SOCIAL CLIMATE AFFECTING ENGLISH LANGUAGE ANXIETY: A CONTENT AND FACE VALIDITY BY PANEL EXPERTS

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ABSTRACT: *This paper discusses a study proposed to analyze social climate affecting English language anxiety among upper secondary students in selected schools in Malaysia. To begin with, English is known as the second language in Malaysia, thus, the learners unconsciously will develop anxiety in learning the English language. The reason why the school climate is considered as the variable in affecting English Language Anxiety is due to the language is taught as a subject in schools. In this light of analysis, the objective of this research is to study the relationship between school climates in affecting the English Language which will indirectly impact the anxiety. The student participants answered a self-developed questionnaire known as School Climate English Language (SCELa). SCELa was developed in order to study how a school environment could affect English language learning which might be affecting English Language Anxiety among the learners. Therefore, the data obtained had been presented in the form of descriptive statistics and analyzed by using Microsoft Excel to calculate the Content Value Index (CVI) and Kappa Values for validity. The findings from this research support the face and content validity and thus, it will be further researched in the pilot study.*

Keywords: English Language Anxiety, secondary schools, School Climate English Language Anxiety, validity, Content Value Index.

1. INTRODUCTION

English is known as a language that widely serves communication purposes. It has been introduced as a second language in multiple countries around the world. However, in fulfilling the purpose of being a medium of communication, this has unconsciously created some difficulties for users to use the English language fluently and efficiently. Hence, in order to overcome the communication barrier, the English language has been emphasized as one of the important subjects in schools. In the midst of global changing especially towards 4.0 revolution industries in education, educators continuously seek the best methodologies to encourage students' participation in learning especially in the English language. This underlines the reason why secondary schools play a crucial role in educating young people. Consequently, the schools' climate plays a key role in the English learning process. School climate is defined as a setting or "school environment" where the students experience different environments depending on the rules set by teachers and administrators [1]. This is precisely the underlying reasons why school climate is important in affecting students' learning, achievement as well as performance.

Malaysian residents consist of different races who speak different languages. Hence, there are many different languages and mother tongues as well. Therefore, English is frequently being used as the language to bridge the gap in daily interactions, particularly between Malaysians and foreigners. For this purpose, English is introduced as a second language and an important subject in schools. Thus, when students at schools had been taught to be proficient in the English language, this has indirectly created a psychological effect known as anxiety. Learning anxiety occurs when the class situation is not in favor of the learners since they are more adapted with their first language or mother tongue. This could affect the achievement of English language learning and performances among learners. As related to the previous sentence, there are many variables that have impacts on English Language Anxiety such as gender [2], level [2,3], factors [3], and coping strategies [4]. Obviously, there is still scarcity in researches that focused on school climate yet school is where most of the learning processes take place, especially among secondary schools since tertiary education has usually been the main focus in common researches.

Thus, in pursuit to fill the gap, the current research is embarking on a new scope that will probably influence English Language Anxiety, specifically school climate among Form 4 students. Form 4 students are selected as respondents because the external factor of cultural shock in secondary schools among them has likely been eliminated. The external factor will definitely affect the essence of the obtained result in this research. In contrast, Form 1 and Form 2 students are in the middle of a shifting environment from primary school to secondary school. They need some space and time to get used to the secondary school environment. As for Form 3 and Form 5 students, they are preparing for national examinations namely PT3 and SPM. Examination anxiety may be an external factor that may affect the result of this research.

2. RATIONALE

It is important to understand that school climate is a major prognosticator in students' emotional and behavioral outcomes especially when it comes to English language learning. Therefore, students' emotions and behavior are related to how school climate reacts when it comes to the learning process [5]. This was also supported [6] that further asserted the school climate might affect students' behavior and self-esteem [7]. That is the reason why the school climate has different concepts and has been defined in a wide variety of scopes over the last thirty decades [8]. The school climate proposed by [9] is best suited in this study since Malaysia consists of different diversities and environments. This theory is also suitable for conceptualizing the parent-teacher relationship within the present study. Reference [9] also gave her consent to use her theory while she reiterated that there are three dimensions of school climate as well as the explanation as per following:

- Physical Dimensions:
- The appearance of the school building and itsclassrooms.
- School size and the ratio of the students to teachers inthe classroom.
- Order and organization of the classroom in the school.
- Availability of resources.
- Safety and comfort.
- Social Dimensions:
- Quality of interpersonal relationships between and among students, teachers, and staff.
- Equitable and fair treatment of students by teachers   and staff.
- Degree of competition and social comparison between students.
- The degree to which students, teachers, and staffcontribute to decision-making at the school.
- Academic Dimensions :
- Quality of Instruction.
- Teacher expectations for students' achievements.
- Monitoring students' progress and promptlyreporting results to students and parents.

School climate is about the interaction involved in learning surrounding which will affect the learning process indirectly. Therefore, a positive climate will influence learning success and this is the best opportunity to study the correlation of school climate in affecting English language learning [10]. Quality of school climate is also responsible for the academic achievements and the personal developments by students [11, 12].

With all these points crossing together, the purpose of this research is solely to study the relationship of school climate in affecting English language learning and the extent of school climate affecting English Language Anxiety. This is due to English being taught as a compulsory subject which is the second language among other languages like Malay, Mandarin, and Tamil in schools. Hence, a conceptual framework was generated for this study to facilitate the understanding of how this research progresses towards climate impacting on English language learning and thus affecting English language anxiety.

3.   DEVELOPMENT OF QUESTIONNAIRE

This present study is using quantitative data with the main instrument used is the questionnaire. The questionnaire known as School Climate English Language (SCELa) was designed and self-developed by the researcher in order to seek the correlation of school climate in affecting the English Language learning process which indirectly might be a causal factor for the English Language Anxiety.

The researcher constructed the questions by using one-on-one interviews and discussions with two different teachers without adopting or modifying them from any questionnaires.
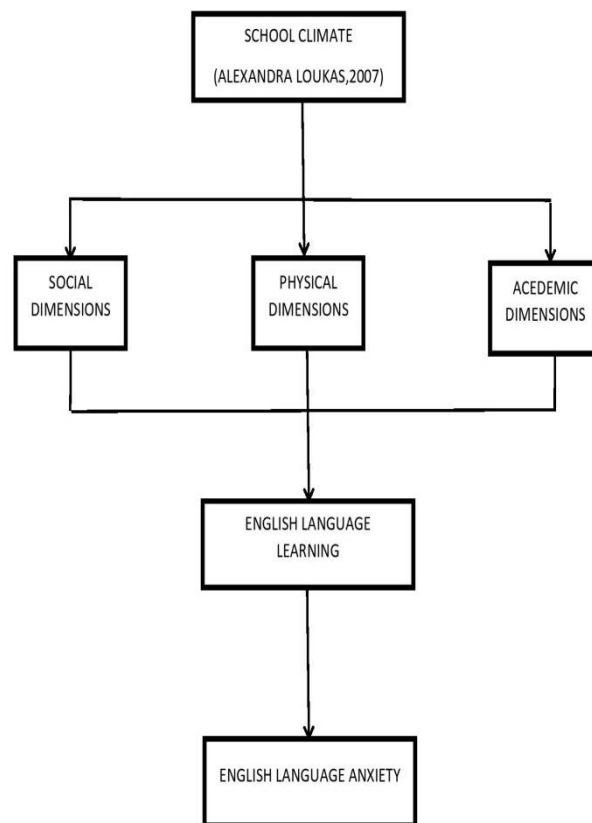
Fig (1) the Conceptual Framework

The purpose of doing one-on-one interviews and discussions is to secure the fundamental quality of the questions since the teachers are well-adapted to the school environment and students' habits compared to the researcher. Also, in order to ensure the students understand the questions, the researcher wrote the questions in both English and Malay languages. The developed items were translated into the Malay language by two teachers who work in both of the languages. The translation is a process that is important in a community of the target population which has two or more languages [13].

Reliability and validity are crucial for quantitative research [14]. Thus, for the validity of this questionnaire, the researcher distributed this questionnaire to five teachers who are experts and well-adapted in English Learning methodologies and school environment. The instrument was self-distributed to the panel experts together with the official letter by Faculty of Education, UiTM Puncak Alam.

The questionnaire contained 48 items which were divided into three main categories: physical dimensions, social dimensions, and academic dimensions as well as the twelve subtopics that further explained each category. The types of validity used in this research are face validity and content validity. This test instrument would be based on numerous

opinions by these experts based on their professional ethics and teaching experiences [15], hence, the reason why comments and suggestions by the panelist are highly appreciated in this validity test.

For face validity, the researcher used the Kappa Index measurement. Two of the panellists were asked to answer "YES" or "NO" for every 48 items. Also, the panel experts were encouraged to give qualitative comments and additional suggestions to improve the instrument [16]. Therefore, the scale used to evaluate this questionnaire was proposed as [17]:

- Appropriateness of grammar.
- The clarity and unambiguous of items.
- The correct spelling of words.
- The correct structuring of the sentences.
- Appropriateness of font size.
- The structure of the instrument in terms of construction and flow of the format.

For content validity, the instrument was established based on the importance of the Content Validity Index (CVI) values. CVI is related to the agreement of the panellist in examining the validity of research [18]. Also, CVI is relatively based on the level of agreement by the panel experts and is interpreted into numerical value based on the proportion of items in the instruments [14,19]. However, authors of scale development papers almost never show which methods they used to compute S-CVI, hence, the result must be shown in a table to clarify any doubts as well as to explain the method that was used to calculate S-CVI [19]. This will help the researcher to organize the result systematically. Thus, in this present research, the result will be presented in the table to further clarify any incomprehensible explanation that may exist in this study.

Thus, in a panel consisting of five experts, a great CVI index of 1 should be achieved as it reflects all of the panellists agree with the items (80% or 0.8 to represent a high-level agreement). Meanwhile, a low CVI of less than 80% means that the items do not address the objectives that are being explored in the instrument [15]. Therefore, these items need to be revised thoroughly before proceeding to the next stage in determining the reliability and validity of the instrument.

4.   RESULTS

To begin with, all panel members are academicians who work as teachers for primary and secondary schools and their number of years in practice ranged from 15 years to 35 years. Therefore, the average years of teaching experience for all panelists were 25 years. It is best to take note that all 48 items were designed purely by the researcher without adopting and adapting from any questionnaire and went through the validation by five-panel members who understand very well about school climate and English teaching methodologies.

Hence, for the face validity, there was one suggestion by the experts "to split the double-barrel questions" about certain items. Although the suggestion "split the double-barrel questions" was not in the list proposed by [17], it was important for the researcher to give consideration in improving the items of the questionnaire. Nevertheless, these

were the comments and suggestions by the panel experts as shown in Table 1.

Table (1) Comments and Suggestions by Panel Experts

Comments	Panels
Grammar Correction	1,2,3,4 and 5
The clarity and unambiguous of questions.	1,2,3,4, and 5
The correct spelling of the word	None
The correct structuring the sentence	1,2,3,4,and 5
Appropriateness of font size	None
The structure of the questions	1,2,3,4 and 5
Split the double-barrel questions	1,2,3,4 and 5

The percentage of inter-rater agreement produced the result 78% (Kappa value = 0.78,   p = 0.000 < 0.005) and it was considered as satisfactory [20]. This proved that this questionnaire can be used for the next validity test. Thus, all 48 items were analyzed by the content experts. In this situation, only item B8 and item B19 need to be restructured based on the comments and suggestions by the experts. The researcher consulted with three of the panels who were available to produce new items for B8 and B19. For the others, sentence structure for B1, B3, B6, B9, B12, B14, B15, B16, B21, B22, B23, B24, B32, B34, B36, and B4 were corrected based on the comments and suggestions received from the panellists. As a result, the CVI for each item is represented in Table 2 as follows.

Table (2) the Number of Agreements by Panel Experts and the Calculation of CVI

Item	Panel Expert	CVI	Item	Panel Expert	CVI
B1	4	0.8	B25	5	1
B2	5	1	B26	5	1
B3	4	0.8	B27	5	1
B4	5	1	B28	5	1
B5	5	1	B29	5	1
B6	4	0.8	B30	4	0.8
B7	5	1	B31	5	1
B8	2	0.4	B32	4	0.8
B9	4	0.8	B33	5	1
B10	5	1	B34	4	0.8
B11	5	1	B35	5	1
B12	4	0.8	B36	4	0.8
B13	5	1	B37	5	1
B14	4	0.8	B38	5	1
B15	4	0.8	B39	5	1
B16	4	0.8	B40	5	1
B17	5	1	B41	5	1
B18	5	1	B42	4	1
B19	2	0.4	B43	5	1
B20	5	1	B44	4	0.8
B21	4	0.8	B45	5	1
B22	4	0.8	B46	5	1
B23	4	0.8	B47	5	1
B24	4	0.8	B48	5	1

5.   DISCUSSION

This study had gone through the face and content validity. Therefore, the researcher decided to not drop the questions (B8 and B19) as it might disturb the numbers of questions that had been equally divided among twelve subtopics. Therefore, after the researcher had gone through the discussions with three panellists, the researcher created new items to replace B8 and B19. On the other perspective, CVI enables the researcher to eliminate ambiguity and proceed to the direct interpretation and thus, creating more reliable and valid constructs in the questionnaire [13]. This had facilitated the researcher to assemble a clearer picture of the questionnaire based on the items. The items on the final instrument are represented as shown in Table 3 below to recapitulate the validity of the questionnaire:

Table (3) Three Dimensions and Twelve Subtopics

Niche	Questions
The physical dimensions:	
1. The appearance of the school building and its classrooms	B1, B2, B3, B4
2. School size and the ratio of the students in the classroom.	B5, B6, B7, B8
3. Order and organization of classrooms in the school.	B9, B10, B11, B12
4. Availability of the resources.	B13, B14, B15, B16
5. Safety and comfort	B17, B18, B19, B20
The social dimensions:	
1. Quality of the interpersonal relationship among the students, teachers, and staff	B21, B22, B23, B24
2. Equitable and fair treatment of students by teachers and staff.	B25, B26, B27, B28
3. Degree of competition and social comparison between students.	B29, B30, B31, B32
4. The degree to which students, teachers, and staff contribute to decision-making at the school.	B33, B34, B35, B36
The academic dimensions:	
1. Quality of instruction	B37, B38, B39, B40
2. Teacher expectations for student achievement	B41, B42, B43, B44
3. Monitoring student progress and promptly reporting results to students and parents.	B45, B46, B47, B48

6.   CONCLUSIONS

This new instrument, SCELa appears to have an adequate face and content validity. This proved that SCELa was able to fulfill the objective in seeking the relevancy of school climate affecting English language learning which will be a determinant for English language Anxiety. To conclude, this SCELa can be further used for the next study.

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