

EXPLORING STUDENTS' ACADEMIC HELP-SEEKING BEHAVIOR AND ITS RELATIONSHIP WITH STUDENTS' ENGLISH ACHIEVEMENT

Al Amini Indah Sari¹, Murni Mahmud², Sahril Nur³

English Education Department, Postgraduate Program

Universitas Negeri Makassar, Makassar, Indonesia

Email : alaminiindahsari@gmail.com, murnimahmud@unm.ac.id, sahrilfbsunm@unm.ac.id

Abstract : This study addresses the issue of Help-Seeking Behavior and its Relationship with students' English Achievement, Help-Seeking Strategies, and Help-Seeking Avoidance with special attention to the point of view of Second-Year Students of MA Madani Alauddin Pao-Pao. Mixed Method was used to carry out this study with the use of Convergent Parallel Design as the design to simultaneously collect both quantitative and qualitative data, and with the support from data collection instrument i.e., Documentation, Questionnaire, and Interview. Three groups of the second-year students were purposively to participate in this study. Fifteen students representing the second-year students as interviewee. Results revealed four things namely: the first, there is a positive relationship between students' help-seeking behavior and students' English achievement based on the questionnaire results. The second, there is no significant correlation between students' academic help-seeking behavior and students' English achievement with the results of SEM Analysis which all of the p-values were > 0.05. The third, there are 3 strategies used, formal help-seeking; informal help-seeking; and doing instrumental actions. The fourth, there are many reasons of students to avoid seeking help including laziness, low self-esteem, anxiety, uncomfortable feeling, and help-providers' attitude. This study results showed that help-seeking continue to be an important self-regulatory skill. The researcher believes that these findings could have a profound impact on the way of Help-Seeking is used and viewed. Therefore, English teachers should provide more opportunities to learn this skill to enable students apply it in their academic difficulties.

Keywords : *Help-seeking, Achievement, Help-seeking Strategies, Help-seeking Avoidance*

INTRODUCTION

Students are members of a higher institution's academic community and future leaders. A good student must be able to solve problems connected to their learning process. Academic issues experienced by students necessitate not only a high IQ to solve the problem, but also a good social skill to work with others in order to comprehend and overcome the academic difficulties. The ability to request assistance is one of several abilities required by students in order to actively confront and resolve academic issues. Academic help-seeking behavior is a complicated phenomenon that is

influenced by students' views and beliefs, social conventions, classroom goal structure, and a teacher's instructional techniques, openness, and flexibility. Ames & Lau (1982) define help-seeking as "an achievement behavior involving the search for and employment of a strategy to obtain success." This conduct assists students in dealing with complicated subjects that they may not completely grasp on their own. In an academic circumstance, deciding whether or not to seek assistance is a difficult decision. Requesting assistance with a challenging activity will be influenced by metacognitive processes that emerge over

time. Help seeking is also influenced by a variety of cultural and interpersonal factors, such as ideas about crossing social boundaries with members of a different group (Karabenick, 2012a).

Unfortunately, students who require academic assistance may not always seek it since doing so may be perceived negatively as an acknowledgment of their incapacity to excel without assistance. Furthermore, the student's self-preservation mindset may lead to aversion to asking aid if it is viewed as an admission of failure to finish the assignment. Other hurdles to obtaining assistance include an inability to detect or accept the need for assistance; an inability to act on a decided need, attitudes, and beliefs about the assistance; or the idea that the assistance would be of little use (Eisenberg et al., 2007). Although the capacity to seek help in learning is one of the most critical factors to a student's success, not all students have the ability to seek help effectively. Some of them even try to avoid it. It's known as "help-seeking avoidance." They do not seek help even if they require it because they are ashamed or fear being labeled as inept or less capable than others if they do. Help-seeking abilities are a type of self-regulated method that pupils must develop. They should be able to determine when they need help and when they should refuse it, who they should ask for aid from, and what sort of support they need.

Numerous studies have been undertaken to correctly document student engagement and involvement in face-to-face contexts, but little study has been conducted to investigate how students' preferences, methods, and/or reasons for avoiding requesting aid in the learning process (Kitsantas & Chow, 2007) Outside from those areas, little research has been conducted to attempt to establish a relationship between help-seeking behavior and student achievement. While several studies have documented

assistance seeking in online contexts, few have attempted to compare students' preferences, techniques, and/or reasons for avoiding seeking academic help in offline learning environments. Students who can request and get academic aid when they need it have a higher chance of grasping the content and succeeding in each subject.

Academic Help-Seeking

When students are unable to solve problems, comprehend text materials, or comprehend their teacher's explanations, they have the option of not only persevering or abandoning tasks (Karabenick, 2012a), but also seeking help from a variety of sources, including friends, classmates, teachers, and colleagues. Although the role of social activities in information acquisition has long been postulated (Parker, 1979), soliciting assistance was previously thought to have little impact for learning. Regrettably, in educational environments, asking aid has frequently been perceived as a sign of dependency or dishonesty, and as a result, many of those learners who have sought help have frequently been denigrated and ostracized (Karabenick, 2012a).

Behaviors, according to Jazilah (2011), are acts that are the answer to or response to a stimuli. Although "help seeking" is the process of exploring outside oneself for knowledge or solutions to aid in completing a task or solving an issue (R. Ames & Lau, 1982a; Karabenick & Knapp, 1991). Based on the criteria above, the researcher describes help-seeking behaviors in English learning as actions or attempts made by students to obtain assistance from others in order to address their challenges in English learning and assure their success.

Help-Seeking Behaviors

According to researchers, there are three types of assistance seeking that differ in the amount to which they enhance learning and mastery: executive help seeking, instrumental help seeking, and

help seeking avoidance (Butler & Neuman, 1995; Karabenick, 1998).

Executive Help-Seeking. When learners seek ready-made answers rather than attempting to solve an issue on their own, they are engaging in executive assistance seeking. Because it is based on superficial cognitive processing, this help-seeking method is not considered appropriate for learning (Arbreton, 1998; Nolen & Haladyna, 1990). Expedient assistance may jeopardize learning and accomplishment since it includes demands for someone else to undertake the task or just provide an answer without explanation (Butler, 1998; Cheong et al., 2004; Karabenick, 2004; Nelson-Le Gall, 1981; R. S. Newman, 2000).

Instrumental help-seeking refers to a circumstance in which learners seek just the knowledge required to complete the activity on their own. For example, students may seek assistance but solve the problem on their own (Karabenick & Knapp, 1991). This help-seeking method is adaptive for learning since students are actively involved in issue solving and the assistance is just supplementary input for deep processing (Nolen & Haladyna, 1990).

Help-Seeking Avoidance. When students are having problems with their academics, they frequently hesitate from asking questions or requesting assistance (T. L. Good et al., 1987; Karabenick & Knapp, 1991; R. S. Newman & Goldin, 1990; Van der Meij, 1988). According to studies of help-seeking in various circumstances, people frequently do not seek aid, even when doing so may relieve actual hardship. Students who resist requesting aid are aware that they require assistance but do not seek it. This sort of conduct hinders their ability to learn (Karabenick & Knapp, 1991; R. S. Newman & Goldin, 1990).

Help-Seeking Strategy

Help-seeking strategies were divided into five categories by Karabenick & Knapp, (1991). Formal and informal help-seeking, instrumental actions, decreasing performance expectations, and changing goals are all examples of how to get help. 1) Formal help-seeking entails approaching professors and teaching assistants for assistance; 2) Informal help-seeking entails approaching peers for aid; 3) Instrumental actions entail studying harder and taking notes in order to enhance performance; 4) Lowering performance expectations, for example taking a lighter load, registering for easier classes, and changing degrees; and 5) Changing goals.

Learning Achievement

The term "achievement" is derived from the verb "achieve," which implies to succeed in obtaining a certain goal, status, or standard, notably via work, skill, courage, and so on. Learning achievement, according to Muhibbin (2011), is the "degree of student success in learning the subject matter in schools that is reflected in the form of scores gained from the outcomes of exams on a certain subject matter."

Good and Wood (1995) define "achievement" as "accomplishment or proficiency of performance in a certain skill or body of information obtained or developed in school topics normally created in pupils by teachers for a predetermined degree of competency in a scholastic or academic job." Hence, accomplishment is the task-oriented conduct that consents to the evaluation of an individual's performance based on some internally and externally enforced occurrences.

RESEARCH METHOD

The method of this study is mixed method. The design of this study is convergent parallel design. The researcher used quasi – experimental design of this study to see the effectiveness of Task-Based Language Teaching (TBLT) in

developing student's writing skill in writing descriptive text. The population of this study was students of MA Madani Alauddin. The samples of this study were second-year students consist of 3 classes and each class consists of 30 to 35 students. The instruments used in this research including documentation, questionnaire, and interview guides to collected the data of this research. SEM analysis used to analyze the quantitative data, while the qualitative data were analyzed with Miles and Huberman's theory in analyzing the qualitative data.

FINDINGS AND DISCUSSION

Students' English Achievement

The first objective of this research is to find out the students' English achievement. As the way to answer this objective, the researcher used documentation and collected the data from the students' English teacher. The English Achievement as taken from teacher's document is presupposed to be valid. After collecting the data, the researcher divided the students based on the students' English Achievement from last semester and displayed in the following table:

Table 1.1 The Students' Division Based on Students' English Achievement

No	Interval Score	Category	Number of Students	Percentage
1.	91 - 100	A (High)	10	10.87%
2.	81 - 90	B (Moderate)	67	72.83%
3.	70 - 80	C (Low)	15	16.30%
Total			92	100%

Based on the findings 1, the researcher discovered that there were some categories of students' English achievement based on the school's application. Those are high achievement students (A), moderate achievement students (B), and low achievement students (C). According to table 4.1 most of the students' English achievement of second year of MA Madani Alauddin Pao-Pao were on the

moderate achievement (B) about 67 students (72.83%), followed by low achievement students with 15 students (16.30%), and lastly from high achievement students with 10 students (10.87%). The data above revealed that most second-year students of MA Madani Alauddin was in the moderate achievement for their English subject.

Students' Academic Help-Seeking Behavior

The second objective of this research is to find out the students' help-seeking behavior. As the way to answer this objective, the researcher used questionnaire paper and completed by the students for around 25-30 minutes. Students' help-seeking behaviors based on the Students' English Achievement as follows:

Help-Seeking Orientation

1) Instrumental Help-Seeking. Based on the data analysis of questionnaire, the researcher found that the mean score of High (A), Moderate (B), and Low (C) students' English Achievement, the students' instrumental help seeking were 29.3, 27.34, and 25.87 respectively (See Figure 1.1). These data can be seen in the following figure and table.

Figure 1.1 The Students' Instrumental Help-Seeking Based on Students' English Achievement

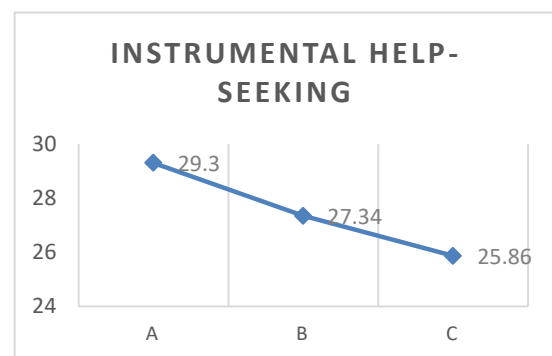


Table 1.2 The Students' Instrumental Help-Seeking Based on Students' English Achievement

No	English Achievement	Mean	Percentage of Mean Score	Category
1.	A (High)	29.3	82.14%	High
2.	B (Moderate)	27.34	66.16%	Moderate
3.	C (Low)	25.86	71.90%	Moderate

Instrumental help-seeking of the Moderate (B) and Low (C) Achievement were in the moderate category, on the other hand, the High (A) achievement students was in high category. It means that the students with High (A) achievement tend to be more active to seek instrumental help rather than the students with Moderate (B) and Low (C) achievement students.

2) Executive Help-Seeking. Based on the data analysis of questionnaire, the researcher found that the mean score of High (A), Moderate (B), and Low (C) students' English Achievement, the students' executive help seeking were 12.4, 15.96, and 15.47 respectively (See Appendix 3). These data can be seen in the following figure and table.

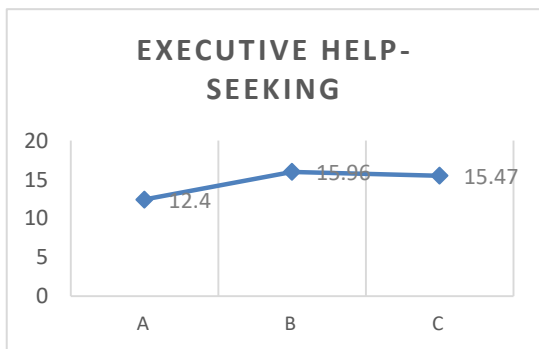


Figure 1.2 The Students' Executive Help-Seeking Based on The Students' English Achievement

Table 1.3 The Students' Instrumental Help-Seeking Based on Students' English Achievement

NO	English Achievement	Mean	Percentage of Mean Score	Category
1.	A (High)	29.3	82.14%	High
2.	B (Moderate)	27.34	66.16%	Moderate
3.	C (Low)	25.86	71.90%	Moderate

1.	A (High)	12.4	34.65%	Low
2.	B (Moderate)	15.96	43.14%	Moderate
3.	C (Low)	15.47	42.84%	Low

Executive help-seeking of the Moderate (B) students was in moderate category, while, the High (A) and Low (C) students were in low category. It means that the students with Moderate (B) tend to be more active seek executive help rather than the students with High (A) and Low (C) Achievement. However, there was a Slightly difference between High (A) and Low (C) Achievement students in seeking executive help in which the High (A) achievement students tend to avoid to seek executive help compared with the Low (C) achievement students since the score of High (A) achievement students higher than the Low (C) achievement, even though they were in the same category based on the percentage results.

3) Help-Seeking Avoidance. Based on the data analysis of questionnaire, the researcher found that the mean score of High (A), Moderate (B), and Low (C) students' English Achievement, the students' executive help seeking were 14.8, 15.58, and 15.2 respectively (See Appendix 3). These data can be seen in the following figure and table.

Figure 1.3 The Students' Help-Seeking Avoidance Based on The Students' English Achievement

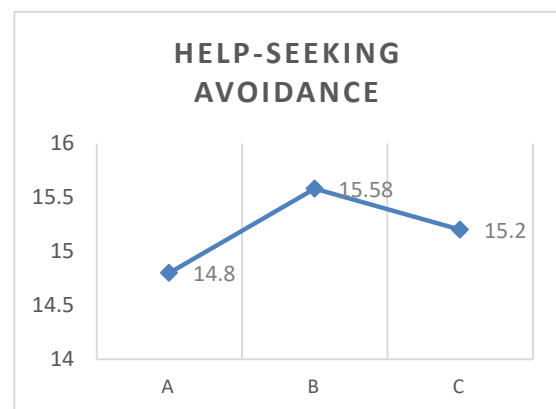


Table 1.4 The Students' Help-Seeking Avoidance Based on Students' English Achievement

No	English Achievement	Mean	Percentage of Mean Score	Category
1.	A (High)	14.8	42.24%	Low
2.	B (Moderate)	15.58	43.04%	Moderate
3.	C (Low)	15.2	42.49%	Low

Help-seeking avoidance of the Moderate (B) achievement students was in moderate category, whereas, the High (A) and Low (C) achievement students were in low category. It means that the students with Moderate (B) achievement students tend to avoid seeking help rather than the students with High (A) and Low (C) achievement. However, there was not much difference between the High (A) and Low (C) achievement students in term of help-seeking avoidance based on the percentage of mean score.

b. Help-Seeking Initiative

Based on the data analysis of questionnaire, the researcher found that the mean score of High (A), Moderate (B), and Low (C) students' English Achievement, the students' executive help seeking were 26.1, 24.1, and 23.5 respectively (See Appendix 3). These data can be seen in the following figure and table.

Figure 1.4 The Students' Help-Seeking Initiative Based on The Students' English Achievement

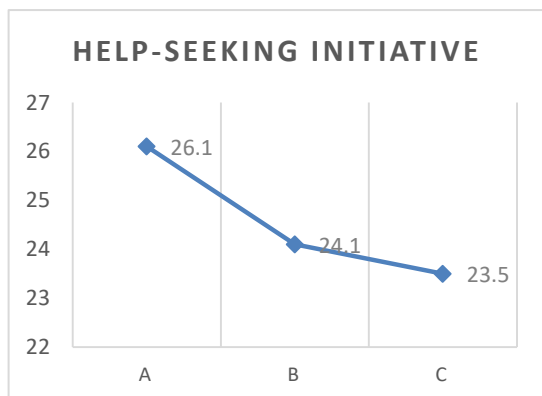


Table 1.5 The Students' Help-Seeking Initiative Based on Students' English Achievement

No	English Achievement	Mean	Percentage of Mean Score	Category
1.	A (High)	26.1	72.60%	High
2.	B (Moderate)	24.1	68.87%	Moderate
3.	C (Low)	23.5	67.04%	Moderate

Help-seeking initiative of the High (A) achievement students were in high category, on the other hand, the Moderate (B) and Low (C) achievement students were in the moderate category. It means that the High (A) achievement students tend to have more initiative in seeking help from the available resources rather than the Moderate (B) and Low (C) achievement students based on the percentage of the mean. This finding indicated that the high achievement (A) students were actively seeking help and always initiate in seeking help to solve their problem. While, both moderate achievement (B) students and low achievement students (C) were also having initiative to seek help and both in the moderate category.

The Correlation Between Students' Academic Help-Seeking and Students' English Achievement

The third objective of this research was to understand the correlation between students' academic help-seeking and students' English achievement. As the way to answer this objective, the researcher used the data obtained from documentation and questionnaire paper. To understand whether there is a correlation between students' academic help-seeking behavior in doing assignment and students' achievement in English class, the researcher used Structural Equation Modeling (SEM) using SmartPLS Application to find out the correlation between the two variables. The results of the procedure as follows:

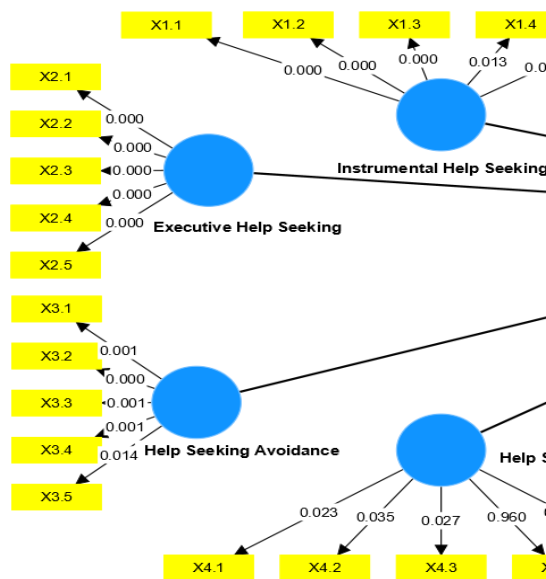


Figure 1.5 Output T Statistic (Inner Model)

	Original sample (O)	Sample mean (M)	Standard dev
Executive Help Seeking → English Achievement	-0.087	-0.112	
Help Seeking Avoidance → English Achievement	-0.051	-0.024	
Help Seeking Initiative → English Achievement	0.102	0.112	
Instrumental Help Seeking → English Achievement	0.217	0.222	

Table 1.6 Path Coefficients

Based on the data processing that has been done, the results can be used to answer the hypothesis in this study. Hypothesis testing in this study was carried out by looking at the T-Statistics values and P-Values. The research hypothesis can be declared accepted if the P-Values <0.05. Based on the data above which shows that all P-Values have a value of > 0.05, the researcher hereby concludes that there is no significant correlation between students' Help-Seeking Behaviour and students' English achievement in Second-Year students of MA Madani Alauddin Pao-Pao.

Students' Help-Seeking Strategies

The fourth objective of this research was to find out the students' help-seeking strategies and students' reasons of help-seeking avoidance. As the way to answer this objective, the researcher used the data obtained from interview session. The data from the Interview session in the form of extract would show us the students' point of view and opinion of these two topics.

After transcribing the 15 students' interview recording, there were several strategies that often used by the second-year students of MA Madani Alauddin Pao-Pao. There are 5 kinds of help-seeking strategies by Karabenick and Knapp, but in the findings from the interview the researcher found out that there were just 3

kinds of help seeking strategies the second-year students of MA Madani Alauddin often employed, as follows:

Formal Help-Seeking

Formal help-seeking entails approaching professors, teacher, or teaching assistance for a help or assistance with the academic problem. Students' tendencies in using Formal help-seeking strategies can be seen in some extracts below:

Extract 1 (Interviewee 4)

R: Okey jadi siapa yang menjadi tempat ta cari bantuan, yang paling sering yah? (Okay so who is the person you turn to for help the most?)

S: Lebih suka ke guru sih kak, soalnya kalau temanji merasa tidak bisa dipercay penjasannya kak. Baru terkadang juga berbelitki penjasannya. Takutka juga nanti salahji kak. (I prefer the teacher anyway, because if it is just my friend, I feel like I cannot trust their explanations. Then sometimes also their explanation was too complicated. I am afraid I will be wrong too.)

The first extract above gives us enlightenment about the reason some students prefer asking help from formal sources (etc. Teacher). The statement "**I prefer the teacher anyway...**" indicates

that this student prefer asking a teacher for a help, and in the line “*if it is just my friend, I feel like I cannot trust their explanations...*” unveil the students trust on the teacher.

Extract 2 (Interviewee 10)

R: *Nah jadi dalam carikki bantuan begitu lebih sukaki cari bantuan ke siapa? Guru, Teman, Senior atau apa?* (So, in seeking help, who would you prefer to seek help from? Teacher, Friend, Senior or what?)

S: *Ke guru kak.* (The teacher)

R: *Alasannya dek?* (Is there any reason?)

S: *Karena kalau guru pasti lebih mengerti dan lebih bisaki nakasih paham soal materi itu kak.* (Because the teacher understands better and can gives me better understanding of the material)

Another statement from the students who prefer formal help-seeking was found in the extract 2, where the students without a doubt response to the question with the teacher as an answer. The phrase “*Because the teacher understands better and can gives me better understanding of the material*” gave us insight of the student’ reason to prefer formal help-seeking.

In the formal help-seeking, there are two kinds of seeking help. The first one was to seek help overtly and the second was to seek help covertly. There are several students who prefer seeking help from the teacher overtly, means they did not feel shy or anxiety in ask the teacher for assistance while in the class in front of other students. Whereas, there are several students prefer seeking help from the teacher covertly, means they did not feel safe and shy to ask in front of other pupils.

Formal Help-Seeking (Overtly)

Extract 3 (Interviewee 4)

R: *Okey, nah sekarang kalau seringki bertanya di guru nih yahh lebih sukaki bertanya langsung di dalam kelas ataukah nanti ketemu diluar kelas?* (OK, now if JELLT (Journal of English Language and Literature Teaching)

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you often ask the teacher, would you prefer to ask directly in class or meet up outside the classroom?)

S: *Eehh lebih suka langsung di dalam kelas sih kak, karena terkadang kalau di luar kelas itu takut mengganggu kak. Saya juga nyamanji kalau bertanya di dalam kelas kak.* (I prefer to be directly in class, because sometimes outside the class I am afraid to disturb the teacher. I am also more comfortable when I ask questions in class.)

In extract 3 above, the student was tried to convey their reason in doing formal help-seeking overtly in the line “*because sometimes outside the class I am afraid to disturb the teacher...*”, it can be understood that the students did not want to disturb the teacher outside the class and this is revealed the students’ respect to the teacher.

Extract 4 (Interviewee 5)

R: *Nah okey, selanjutnya jika haruski bertanya sama guru, lebih baik bicaraki saat did dalam kelas ataukah nanti diluar baru ketemu?* (Well okay, next if you must ask for help from the teacher, is it better to talk to him while in class or will meet later outside?)

S: *Lebih nyaman bertanya pas di dalam kelas sih kak, soalnya kalau diluar agak susahmi mau komunikasi.* (It is more convenient to ask questions in class, because it is a bit difficult to communicate outside.)

Another extract from the interview exposed another reason why the students prefer doing formal help-seeking overtly, as we can read in phrase “*...it's a bit difficult to communicate outside*” showed that the students felt that communicate with the teacher outside the class was a bit difficult. Extract 4 gave us understanding of students’ anxiety and shyness to talk to the teacher outside the classroom.

Formal Help-Seeking (Covertly)

Extract 5 (Interviewee 1)

R: *Ohh begitu, jadi misalnya yah nda bisaki temanta bantuki dan haruski bertanya sama guru, lebih sukaki bertanya langsung di kelas ataukah nanti diluar saat bertemu dengan guru?* (Oh, I see, so for example, you have to ask the teacher, do you prefer to ask directly in class or later when you meet the teacher outside?)

S: *Ke Gurunya langsung.* (Directly to the teacher)

R: *Ohh diluar kelas? Alasannya dek?* (Outside the class? The reason?)

S: *Kalau di kelas toh kak kadang diledekki sama teman dan dibilang 'banyaknya pertanyaannya...' jadi bikin malu kak.* (In class, I am sometimes teased by my friends and told me 'You have too many questions...' so that embarrasses me.)

In the extract 5 the students gave us some understandings the reason for doing formal help-seeking covertly, the sentence "...sometimes teased by my friends..." and "...that embarrasses me" confirmed that the students have a high anxiety because the other students liked to teased when the students ask for assistance from the teacher.

Extract 6 (Interviewee 3)

R: *Okey. Nah misalnya nda ada sekalimi yang bisa dimintai bantuan selain ke guru. Biasanya lebih suka bertanya langsung di kelas atau nanti diluar kelas baru menghadap?* (Okay. So, for example, there is no one who can be asked for help other than the teacher. Usually prefer to ask directly in class or later outside the class?)

S: *Ketemu diluar saja sih kak, soalnya malu-malu kalau mau bertanya di dalam kelas. Kalau diluarji lebih santai mau bertanya sama guru.* (I will just meet outside, because I am shy if I want to ask in class. If outside, it is more relaxed to ask the teacher.)

Another reason to asking for help covertly was shyness. In the extract 6, the statement "...because I am shy if I want

to ask in class. If outside, it is more relaxed to ask the teacher" verified that the students did not feel relaxed to ask in front of other pupils or in the classroom full of other students.

Informal Help-Seeking

Informal help-seeking entails approaching peers for aid. Asking for a help from another students or friends was a lot more likely to take by the students in order to solve their problem. The students' tendencies in doing Informal Help-Seeking showed by several extract below:

Extract 7 (Interviewee 11)

R: *Jadi dalam mencari bantuan itu, lebih sukaki mencari bantuan ke siapa?* (So, in seeking help, who do you prefer to seek help from?)

S: *Teman kak. Soalnya lebih gampang penjelasannya dan lebih nyaman juga untuk bertanya.* (Friend. The reason is because their explanation was easier to understand and more comfortable to ask questions.)

The students' response for the question asking about the students' preference in seeking help, resulted with the students' informal help-seeking as the answer. The reason can be seen in the line "...because their explanation was easier to understand and more comfortable to ask questions" proved that the students much more comfortable with other students than the teacher.

Extract 8 (Interviewee 15)

R: *Jadi lebih seringki untuk cari bantuan ke siapa?* (So, who do you seek help from more often?)

S: *Lebih sering ke teman kelas. Alasannya itu karena kalau teman sering ketemu jadi gampang kalau mau tanya sesuatu.* (More often to classmates. The reason for that is because with friends we meet often, it's easy to ask something.)

Another reason for the students to prefer doing informal help-seeking was the flexibility of time to ask for a help, as we can see in the extract 8 in the sentence

“...because with friends we meet often, it's easy to ask something” gave us understanding to the student's point of view.

Doing Instrumental Actions

Instrumental actions entail studying harder and taking notes in order to enhance performance. Instrumental actions including students to try to learn more in order to understand the problem by themselves. Some students from the second year of MA Madani Alauddin Pao-Pao prefer to do instrumental action.

Extract 9 (Interviewee 2)

R: *Okey, nahh sekarang siapa sih yang paling sering dimintai bantuan? Guru atau teman atau lainnya?* (OK, now who do you ask for help the most? Teacher or friend or something?)

S: *Internet. Lebih sering cari bantuan ke internet.* (Internet. More often seek help to the internet.)

R: *Artinya mauji belajar sendiri yah? Jadi kalau belajar sendiri begitu bisa jeki mengerti dengan baik?* (Does that mean you want to study on your own? So, if you learn by yourself, you can understand well?)

S: *Tidak terlalu sih, tapi mau usaha dulu belajar makanya yah cari di google dulu.* (Not really, but I want to try to learn first, so I will search on Google first.)

Extract 9 showed us the students' effort to learn more in order to understand and solving the problem by themselves by utilized the platform 'Google'. In the phrase “...I want to try to learn first...” indicates the students' tried to dependent on themselves to solve the problem with learning more about the matters before asking help from anyone else.

Students' Help-Seeking Avoidance

After transcribing the 15 students' interview recording, there were several reasons resulted in students' avoidance in seeking help. Laziness, the feel of reluctant to seek help, afraid to disturb, and shyness.

All the reason showed by several extract from the interview below:

Extract 10 (Interviewee 1)

R: *Selanjutnya pernah tidak butuh sekali-kali bantuan tetapi tidak mencobaki cari bantuan?* (Next, have you ever really needed help but did not try to find help?)

S: *Pernah.* (Ever)

R: *Alasannya dek?* (The reason?)

S: *Kayak malas hehe...* (Just lazy hehe)

The extract 10 gave us understanding that the students sometimes felt lazy to ask for a help and resulted in help-seeking avoidance. The line “*Just lazy hehe...*” exposed the tendencies of the student to think that laziness was a common thing that hold them to ask for a help in solving academic problems.

Extract 11 (Interviewee 9)

R: *Pertanyaan selanjutnya, pernahki tidak sebenarnya butuh bantuan tapi nda usahaki untuk cari bantuan?* (Next question, have you ever really needed help but you did not try to find help?)

S: *Pernah sih kak, soalnya itu kadang ada rasa nda enak untuk minta bantuan ke orang lain.* (I have, the problem is that sometimes it feels bad to ask other people for help.)

Another reason that often makes the students avoid seeking help was the bad feelings to ask other people for a help, this was the reason used by people with anxiety and overthinker to not makes other people disturbed with their problem. The statement “...sometimes it feels bad to ask other people for help” displayed the students' reason to avoid seeking help.

Extract 12 (Interviewee 11)

R: *Pernah tidak sebenarnya butuhki bantuan tapi nda usahaki untuk cari bantuan?* (Have you ever really needed help but did not try to find help?)

S: *Pernah sih kak, soalnya kadang takutka bertanya terus juga takut yang mau ditanyai sibuk jadi takut mengganggu juga.* (I have, because sometimes I am

afraid to ask questions and I am also afraid that those who want to be asked are busy so I am afraid to disturb too.)

In the extract 12, the statement “...sometimes I am afraid to ask questions and I am also afraid that those who want to be asked are busy so I am afraid to disturb too.” revealed the students feel of fear to disturb other people and the feel of fear to ask a question indicate students with overthinking and anxiety that always makes the students hesitate to seek help and resulted in students’ help-seeking avoidance.

Extract 13 (Interviewee 12)

R: *Pernah tidak sebenarnya butuh sekali bantuan tapi nda cobaki cari bantuan?* (Have you ever really needed help but did not try to find help?)

S: *Pernah sih kak, soalnya malu, biasa sering dibilangi 'ihh tidak mengerti' jadilah kak malu untuk bertanya.* (There were times, because I was embarrassed, I was often told 'Ihh you don't understand', so I was embarrassed to ask.)

Another reason from the students to avoid seeking help was the embarrassed feelings that came from other students’ insult when asking for a help, we can see it in the line “...because I was embarrassed, I was often told 'Ihh you don't understand'...?” gave us more understanding of the student’s reason to avoid seeking help because the embarrassed feelings.

The last two questions from the interview regarding the help-seeking avoidance was to understand more detail on the reason to avoid seeking help from two resources, they are formal resource (etc. Teacher and teaching assistance) and informal resource (etc. peers, senior, or tutor).

Help-Seeking Avoidance (Formal Resource)

Extract 14 (Interviewee 1)

R: *Selanjutnya, seberapa seringki sih hindari untuk mencari bantuan dari guru?*

(Next, how often did you avoid seeking help from the teacher?)

S: *Sering kak.* (Often)

R: *Apa alasannya itu dek?* (What was the reason?)

S: *Lebih ke kurang nyaman sih kak, terus juga susah dipahami jadi yahh begitumi.* (It is more like uncomfortable, also it is difficult to understand, so like that)

The extract 14 above unveiled the students’ reason for avoid seeking help from formal resource from the line “***It is more like uncomfortable...***”, the interviewee 1 gave us understanding that sometimes the students felt not really good or uncomfortable with the teacher to ask a question, and the line “...***also it is difficult to understand...***” showed that the teacher sometimes explain a material with too much complicated words that might confuse the students, and it all resulted the students avoidance in help-seeking.

Extract 15 (Interviewee 5)

R: *Kalau begitu apa pernahki sebenarnya butuh bantuan ke guru tapi nda cobaki cari bantuan karena malu atau semacamnya?* (Then, have you actually felt the need to seek help from the teacher, but you didn’t try to ask for a help?)

S: *Pernah sih kak, soalnya kadang juga guru kalau sibukmi sendiri diatas biasa tidak na pedulimi pertanyaan ta makanya malaski untuk bertanya.* (I have, it is because sometimes the teacher was too busy in front of the class and did not paying attention to us, and it makes me felt lazy to ask)

Another reason to avoid seeking help was the teacher attitude in front of the students that lead the students to felt ignored and it was shown by the extract 15 from the sentence “...***it is because sometimes the teacher was too busy in front of the class and did not paying attention to us, and it makes me felt lazy to ask.***” The line “...***too busy***” and “...***did not paying attention to us...***” were the

reasons students felt ignored and resulted in avoid seeking help.

Extract 16 (Interviewee 3)

R: *Seberapa seringki menghindari untuk cari bantuan dari guru? (How often did you avoid seeking help from the teacher?)*

S: *Sering sih kak, soalnya kadang takut-takut untuk bertanya. (Often, sometimes I just felt afraid to ask)*

The tendencies of the students to feel afraid of the teacher also one of the reasons to avoid seeking help from the formal resource. It is shown in the phrase “...sometimes I just felt afraid to ask” exposed the students’ fear to ask a question from formal resources and turned out to be the most used reason to avoid seeking help from formal resource.

Help-Seeking Avoidance (Informal Resource)

Extract 17 (Interviewee 7)

R: *Kalau sama teman iya dek pernahki tidak menghindari cari bantuan ke teman? (How about with a friend, has you avoid seeking help from a friend?)*

S: *Pernah kak, yah itu tadi kak biasa langsung jawaban nakasikkan jadi melasma bertanya kak. (Yes, yahh because sometimes my friend just gave me the answer and it makes me lazy to ask anymore)*

Student’s reasons to avoid seeking help from informal resource according to extract 17 was because the friend response to the help-seeker was not good and resulting students to did not want to try to ask for the second time. This was indicated by the line “...because sometimes my friend just gave me the answer and it makes me lazy to ask anymore.”

Extract 18 (Interviewee 9)

R: *Kalau sama teman iya dek nda pernahki menghindari untuk cari bantuan ke teman? (How about with a friend, have you avoid seeking help from a friend?)*

S: *Kadang sih kak, kalau nda enak untuk bertanya karena sama-sama sibuk. (Actually sometimes, it is because I just felt not so good to ask because we are busy)*

Different reason to avoid seeking help from informal resource (friend) was because the students felt bad to ask with the assumption that the friend was busy. The phrase “...because I just felt not so good to ask because we are busy” revealed the students’ doubts to ask for a help under their assumption and leads to help-seeking avoidance.

DISCUSSION

Students’ Academic Help-Seeking Behavior

Regarding the students’ academic help-seeking behavior (Orientation and Initiative), the researcher discovered some things:

a. Help-Seeking Orientation

The findings indicated that the students with high achievement (A) preferred to seek instrumental help over executive help. Their instrumental help-seeking is in the high category, respectively, while their executive help-seeking is in the low category (see tables 1.2 and 1.3). They also did not avoid seeking help when it was needed, since their help-seeking avoidance was in the low category (see table 1.4). On the contrary, the moderate achievement (B) and low achievement (C) students were active to seek both instrumental and executive help. Their instrumental help-seeking were in moderate category and executive help-seeking were in moderate and low category for low achievement (C) students with not much different in mean and percentage data (see table 1.2 and 1.3). They also had a tendency to avoid to seek help when it was needed since their help-seeking avoidance was in moderate and low category for low achievement (C) students with not much difference in mean and percentage score.

It means that the high achievement (A) students show more adaptive help-seeking orientation than the moderate achievement

(B) and low achievement (C) students in terms of help-seeking orientation. It is consistent with earlier research that instrumental help-seeking is associated with higher academic accomplishment, but executive help-seeking and avoidance of help-seeking are associated with worse academic achievement (e.g. Zimmerman & Martinez-Pons, 1990; Karabenick & Knapp, 1991; Schunk & Zimmerman, 1994; Ryan et al., 1997; Ryan & Pintrich, 1997; Ryan et al., 1997, 2001). According to Nelson-Le Gall (1981), executive help-seeking has a short-term objective of accomplishing specific tasks, whereas instrumental help-seeking has a broader purpose of enhancing comprehension or learning. This study finally can conclude that the second-year students of MA Madani Alauddin Pao-Pao moderately seeking help with the orientation to instrumental help-seeking based on the results above.

b. Help-Seeking Initiative

Revealed by the findings 2, the high achievement (A) students were in the high category and for both moderate achievement (B) and low achievement (C) students were in moderate category in terms of help-seeking initiative (see table 1.5). This finding indicated that the high achievement (A) students were actively seeking help and always initiate in seeking help to solve their problem. While, both moderate achievement (B) students and low achievement students (C) were also having initiative to seek help and both in the moderate category.

The Correlation Between Students' Academic Help-Seeking and Students' English Achievement

The result of the Structural Equation Modeling (SEM) analysis procedure (see findings 3) unveils that after the hypothesis testing in the last procedure showed in the table 1.6 and also can be seen in the Figure 1.5 the significance p-values of all the latent variables were greater than 0.05 which

means there is no significant correlation between students' academic help-seeking and students' English achievement of second-year students of MA Madani Alauddin. It was indicated that students' help-seeking behavior of the second-year students of MA Madani Alauddin Pao-Pao did not have any relation to how the students' English achievement would turn out. As a result, the researcher accepts H0 and rejects H1. This suggests that the English achievement of second-year students from MA Madani Alauddin Pao-Pao are unrelated to their amount of academic help-seeking. Nevertheless, while the Structural Modeling Equation (SEM) did not reveal a significant correlation between the two topics, we can see a positive relationship between students' help-seeking behavior and their achievement in Finding 2, which demonstrates a detailed positive relationship using percentage and mean data between students' help-seeking behavior and the students' English achievement.

Students' Help-Seeking Strategy

In an academic circumstance, deciding whether or not to seek assistance is a difficult decision. When used correctly, help-seeking can enable students to acquire essential support from parents, classmates, and instructors (Schunk & Zimmerman, 1994b; Zimmerman & Martinez-Pons, 1990). After analyzing the data from interview session, the finding revealed that there are 3 kinds of strategy used by the second-year students of MA Madani Alauddin Pao-Pao. Formal help-seeking, informal help-seeking, and doing instrumental actions (including learning more).

The first strategy used by the students was formal help-seeking, as we can see from the extracts 1 and 2 from the findings showed the students' tendencies in seeking help from a formal source such as teacher. The reasons behind the student's preference in seeking help from formal

source, it is trust in the solutions given by the teacher compared to friends or informal source. As former researcher (Bailey Jr, 1997) mentioned that getting guidance from peers might not give reliable assistance. Following this, the students' way of communicating the need of help to their teacher were divided into two categories, seeking help overtly and covertly. In the interview session with 15 students, the researcher discovered that students have some tendencies in doing formal help-seeking according to their comfort. There are some students who seek help from formal source overtly, which means straight in the classroom and in front of other peers (See extract 3 and 4), and there are some students who preferred to do formal help-seeking covertly, which means asking the teacher outside of the classroom (see extract 5 and 6).

The second strategy often employed by the students in seeking help was informal help-seeking. The data of the interview showed that some of the students was prefer to seek help from informal help-seeking, as we can see in the extract 7 and 8. The reason behind this was the students' comfort and the flexibility of time to meet with other students. According to (Qayyum, 2018) in his research, most students sought assistance from classmates and peers owing to the amount of time they spent together in the program or class. Another study (Kitsantas & Chow, 2007) found that students may choose to seek aid informally since it is less frightening than formal channels.

The third strategy that mentioned by the students was to do instrumental actions, which means that the students studying more to solve their problem and in order to enhance performance as we all can see from extract 9. This decision taken because the students want to rely on themselves instead of asking for a help, they wanted to try first before asking for a help if they could not find the solution later on. In a broader sense, (Neuman, 2002) considers the use of any resource JELLT (Journal of English Language and Literature Teaching)

external to oneself (e.g., the Internet, a textbook) to be Help-Seeking Behavior, although other writers frequently see a non-human resource as 'self-help'.

Students' Help-Seeking Avoidance

Many students do not actively seek assistance with their academic challenges, partly because they are ashamed to openly admit that they require assistance or regard such assistance as a danger to their self-esteem (Karabenick, 2003, 2012a; Ryan & Pintrich, 1997). Student-related variables and system-related factors can influence whether a student seeks help. Student-related factors include age, gender, the students' self-esteem, meta-cognitive skills, prior knowledge of the subject area, and the learning environment (Aleven et al., 2003). In this part the researcher found some reasons of students to avoid seeking help in the academic environments.

The first reason to not seeking help was stated by the interviewee 1 (see extract 10) with laziness as the reason to not seeking help. This reason given by the students was actually something common for a highschooler, the lazy feelings hold them back and this is sometimes led to either not working on the problem or doing some self-help by utilizing non-human resource (e.g. internet). Another reason in help-seeking avoidance was the 'feels bad' feeling that often come to the students that hold them back to seek help from others, from extract 11 given by interviewee 9 stated clearly that "...it feels bad to ask other people for help". This reason closely related to students' beliefs regarding availability of help. According to Gardner (2010), interactions between teachers and students, as well as students' attitudes and ideas about the availability of assistance, have an influence on academic success. The next reason was the 'fear' and the 'embarrassment' that closely related to students' anxiety and students' self-esteem. Stated by interviewee 11 and interviewee 12 (see extract 12 and 13) that he/she afraid to ask for help and afraid that he/she

will disturb other people if they ask for a help. In accordance with (Karabenick, 2012a) that avoidance of help-seeking might result from emotions of indebtedness to the provider, shame, and risks to self-esteem.

In order to understand students' reason in avoiding seeking help, the researcher makes the last two questions to be more detailed to the resource or help-seeking provider. The reason behind this was to understand more on why the students avoid seeking help from formal resource (e.g. teacher or teaching assistance) and from informal resource (e.g. peers, and friends). The data revealed that there are 3 reasons that makes the students avoid seeking help from formal resource. The reason was 'feeling uncomfortable' (see extract 14), 'teacher attitudes' (see extract 15), and 'feel afraid' (see extract 16). In the interview transcript these three reasons were mainly the reason for the students to avoid seeking help. Similar to (Wirtz et al., 2018), students' help-seeking behavior was driven by the resource's ease of access. Students claim that teaching assistants, and especially professors or teachers, are significantly less approachable.

Ryan & Pintrich (1997) stated that good teacher characteristics such as warmth, care, and availability enhance students' help-seeking behavior. This means that the students in extract 15 who felt indebted to ask for a help because of the teacher' attitude showed us that teachers' attitude and way of teaching also have a big impact in the students' help-seeking motivation. As (Lee, 2007) revealed that expressing student expectations, maintaining a positive attitude, and nurturing those who want assistance enable pupils to excel academically.

There were some reasons behind students' avoidance in seeking help from informal resource based on the interview session. The reasons were 'peers' attitude' and 'students' bad feelings'. These two

reasons were mostly come from the second-year students of MA Madani Alauddin Pao-Pao. These reasons actually closely related to the students' self-esteem and students' perceived availability of the help-seeking provider. Ryan and Pintrich (1997) discovered that many students were concerned about unfavorable judgements of their skills from both their instructor and their classmates (e.g., "I believe the teacher/other kids would think I am dumb when I ask a question in math class"). These competency issues are positively associated to avoidance of requesting assistance. Hence, the need for assistance is frequently seen as an indication of a lack of ability, which explains why people fear asking assistance.

CONCLUSION

Regarding the students' academic help-seeking behavior, this research found that help-seeking continues to be an important learning strategy for students. A lot of students' help-seeking orientation gladly into instrumental help-seeking that has a deeper goal of improving understanding or learning. In the findings section showed that there is positive relationship between students' academic help-seeking orientation and initiative with students' English achievement. In order to have more concrete correlation between students' academic help-seeking and students' achievement, Structural Equation Model (SEM) was used in this research. Sadly, the SEM analysis result showed that there is no significant correlation between these two topics. Nevertheless, we can still conclude that there is a positive relation between students' English achievement and students' academic help-seeking in findings 2.

Students' strategies preference in seeking help was explained in discussion section. The research found that there are three strategies the second-year students of MA Madani Alauddin Pao-Pao often employed. They are, formal help-seeking (entails seeking help from teacher or

teaching assistance), informal help-seeking (entails seeking help from peers or friends), and doing instrumental actions (including studying more). Whereas for students' reason to help-seeking avoidance also revealed in the discussion section. Including laziness, low self-esteem, students' anxiety. There were also some reasons from the students to not seek help from formal resource, including feeling uncomfortable, teacher attitudes, and students' anxiety. While for the reason to avoid seeking help from informal resource are peers' attitudes and students' anxiety.

There is so many things of help-seeking behavior that this current research could not touch more deeply. There was a conscious decision in this research to focus on students' help-seeking orientation and initiative, students preferred strategies to seek help, and students' avoidance and how it related to the students' grade. The researcher hopes that for further research can make the sample more variate and not just the second-year of high school, for example the sample can be taken from each year or the sample can be taken from both middle-school and high-school to understand more the difference of their help-seeking behavior.

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