DEVELOPING A PROBLEM-BASED LEARNING (PBL) MODULE TO DECREASE THE FEAR OF NEGATIVE EVALUATION (FNE) IN SPEAKING

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***ABSTRACT -** This study focuses on decreasing the Fear of Negative Evaluation (FNE) in speaking of the first-year students of Salay Community College, Salay, Misamis Oriental with the use of a developed Problem-Based Learning (PBL) module. This study used mixed - a method research design in gathering data. An implementation of pretest and posttest, classroom observation, and group interviews was made to determine the result of the study. The developed Problem-Based Learning module was implemented after identifying students' level of fear of negative evaluation in speaking. The result of the study shows that the posttest score (M = 2.50, SD = .73, n = 119) is significantly lower than the pretest score (M = 3.17, SD = .62, n = 119). It is concluded that students' fear of negative evaluation has decreased after using the developed Problem-Based Learning module due to the low score in the post-test. It was also observed in the study that students gained confidence in speaking, improved their critical thinking skills in solving real-life problems, and engaged them to be active in speaking activities.*

Keywords - Development, Problem - Based Learning, Fear of Negative Evaluation, Decrease

1. INTRODUCTION

Teaching speaking was undervalued and most language teachers used repetitive approaches in teaching speaking such as memorization of dialogues and repetition of drills which contributed to the factors why students encounter a lot of challenges in speaking [7]. Students encounter a lot of challenges in language class especially in speaking. Most of the time, students with high levels of anxiety, low self-confidence, and fear of speaking have difficulty expressing themselves which affects their performance in class [49].

According to [33 and 22], the Fear of Negative Evaluation (FNE) was mostly experienced by Foreign Language Learners in the Philippines who are learning a second language. FNE is defined as when someone holds an impression that one cannot meet expectations in speaking thus it can hinder the learning process [8]. Therefore, Problem-Based Learning (PBL) as an approach to learning is used in this study to address the Fear of Negative Evaluation (FNE) in speaking. PBL engages students in learning [23]. It also helps gain motivation in speaking [12]. There are several studies found regarding the success of implementing PBL in the language class like in the study of [40] and [27] where they use PBL to improve students speaking skills and it was believed to be effective.

The gap identified in this study is the lacking evidence of implementing PBL in the field of language and its effectiveness in helping students decrease their fear of speaking [1]. It was suggested by [19] that PBL should be intensively applied to students and encouraged teachers to motivate them. PBL is an appropriate method inside the speaking class especially in exposing students to real-life issues and letting them find their own solutions to their problems. Further, since the main objective of this research study is to develop a PBL module, [17] described that module as a form of distance learning which employs self-learning. Studies show that Higher Education students are satisfied with modular learning due to poor internet connection [50]. But in the case of [25], teaching speaking is a struggle through a modular approach at this time of pandemic because it does not allow physical interaction, especially since speaking requires it. Thus, [47] states that there is a need to research further on how to develop teaching materials to assess students' needs.

The main objective of this study is to develop a Problem-Based Learning (PBL) module to decrease students' Fear of Negative Evaluation (FNE) in speaking. This research study can contribute to the area of language since PBL is not really used in this area as supported by study of [1].This can also contribute in addressing students' needs and enhancement of the learning material used.

2. THEORETICAL FRAMEWORK

The framework of the study follows a sequential process of developing a problem-based learning module. These include: (1) Identifying the problem which commonly occurs in the current situation, (2) brainstorming the problem to generate ideas, (3) Analysing the problem through a collaborative collection of information, (4) synthesizing the data and building a knowledge based on the collected information, (5) presentation of the solution (6), Finally, feedback of information will be done by the facilitator to help students improve and learn from their other peers on how to solve the problem [18]. This research study is anchored to the theory of constructivism wherein the learning process engages students to discover and construct knowledge on their own [28]. In this theory, students are exposed to authentic, relevant tasks which allow students to view it from multiple perspectives [5].

3. METHODOLOGY

3.1 Research Design Instrumentation

This research study used mixed–a method design which is defined as combining the qualitative and quantitative design in gathering data. In gathering quantitative data, the researcher used the Brief Fear of Negative Evaluation (BFNE) scale developed by [32] and modified by the researcher. It is a 12 - item Likert scale that defines students' characteristics in speaking. The developed Problem-Based Learning (PBL) is also used as an intervention comprising five chapters with two PBL activities in each. This research

also used classroom observation and group interviews to answer the research questions in this study.

3.2. The instrument
The instrument used in this study is a BFNE scale questionnaire developed by [32] and was modified by the researcher, developed PBL module as the intervention, and guided questionnaires for the group interview.

3.3. The respondents
The respondents of this research are first-year students of Salay Community College which has a total population of 635. There are three programs offered namely; Bachelor of Early Childhood Education (BECED) with 189, Bachelor of Technology and Livelihood Education (BTLED) with 212, and Bachelor of Science in Entrepreneurship (BS-ENTREP) with 234 enrollees. Twenty percent (20%) of the total population of first-year students will be used as the sample of this research with at least forty (40) students each from the three programs which totals 120 students. These students are taking Purposive Communication as a course requirement offered among first-year students only and all are officially enrolled for the school year 2021 – 2022.

3.4. Data–gathering procedure
In this research study, Pretest and Posttest were implemented to determine students' level of Fear of Negative Evaluation (FNE) in speaking. First, a pretest was conducted on the respondents using the BFNE scale then a Problem-Based Learning (PBL) was developed and implemented. In the process of implementation, the researcher did classroom observations of students regarding their speaking skills. After the implementation, a posttest was conducted using the same instrument. Finally, group interviews were made to validate if students' FNE has decreased and how the developed PBL module helped them gain confidence in speaking.

4. FINDINGS
The table shows the result of the implementation of the developed Problem-Based Learning Module to decrease fear of negative evaluation in speaking of the first-year students of Salay Community College had truly decreased the student's level of Fear of Negative Evaluation. The target number of respondents is 120 but only 119 students had completed the developed PBL module. It was shown that before the implementation of the intervention student's pretest score is significantly higher ($M = 3.17$, $SD = .62$, $n = 119$) than after the implementation of the post-test score ($M = 2.50$, $SD = .73$, $n = 119$) using an alpha level of 0.5, a paired t-test with the correlation coefficient, $r = .60$ which indicates that the difference is medium to large. The average mean score also of the implementation of the BFNE scale of students from the pretest is 3.17 which indicates that students are moderately experiencing FNE compared to their posttest with a mean score of 2.50 which indicates that students are slightly experiencing FNE. The overall implication of the implementation of the developed Problem-Based Learning (PBL) module is that it helps students gain confidence in speaking, activates learning in solving real-life problems, values the importance of collaboration, and develops critical thinking skills.

V. CONCLUSIONS

Table 1 Descriptive statistics of the students' Fear of Negative Evaluation test (n = 119)

Characteristic	Pre-test		Post test	
	Mean (M)	SD	Mean (M)	SD
1. I worry about what other people will think of me even when I know that deep inside I know who I am.	3.18	1.12	2.42	1.05
2. It does not concern me that much if I know people are forming an unfavorable impression of me.	2.97	1.05	2.47	1.01
3. I am frequently afraid of other people noticing my shortcomings.	3.16	1.11	2.44	0.95
4. I rarely worry about what kind of impression I am making on someone.	3.22	1.03	2.61	1.04
5. I am afraid others will not approve of me.	3.24	1.19	2.50	1.09
6. I am afraid that people will find fault with me.	3.24	1.23	2.41	1.08
7. Other people's opinions of me do not bother me.	2.92	1.14	2.31	1.01
8. When I am talking to someone, I worry about how they perceive me.	3.05	1.03	2.39	1.03
9. I am usually worried about what kind of impression I make.	3.10	1.12	2.50	1.07
10. If someone is criticizing me, it does not affect me that much.	3.00	1.08	2.50	1.12
11. Sometimes I think I am too concerned with what other people think of me.	3.29	1.12	2.57	0.98
12. I am very conscious with my words and actions that I might make mistakes.	3.70	1.00	2.83	1.14
Total	3.17	0.62	2.50	0.73

Legend
1 = Not at all characteristic of me
2 = Slightly characteristic of me
3 = Moderately characteristic of me
4 = Very characteristic of me
5 = Extremely characteristic of me

In conclusion, the developed Problem - Based Learning (PBL) module when used as an approach to learning is effective in decreasing the level of Fear of Negative Evaluation (FNE) in speaking because it helped students increase their motivation, improve their speaking skills, developed critical thinking skills, especially in the problem - solving, and value the importance of collaboration in solving - real-life problems. Through the developed PBL module students are able to continue improving their speaking skills amid the modular approach to learning. This medium of instruction helped engage students actively in class especially in oral recitation without a feeling of being worried because they are evaluated.

VI. RECOMMENDATIONS
The researcher recommends that the Problem-Based Learning (PBL) module used in this study can still be improved and implemented for a longer duration for students' perennial improvement and confidence in speaking. PBL as

an approach to learning should be used by language instructors in improving the speaking skill of students. Moreover, it is recommended to explore more engaging activities that anchors to Problem-Based Learning not just in teaching speaking but also in writing, reading, and listening.

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