 males and 136 females) fifteen to nineteen year-old students in those schools.

In this study, a questionnaire and interview guide sheet as instruments were used. The questionnaires were divided into three parts: the background of the students in Part A which includes class/ department, age, gender, parents' occupation, and informal education, Part B is the modified and adapted Foreign Language Classroom Anxiety Scale (FLCAS), and Part C the open questions. The questionnaire is translated into Indonesian to make it easy for students to understand.

The students' anxiety was measured by the modified and adapted Foreign Language Classroom Anxiety Scale (FLCAS). FLCAS will test on three components which were the students' communication apprehension, fear of negative evaluation, and test anxiety (see Horwitz, 1986; Horwitz, 2001). It was a four-point Likert scale questionnaire, ranging from highly true to highly not true. The scale uses range from one (1) for low to four (4) for high. Highly true is coded by 4 and highly not true is 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 that contained 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 are to measure students' fear of negative evaluation; they are items number 1, 2, 4, 5, 11, 15, 16, 25, and 27. And also nine items are to measure students' test anxiety; the numbers are 6, 8, 9, 13, 17, 18, 21, 23, and 26.

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

Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz, Horwitz & Cope, 1986) is adopted, modified and adapted, then translated into Indonesian adolescents' context. Modified and adapted Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire, participant observation, documentation and in-depth interviewing were used to collect the data.

Analysis on the spot and interactive was used to analyze the collected data. Data analysis will be based on the collected data; modified and adapted FLCAS will be analyzed quantitatively using Microsoft Office Excel and SPSS (Statistical Package for the Social Science) for Windows version 18, and others (observation and interview) will be analyzed qualitatively by interpreting them.

The language anxiety data were analyzed by firstly determining the Mean score for language anxiety, consisting of overall items, communication apprehension items, fear of negative evaluation items and test anxiety items. The next was determining the categories of language anxiety level.

## Results and Discussion

### *Students' demography*

In this study, the students' demography showed that there were altogether 248 students studying in second (2<sup>nd</sup>) grade included as samples in this exploration phase. 82 (33%) students were from natural sciences classes and 166 (67%) were from social sciences classes. They were between fifteen years old and nineteen years old, 27 (10.9%) students were 15 years old, 190 (76.6%) students were 16 years old, 26 (10.5%) students were 17 years old, 3 (1.2%) students were 18 years old, and 2 (0.8%) students were 19 years old. Female students made up the majority of the sample with 136 (54.8%), and males consisted of 112 (45.2%) students. All the students were studying English as a foreign language in school for the past 4 years. English is not used in daily conversation, both inside the school and outside the school. English is used only in the language class.

Parents' occupation and informal English

language education of samples had also been collected from the questionnaire as the background. Based on the research findings, from 248 students of Class 2, 113 students' (45.6%) fathers worked as private sector officers, 83 (33.5%) as government officers, 16 (6.4%) as army personnel, 32 (12.9%) as sellers, and 4 (1.6%) as freelancers (labors). 46 students' (18.6%) mothers worked as private sector officers, 48 (19.3%) as government officers, 1 (0.4%) as army personnel, 31 (12.5%) as sellers, and 122 (49.2%) automatically as housewives. Students that have taken or are taking informal English course were 99 (39.9%) and that have not taken or are not taking informal English course are 149 (60.1%).

Students' English anxiety, three components of English anxiety and group work of samples had also been collected from the questionnaire, especially in part C as opened questions. Based on the research findings in the exploration phase, from 248 students of Class 2, 182 students (73.4%) stated their anxiety in English class and 66 students (26.6%) stated that they did not feel anxious in English class. It is obvious that great number of students felt anxious in English class. Based on three components of language anxiety, 62 students stated their anxiety in communication apprehension, 104 students were feeling fear of negative evaluation, and 104 students felt test anxiety. The number of students were 248 but several of them stated their anxiety not only one of components, even though several of them answers the three components of language anxiety. So in this particular question, it could not be made the percentage. Students preferred to study alone than in group were noted 9 (3.6%) students, 89 (35.9%) students liked to study in couple, and 150 (60.5%) students liked to study in group (four or more students).

### *The level of students' language anxiety*

Table 1 summarizes the descriptive statistics of the components of English anxiety used in this phase. The descriptive statistics in the table indicates that all the values for components measured in Likert Scale are higher from their midpoint with a standard deviation below 1. As for components measured using 4 point Likert scale, communication apprehension ( $\mu = 2.78$  and  $s.d = 0.398$ ) and fear of negative evaluation ( $\mu = 2.78$  and  $s.d = 0.383$ ) were recorded as the highest ratings, followed by test anxiety ( $\mu = 2.72$  and  $s.d = 0.417$ ). And overall anxiety showed  $\mu = 2.76$  and  $s.d = 0.363$ .

**Table 1.** Foreign language anxiety: Mean ratings and standard deviations

	Mean	Std. Deviation	N
Overall Anxiety	2.76	0.363	248
Communication Apprehension	2.78	0.398	248
Fear of Negative Evaluation	2.78	0.383	248
Test Anxiety	2.72	0.417	248

Mean scores for overall anxiety was in high level criteria. For communication apprehension and fear of negative evaluation showed that students had high level anxiety, while for test anxiety anxiety showed that they were in moderate level anxiety.

The reasons for the results can be explored in two factors; internal factor and external factors. The internal factor is closely related with the students themselves; students' self-confidence and afraid to be laughed. And external factor is related with the student's environment and English teacher role.

### 1. Internal Factors

#### a. Students' self-confidence

The students felt very anxious in English as a foreign language classroom because they felt not confident to use English in the classroom. They could not express the idea they have because of lack of English ability. In other words, they had mature thought and ideas but still immature in target language linguistics competence. It is obvious that student inability in expressing ideas and understanding other people message could cause the student feeling apprehension. Liu (2007) finds that inability to express ideas was another cause for student anxiety in oral English classrooms. Students became anxious because they couldn't translate their ideas from source language into target language. She also points out that the fact that anxious students feared they would not understand all the language input was also consistent with communication apprehension. The students believed that in order to comprehend the target language message they must understand every word that was spoken. Feeling unable to speak English, lack of vocabulary, bad in English grammar and lack of preparation were also factors that cause the low student's self confidence in using English in the classroom (Price, 1991; Liu, 2007). So, they could influence

student's self confidence negatively. According to Ohata (2005), lack of self-confidence in English proficiency and the subject matter in class can influence student's English performance. This statement is consistent with the Cubukcu (2007).

#### b. Afraid to be laughed by others

Another causer of student' anxiety was afraid to be laughed by other students when one student tried to speak or use English in the classroom. Most student experiences anxiety in English classroom because of formal teaching and situation, for example, students do not want to look at the teacher as an effort to avoid being asked by the teacher, students keep silent to minimize interaction using the target language. It is assumed that this condition was caused by the low of students' motivation to be able to master English and the high of students' English anxiety. It indicated that students felt anxious in English class, the students showed that they were nervous and trembling when they read, they were ashamed to speak English, afraid to be laughed and made mistake in pronunciation and grammar, inactive, they did not do what English teacher commanded (Price, 1991), and they just wanted to study the lessons which is for the exam.

In terms of fear of negative evaluation that was recorded as the highest rating, it is assumed that the students did not participate in conversations, just smiling and politely nodding, or listening to others talk. Students with this kind of anxiety sat passively in the classroom; they did not take a part in classroom activities that actually could improve their language skills. And they might think of avoiding language classroom to avoid anxiety situations and tended to minimize the possibility of negative evaluation in their actions.

Horwitz et al. (1986, p. 128) defines "Fear of negative evaluation as apprehension about others' evaluations, avoidance of evaluative situations and the expectation that others would evaluate oneself negatively". They explained that although fear of negative evaluation similar to test anxiety, it was broader in scope. Fear of negative evaluation was not limited to test-taking situations; it could happen in any social, evaluative situation liked in interviewing for a job or speaking in foreign language classroom. Foreign languages required evaluation, the teacher as a master of language in the classroom was an evaluator. Students with fear of negative evaluation might also feel that their peers were evaluators.

This statement is supported by Aida (1994) who defines fear of negative evaluation as apprehension about someone else's evaluations, worry

of their negative evaluations, and the assumption that other people would evaluate oneself negatively.

It was assumed that these two causers of English anxiety -students' self-confidence and afraid to be laughed- were caused by the stressful climate in English classroom.

## 2. External Factors

### a. Environment

One external factor that could explain the results is environment. Environment meant here is environment where the students live is not using English as daily interacting or communicating medium. So, they did not used to use English in every moment. This is in line with Liu (2007) who writes "Non-English majors who usually have little contact with and few chances to use the target language in their daily life".

In terms of the use of English in the world, Kachru (1997) proposes three circles to divide English speaking world known as concentric circle model. According to Kachru, the Inner Circle includes the Native English-speaking countries such as England, USA, Canada, Australia, and New Zealand. The Outer Circle consists of the former colonies such as Bangladesh, Ghana, India, Kenya, Malaysia, Nigeria, Pakistan, Philippines, Singapore, Srilanka, Tanzania, and Zambia and finally Expanding Circle includes countries such as China, Egypt, Indonesia, Israel, Korea, Nepal, Japan, Saudi Arabia, Taiwan, Rusia, Zimbabwe and Turkey. According to this statement, Banjarbaru where the study was conducted is a part of Indonesian country. Here, English is as foreign language, it meant that English is used for communication internationally, not for communication among Indonesian or as additional language used institutionally in this country.

### b. English teacher role

A second external factor is English teacher role. There are two roles of English teacher; the first is as anxiety causer and as anxiety reducer. Not all English teachers in Sekolah Menengah Umum in Banjarbaru were able to create a lively climate in the classrooms. Therefore, it could make the learning context stressful. Teachers could be a causer English anxiety for students (Price, 1991). Therefore, Wu (2010) suggests that it is the teachers' duty to create a less threatening atmosphere, to motivate, and to strengthen student confidence.

The quality of English learning outcomes influenced by the teacher is lack of awareness to the students' foreign language anxiety whereas in

fact most student experiences English anxiety. It seems that most teacher thinks that by completing the material for passing the exam is adequate, the quality of learning outcomes is based on cognitive factor without thinking that affective factor can block student's outcomes (Ali, 2008). As we know, many teachers still use conventional methods in learning activities in the classroom, so that the atmosphere of learning seems rigid. Teachers prefer to apply this model because it requires no tools and practice materials, sufficient to explain the concept that exists in the text book. In this case, students are not taught learning strategies to understand how to learn, think, and motivate themselves.

The other factor that influenced by the teacher is most teacher is not able to choose, determine and develop the effective learning activity in conveying knowledge to the students. So the arising problem is how to develop the effective learning activity to increase student's learning outcomes quality.

For English learning in Banjarbaru senior high schools, it was found that majority English learning model used was conventional model. Learning approach was centered to the teacher. Teachers were explaining the concept of learning material and doing the given exercises in the book. Then, the teacher asked the students to answer and corrected them together. While, for group work mechanism applied in the class, teachers often used discussion method conventionally, which is English teachers divided the class into groups in which the member of group was between 2 up to 5 students, then the groups only answered the available questions. This is in line with Miftahul (2011: 82-83) that describes conventional learning characteristics; they are no positive interdependence, no accountability for individual share of the group work, homogeneous ability grouping, few being appointed or put in charge of the group, each member of group seldom responsible for others' learning, focusing only on accomplishing the assignments, frequent neglect of good working relationship, assuming that students already have the required skills, little teacher observation, and rare structuring of the procedures and time for the processing.

It is obvious that the existing learning model used by English teachers were conventional. It gave a little opportunity to the students to practice the target language in the classroom; most of their time had been spent preparing for English tests. And also from the interview, it was found that English learning in Banjarbaru senior high schools was focused on reading and listening

because these two skills would be examined in national examination. So, English teachers and students were more stressing on reading and listening than speaking and writing.

6 On the other hand, regarding to anxiety test, this study indicated high school students had moderate level of test anxiety in their English classrooms. It means that they did not experience anxiety too much in facing English test.

One possible explanation for this result may lie in the teachers' and students' English learning orientation as mention in previous paragraph. There are two orientations in learning English; integrative or instrumental orientations (Gardner & MacIntyre, 1993). Most students in Indonesia, studying English as foreign language was for passing the examinations. It indicated that studying English has instrumental orientation. Compared with the students live in the countries where the English is as their second language, they study English for interaction out of the classroom. Gardner & MacIntyre (1993) demonstrates that reasons for studying a second language form a number difference factors in addition to the integrative and instrumental ones, depending upon the nature of the community and the language concerned. It is obvious that community in Indonesia, especially in Banjarbaru where the study was conducted, English is as foreign language and the purpose of learning English is for passing the examinations.

Connected with the result of this study, which is, students' test anxiety were in moderate level, it is assumed that students did not feel too worried in facing the English test because they felt sufficient in preparing the English test. Before testing, the teachers would inform the students the time and the material would be tested in order to study sufficiently. This English teacher role caused students to prepare the test well so they would feel confident in facing the test. This was a positive role of teacher as anxiety reducer, especially in test anxiety. It fits well with Aydin et al. (2009) who finds that teachers have facilitating effects that decrease the level of test anxiety. The results show that most of the students have positive attitudes towards their English as foreign language teachers, and that the students with positive attitudes towards their teachers feel less uneasy, nervous and bothered, and more confident and relaxed. And it is recommended that teachers inform and advise that studying English is not for passing the examination only but for life skill to the students. So, it is hoped that it can increase their that it can reduce the students' the examination redunad motivation to study English for their

needs themselves in their development.

In this exploration phase, besides questionnaire for students, interview to English teachers and documenting were also used to collect data.

Based on the result of interview to seven English teachers, it could be obtained the information that the length of teaching was between 2 years up to 23 years, students' achievement for natural sciences were better than social sciences but overall English achievement was under average. The teachers assumed that this condition was caused by the low of students' motivation to be able to master English and the high of students' English anxiety. It was indicated that students felt anxious in English class, the students showed that they were nervous and trembling when they read, they were ashamed to speak English, afraid to be laughed and made mistake in pronunciation and grammar, inactive, they did not do what English teacher commanded, and they just wanted to study the lessons which is for the exam. So, to reduce this negative English anxiety, the teachers did some efforts; making joke and relax in English class, giving high score to the student who wants to do the task first, noticing that do not laugh the other students, giving reward, to be closed with students, even the teacher just gave the written questions/ tasks.

All teachers could not answer when they were asked about learning model they used; some of them answered the question with back question. But after answering the next question about group work mechanism applied in the class, they answered that they often used discussion method conventionally, it meant that English teachers divided the class into groups in which the member of group was between 2 up to 5 students, then the groups only answered the available questions.

It is obvious that from the answers, learning model used by English teachers were conventional. It is different with cooperative learning model which uses six phase in learning and different role for each student in the group. From the interview, it was found that English learning in Banjarbaru senior high schools was focused on reading and listening because these two skills would be examined in national examination. So, English teachers and students were more stressing on reading and listening than speaking and writing.

Based on these factors and also based on the data obtained in the field through modified and adapted Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire, participant observation, documentation and in-depth interviewing, the writer developed an English lear-



ning model based on negative anxiety reduction through constructivism theory as the need for English teachers and students in Banjarbaru senior high schools in terms of English learning that is expected to be able to activate every members of the group in expressing and responding the idea in the group. The writer named this English learning model based on negative anxiety reduction through constructivism theory as Dynamic Discussion model or briefly called Dydi model which is elaborated in syllabus and lesson plan as instructional planning.

### Conclusion

The results of this study indicated that the students' language anxiety in learning English as foreign language at second (2<sup>nd</sup>) grade students in 6 (six) senior high schools in Banjarbaru South Kalimantan, Indonesia were at high level. From the data obtained, the students were most anxious about communication and negative evaluation, followed by taking test. English learning model used by English teachers were conventional model.

Based on this explorative research, the writer developed an English learning model based on negative anxiety reduction through constructivism theory as the need for English teachers and students in Banjarbaru senior high schools South Kalimantan, Indonesia in model development and model testing phases.

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