Jurnal

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Terbit dua (2) kali setahun pada bulan April dan Oktober, memuat tulisan tentang kurikulum dan teknologi pendidikan baik berupa pemikiran maupun hasil-hasil penelitian baik dari kalangan dosen maupun dari mahasiswa. Penerbitan jurnal ini bertujuan meningkatkan kuantitas dan kualitas serta menyebarluaskan kajian tentang kurikulum dan teknologi pendidikan sebagai wahana komunikasi di antara cendekiawan, praktisi, mahasiswa dan pemerhati masalah-masalah kurikulum dan teknologi pendidikan.

ACADEMIC HELP SEEKING BEHAVIOURS OF EFL UNIVERSITY STUDENTS IN RELATION TO ACHIEVEMENT AND YEAR OF STUDY

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Abstract

The objectives of this research were to find out the differences of (1) EFL university students' help seeking behaviours and attitude towards assignment in different level of student GPA and (2) EFL university students' help seeking behaviours and perception of classroom social climate in different students' year of study. This ex-post facto research applied cluster random sampling technique taking three classes in English Department Undergraduate Program, State University of Makassar as the subject of this research. The data were collected by using questionnaires and interview. The results of this research showed that (1) the differences existed in all examined aspects of the students' help seeking behaviours; their orientation to seek help (instrumental, executive, and avoidance), and their attitude towards assignments; their belief (expectancy and value belief), and their goal orientation in doing assignments (mastery, performance, and work avoidance), except their help seeking initiative and controlling emotion in terms of students' GPA, and (2) the differences existed in all examined aspects of the students' help seeking behaviours; their orientation to seek help (executive help seeking and help seeking avoidance), and their perception of classroom social climate in terms of their peer participation, except their instrumental help seeking, help seeking initiative, and classmates' helpfulness in terms of students' year of study. The researcher concluded that (1) there are differences in EFL university students' help seeking behaviours and attitude towards assignments in terms of students' GPA. The students' help seeking behaviours have association with the students' attitude towards assignments and the students' achievement (GPA). The higher GPA of the students, the more adaptive their help seeking behaviours and the more positive their attitude toward assignments, and (2) there are differences in EFL university students' help seeking behaviours and perception of classroom social climate in terms of students' year of study. The students' help seeking behaviours have association with the classroom social climate and the students' year of study.

Keywords: academic help seeking behaviours, academic achievement, year of study

Introduction

Learning involves social interaction. It cannot be denied that the social and cultural environment of the students will affect their learning. As we know, learning involves acquiring knowledge through study, experience or being taught, so in this process, the students may need help from others. The ability to seek help to overcome the problem in learning is an important skill for students as Anderson & Messick, (1974), Gall (1981), Gall, Gumerman, & Jones (1983), White & Watts (1973) implied that the ability to get assistance

from others appropriately to overcome difficulties in learning situations is one of the most important skills.

Seeking help is beneficial and necessary in learning in regard to students' future success. It plays an important role in the formulations of the learners' achievement. As Gall (1981) stated that there are various specific causes attributed in the formulations of achievement such as ability, effort, task difficulty, and luck. Thus, students who have high achievement not only belong to them who are smart but also to them who can maximize all or some of these factors. In this case, seeking help is considered as an act of effort of students to use available resources to obtain successful in learning.

Students' help seeking behaviours are much more affected by their learning goal or their purpose in seeking help. It is divided into two categories. They are executive and instrumental help seeking. The students who seek executive help only interested to the product or task completion without comprehension or mastery. On the other hand, the students who seek instrumental help seeking are more interested in a kind of help like hint, indirect help, or explanation.

Help seeking behaviours of students are also influenced by their demographic and sociocultural. There are some researches which employ demographic and sociocultural variables (e.g., age, gender, race, social class, cross-cultural differences) to predict and explain the occurrence or nonoccurrence of help-seeking (e.g., Graf, Freer, & Plaizier, 1979; McMullen & Gross, 1983; Nadler, 1983; Wallston, 1976) implied that the characteristic and sociocultural of the students directly or indirectly affect their help seeking behaviours.

The researcher is interested in identifying help seeking behaviours of EFL university students in doing assignment in relation to their GPA because as elaborated before that help seeking behaviours will affect the students' achievement. The researcher wants to know help seeking behaviours of students with different GPA category. In terms of year of study, the researcher interested in identifying the students help seeking behaviours in doing assignment in different students' year of study, in this case, first year students, second year students and third year students. It is based on the consideration which have been mentioned before that help seeking behaviours of students is influenced by their social environment of the students.

Although assignments play a very important role in education since they reinforce learning (Rengma et al, 2015), it is surprisingly that very little attention has been directed to the issue of help seeking in assignment. Academic help seeking behaviours of EFL university students in assignment related to the academic achievement and year of study are not described yet. Therefore, this study not only will validate the previous related studies, but also will provide additional new information.

Based on the background, the researcher attempts (1). To find out the differences of EFL university students' help seeking behaviours and attitude towards assignment in different category of students' GPA, and (2). To find out the differences of EFL university students' help seeking behaviours and classroom social climate in different students' year of study.

Related Literature
1. Definition of Help Seeking Behaviours

According to Jazilah (2011) behaviours are activities as the answer or the response of the stimulus. While, help seeking is the process of looking to resources outside of oneself to find information or strategies that will assist in accomplishing a task or solving a problem (Ames & Lau, 1982, Karabenick & Knapp, 1991, Nelson-Le Gall, 1985).

In attributional formulations of achievement (e.g., Weiner, 1979), there are various specific causes such as ability, effort, task difficulty, and luck to which achievement outcomes may be attributed. Seeking help can be classified as an act of effort in that the help-seeker is actively using available resources to increase the likelihood of future success.

Based on the definition above, the researcher defines help seeking behaviours in learning English as activities or efforts make of the students to get assistance from others to solve their problem in learning English for their success.

2. Kinds of Help Seeking Behaviours

Researchers have argued that help seeking can take a number of forms that differ in the extent to which they promote learning and mastery, namely executive help seeking, instrumental help seeking and help-seeking avoidance (Butler & Neuman, 1995; Karabenick, 1998).

a. Executive/Expedient Help Seeking

Executive help seeking occurs when learners seek readymade answers rather than trying to solve a problem on their own. This help-seeking strategy is not regarded as adaptive for learning, as it relies on superficial cognitive processing (Arbreton, 1998; Nolen & Haladyna, 1990).

b. Instrumental Help Seeking

Researchers have argued that only one kind of help can promote learning, it is the instrumental help seeking. Instrumental help seeking refers to a situation where learners seek the minimum amount of information needed to perform the task on their own. For example, students ask for hints, but find the solution to the problem by themselves (Karabenick & Knapp, 1991). This help-seeking strategy is adaptive for learning because the students are actively involved in the problem solving and the help merely serves as extra input for deep processing (Nolen & Haladyna, 1990).

c. Help Seeking Avoidance

Help-seeking avoidance refers to students who are aware that they need help, but do not seek it. This type of behaviour prevents them from improving their learning (Karabenick & Knapp, 1991; Newman, 1990).

3. Students' Attitude towards Assignments

As attitude is one of the key predominant factors for success in language learning, numerous studies have already been conducted in the field of language attitude (Abidin, Pour-Mohammad & Alzwari, 2012; henter, 2014; Al Mamun et al., 2012; Hashwani, 2008). Attitudes are positive or negative views of a person, place, thing, or event that guide our judgments and behaviour (Van Bavel, 2013:1).

The students' attitude in learning will also affect their performance as Brown (1994:168) stated that students' attitude is the behaviour towards learning activities which can influence the students' performance in learning. So, the researcher concludes that the students' attitude towards assignments is the students' tendency to act with respect to their assignments which defines or promotes their behaviours, in this case, their help seeking behaviours.

4. Classroom Social Climate

According to Adelman & Taylor (1997) classroom climate sometimes is referred to as the learning environment, as well as by terms such as atmosphere, ambience, ecology, and milieu. It emerges in a somewhat fluid state from the complex transaction of many immediate environmental factors (e.g., physical, material, organizational, operational, and social variables). The Impact of classroom climate on students and staff can be beneficial for or a barrier to learning. Moreover, Amborse et. al. (2010) define classroom climate as "the intellectual, social, emotional, and physical environments in which our students learn. Climate is determined by a

constellation of interacting factors that include faculty-student interaction, the tone instructors set, instances of stereotyping or tokenism, the course demographics (for example, relative size of racial and other social groups enrolled in the course), student-student interaction, and the range of perspectives represented in the course content and materials" (p.170).

Based on the explanation above, the researcher conclude that classroom social climate is one of the environmental factors of the classroom climate. The classroom social climate in this present research focuses on the student-student interaction.

Research Method

This research used an ex-post facto research design. An ex-post facto (i.e., causal-comparative) research design was chosen because it is appropriate when attempting to determine cause-and-effect relationships between events (Gall, Borg, & Gall, 1996). In this case, causation is inferred because the independent variables are not manipulated and/or controlled.

The participants of this study are students of English Department Undergraduate Program, State University of Makassar. The researcher used Cluster Random Sampling Technique taking three classes in English Department Undergraduate Program that consisted of 86 students.

This research used three kinds of instruments; documentation, questionnaires and interview. Documentation was used to get the students' data about their GPA and year of study. Questionnaires were used to identify the students' help seeking behaviours, attitude towards assignment, and students' perception of classroom social climate, and interview was used to support and to verify the data got from questionnaires.

To gather data regarding the students' help seeking behaviours, the

researcher followed some data collection procedures. The researcher first took the students' documentation. Then, the researcher gave three set of questionnaire to the three classes. Next, the researcher collected the data, divided the students into groups based on their GPA and study year and the researcher calculated the data. After that, the researcher interviewed the students to support and verify the data got from questionnaires. Finally, the researcher analyzed and interpreted the data.

Results

1. The Differences in Students' Help Seeking Behaviours and Attitude towards Assignment in terms of GPA

A one way Multivariate Analysis of Variance (MANOVA) was conducted to scrutinize whether there were differences in help seeking behaviours and attitude towards assignments of students as a function of their GPA. Preliminary investigations of the underlying assumptions for MANOVA indicated that the assumption of homogeneity of variance-covariance was not violated since Box's M was not significant, $p \geq \alpha$ (.001) – indicating that there were no significant differences between the covariance matrices. Therefore, for the MANOVA test statistic, Wilk's lambda test was used by the researcher.

The MANOVA (Wilk's lambda test) results is reported in Table below.

Table 1. The MANOVA Results for the Effects of GPA on the Students' Help Seeking Behaviours and Attitude towards Assignments

Effect	Wilk's Lambda Value	F	Hypothesis DF	Error DF	P	P S
Intercept	.005	1471.697	10.000	74.000	.000	
GPA	.512	2.942	20.000	148.000	.000	

The effect is significant at the .05 level

As it can be seen in Table 1, MANOVA tests indicated that there was a statistically significant difference in help

seeking behaviours and attitude towards assignments based on the students' GPA, F (20, 148) = 2.94, p = .000; Wilk's Λ = .512, partial η^2 = .284. It was indicating that GPA of the students significantly affects the combined dependent variables.

a. Students' Help Seeking Behaviours Based on GPA

1) Students' Help Seeking Orientation

The students with very satisfactory and cum laude GPA preferred to seek instrumental help over executive help. Their instrumental help seeking was in moderate and high category respectively, while their executive help seeking was in low category. They also did not avoid to seek help when it was needed since their help seeking avoidance was in low category. On the contrary, the satisfactory GPA students were active to seek both instrumental help and executive help. Their instrumental an executive help seeking were in moderate category. They also had a tendency to avoid to seek help when it was needed since their help seeking avoidance was in moderate category. It means that the very satisfactory and cum laude GPA students show more adaptive help seeking behaviours than the satisfactory GPA students in terms of help seeking orientation.

2) Students' Help Seeking Initiat   ive

The cum laude, very satisfactory, and satisfactory GPA students' initiative to seek help from the available resources was fairly good since they were in moderate category. It means that there were no differences between the satisfactory, very satisfactory, and cum laude GPA students in terms of their initiative to seek help from the available resources.

b. Students' Attitude towards Assignment Based on GPA

1) Students' Belief

The students with cum laude GPA have positive expectancy belief, while the students with satisfactory and very satisfactory GPA have moderate expectancy belief. It means that the students with cum laude GPA tend to have strong belief that they would be able to success in executing their goal-oriented in doing assignment rather than the students with satisfactory and very satisfactory GPA. The students with cum laude GPA have the most positive expectancy belief over the very satisfactory and satisfactory GPA students based on the paired comparison simple effect test results.

In terms of the students' value belief, the students with cum laude GPA have positive value belief, while the students with very satisfactory and satisfactory GPA have moderate value belief. It means that the students with cum laude GPA tend to have strong belief that assignments are valuable for them rather than the students with satisfactory and very satisfactory GPA.

2) Controlling Emotion

There were no differences between satisfactory, very satisfactory, and cum laude GPA students in terms of their controlling emotion in doing assignments. They were all in positive category. It means that they all have positive attitude in controlling the unwanted emotion in doing assignments.

3) Goal Orientation

The cum laude GPA students' mastery goal orientation in doing assignment was in positive category and their performance goal orientation and work avoidance were in moderate category. It is indicated that the cum laude GPA students' goal orientation in doing assignment was mastery goal over the performance goal and work avoidance. The very satisfactory GPA students' mastery and performance goal orientation in doing assignment was in positive category and avoidance were in moderate category. It is indicated that the very satisfactory GPA students' goal orientation in doing assignment was both mastery and performance goal over work avoidance.

The satisfactory GPA students' mastery goal orientation and work avoidance in doing assignment was in moderate category and their performance goal orientation was in positive category. It is indicated that the satisfactory GPA students' goal orientation in doing assignment was performance goal over the mastery goal and work avoidance

Based on the explanation above, the differences were found in all variables of students' help seeking behaviours and attitude towards assignment except in students' help seeking initiative and controlling emotion. Generally, there was a statistically significant difference in help seeking behaviours and attitude towards assignments based on the students' GPA.

2. The Differences in Students' Help Seeking Behaviours and Perception of Classroom Social Climate in terms of Students' Year of Study

A one way Multivariate Analysis of Variance (MANOVA) was conducted to scrutinize whether there were differences in help seeking behaviours and perception of classroom social climate of students as a function of their year of study. Preliminary investigations of the underlying assumptions for MANOVA indicated that the assumption of homogeneity of variance-covariance was not violated since *Box's M* was not significant, $p \geq \alpha$ (.001) – indicating that there were no significant differences between the covariance matrices. Therefore, for the MANOVA test statistic, Wilk's lambda test was used by the researcher.

The MANOVA (Wilk's lambda test) results is reported in Table below.

Table 2. The MANOVA Results for the Effects of Study Year on the Students' Help Seeking Behaviours and Perception of Classroom Social Climate

Effect	Wilk's Lambda Value	F	Hypothesis DF	Error DF	P	Pa Sq
Intercept	.008	1573.299	6.000	78.000	.000	
Year of Study	.798	1.549	12.000	156.000	.112	

The effect is significant at the .05 level

As it can be seen in Table 2, MANOVA tests indicated that there was no statistically significant difference in help seeking behaviours and perception of classroom social climate based on the students' year of study, F (12, 156) = 1.55, p = .112; Wilk's Λ = .798, partial η² = .106. It was indicating that students' year of study did not significantly affects the combined dependent variables. Therefore, the effects of students' year of study on each dependent variable; help seeking behaviours and perception of classroom social climate were examined using a univariate Analysis of Variance (ANOVA), to identify on which independent variable has a significant effect on dependent variable(s).

The result of one way ANOVA test of between-subject effects, mean score category analysis, and interview, the differences existed in all examined aspects of the students' help seeking behaviours; their orientation to seek help (executive help seeking and help seeking avoidance), and their perception of classroom social climate in terms of their peer participation, except their instrumental help seeking, help seeking initiative, and classmates' helpfulness. The students' help seeking avoidance did not show a statistically significant difference based on the result of one way ANOVA test of between-subject effects, but the results of mean score category analysis showed that there was a difference in students' help seeking avoidance. Therefore, the variables which did not show the difference were the students' instrumental help seeking, help seeking initiative, and classmates' helpfulness.

a. Students' Help Seeking Behaviours Based on Year of Study

1) Students' Help Seeking Orientation

The first and third year students preferred to seek instrumental help over executive help. Their instrumental help seeking was in high category, while their executive help seeking was in low category. The second year students were active to seek instrumental help but they also have the tendency to seek executive help. Their instrumental and executive help seeking were in high and moderate category respectively. Moreover, the first and the third year students did not avoid to seek help when it was needed since their help seeking avoidance were in low category rather than the second year students which were in moderate category. It means that the first year and third year students show more adaptive help seeking behaviours than the second year students in terms of help seeking orientation.

2) Students' Help Seeking Initiative

The first, second, and third year students' initiative to seek help from the available resources was fairly good since they were in moderate category. It means that there were no differences between the first, second, and third year students in terms of their initiative to seek help from the available resources. They mostly asked their best friends for help. Their classmates, lecturers, seniors, and the students from the other classes were the second option for them. The students' best friends were the best option for them to ask for help because they felt comfortable to ask for help to them and they could free to ask without hesitant. This findings is in line with Karabenick (2004) that the students' intentions to seek help is associated with characteristic of helpers and the kind of help sought.

b. **Students' Perception of Classroom Social Climate**

1) Peer Participation

The first, second and third year students' perception of their peer participation was in moderate category. However, the results of paired comparison simple effect test revealed that there was a statistically significant differences in students' perception of their peer participation towards assignments between first and second year students (p < .05), while statistically significant differences between first and third year students, and between second and third year students were not found (p > .05). It means that the first year students' involvement in assignments was better than the second year students based on the paired comparison simple effect test results. However, there were no differences between the first, second, and third year students in terms of their perception of their peer participation towards assignments based on the mean score category analysis.

2) Classmates' Helpfulness

There were no differences between first, second, and third year students in terms of their perception of their classmates' helpfulness. They are all in positive category. The results of paired comparison simple effect test revealed that there were no statistically significant differences in students' perception of their classmates' helpfulness in doing assignments between first, second, and third year students (p > .05). It means that their classmates were approachable to ask for help. It is not surprisingly that the students in the three different study years showed satisfactory help seeking avoidance since their classmates' helpfulness were in positive category.

Based on the explanation above, the differences were found in all variables of students' help seeking behaviours and perception of classroom social climate except in students' instrumental help seeking, help seeking initiative, and classmates' helpfulness.

Conclusion

Based on the results, the researcher concluded that there are differences in EFL university students' help seeking

behaviours and attitude towards assignments in terms of students' GPA. The students' help seeking behaviours have association with the students' attitude towards assignments and the students' achievement (GPA). The higher GPA of the students, the more adaptive their help seeking behaviours and the more positive their attitude toward assignments, and there are differences in EFL university students' help seeking behaviours and perception of classroom social climate in terms of students' year of study. The students' help seeking behaviours have association with the classroom social climate and the students' year of study.

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