

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter is the description of how the study was conducted in order to find out the answer of the research question, what are the levels of anxiety experienced by the students in English speaking class, what are the sources that contribute to students' speaking anxiety and what strategies do the students apply to reduce their anxiety. It covers the research design, the site and respondents, the data collection procedure and the data analysis.

#### **3.1 Research Design**

A qualitative method was considered to be an appropriate strategy to obtain data needed. It allows the researcher to understand “the meaning” of the situation/condition (Maxwell, 1996). This method gave a description of how students experience speaking anxiety, the source of such an experience, and students' coping strategies toward speaking anxiety was suited to be explored by this method. It offers a deep insight to the phenomenon and valuable information that provide a way to see the issue from the view of the subject (Alwasilah, 2008). This method is also considered to appropriate because this can “make sense” to the students' perceptions about the phenomenon (Maxwell, 1996: 17). Therefore, the research uses a descriptive method to reveal the phenomenon of speaking anxiety in Junior high school students.

### **3.2 Site and Respondents**

The study was conducted in a Junior High School in Bandung. This school was chosen for reasons such as the researcher had ever conducted a teaching practicum in that school. Besides, for many reasons it was found that many of students were very anxious to speak English. This condition pushed the researcher to conduct a research about how and why students' anxiety really matters to speaking proficiency. Thirty two second grade students were chosen as the respondents of this research. Afterward, eight students with various level of anxiety were chosen and then interviewed. The selections were proposed to capture the heterogeneity among the students population and also to have comparisons to explain difference between setting, events, and individuals (Maxwell: 71-72, 2008:148).

### **3.3 Data Collection Procedure**

In collecting the data the researcher used two instruments which were FLCAS (Foreign Language Classroom Anxiety Scale) questionnaire proposed by Horwitz et al. (1986) and questionnaire of students' experience in learning English that was made to meet the needs of this research to find out the sources of their anxiety in English classroom and also their strategies to cope with it. The selection of the participants was based on the several criteria: students' classroom participation, attitude toward English class, English speaking proficiency, English test score, and their length of study. Due to the accuracy of the assessment and selection was fully given to their English teacher.

Firstly, the FLCAS questionnaire and the second questionnaire were administrated to thirty two second grade Junior High School students. Secondly, the questionnaires were collected and the data from FLCAS questionnaire were analyzed manually using Oetting's scale to categorize students' anxiety. The analyzed questionnaires were put into percentage diagram differentiating the anxiety level experienced by respondent.

The next step was an interview. It was administered to seek the possible source if their anxiety and how they cope with their anxiety. The interview was administered to eight

selected participants. The answer was analyzed based on some experts' theory and compared with several study results.

The data obtained from the second questionnaires aimed at answering the research questions about the sources of students' speaking anxiety and the strategies that students apply to reduce their anxiety. The clear explanation about this would be clearly explained on next chapter.

### **3.3.1 Questionnaires**

In order to measure the degree of students' speaking anxiety level, this study used the adaptation and translation of Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986). This open-ended questionnaire has been used and validated by many researchers. FLCAS, in its function to measure the level of anxiety perceived by foreign language learners has been used by some researchers such as Aida (1994), Liu (2007), Sugiharti (2009), and Ariani (2010). It shows its high reliability and validity.

FLCAS consists of 33 questions with answers response options ranged from 1-5 of each item. The 5-point Likert's scale is range from "Strongly Agree" (SA),"Agree" (A), "Neither Agree nor Disagree" (NA), "Disagree" (D), and "Strongly Disagree" (SD). This kind of questionnaire suited the participants' language learning situation context related to the word "foreign language" used in the original FLCAS. It was consistently replaced the word "English". Therefore, if the points are summed up by adding the each answer point of each statement, the score of students' anxiety scale would range from 33 to 165. The higher the total score is, the more anxious the respondent and the more anxious the respondent is.

FLCAS consists of three main types of language anxiety in its questions, those were:

- a. communication apprehension : 1,9,14, 18,24,27,29,32
- b. test anxiety : 2,8,10,19,21 and
- c. fear of negative evaluation : 3,7,13, 15,20,23,25,31,33

For the second kind of questionnaire was an open-ended questionnaire used to seek the students' speaking anxiety sources and their strategies to cope with anxiety.

### **3.3.2 Interview**

Based on the questionnaire analysis, semi-structured interviews were administered to eight selected students in different level speaking of anxiety. The interview considered to fit this study because it tried to find freer response from participants of some basic ideas that need to cover. The interview recorded and transcribed was used to avoid "inaccuracy and incompleteness" data (Ibid: 171). Interview session lasted for 10 minutes for each participant. The interview was conducted by using Indonesian in order to avoid misunderstanding (Cresswell, 2012, p. 225). The students were given demographic information sheet to be filled out. It was used to obtain background information about the students which consisted of age, genre, English learning periods, and other languages used by the students.

## **3.4 Data Analysis**

In order to answer the research questions above, data analysis was needed. The data analysis will be presented by each research question.

### **3.4.1. The Level of Students' Anxiety**

The levels of students' anxiety were categorized using the Horwitz (1986). FLCA consisted of two kinds of statement which were positive and negative. The positive ranged from 1-5 with answer "Strongly Agree" to "Strongly Disagree". There are 9 positive statements in the FLCA questionnaires 2,5,8,11,14,18,22,28, and 32. While, the negative statement will be ranging from 5-1 with answer "Strongly agree" to

“Strongly Disagree”. The negative statements are in number 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, and 33. . The data were calculated manually with the range of score started from 33 to 165. The questions would be categorized below.

Table 3.1

FLCAS Statements

Category	Statements
Positive	2,5,8,11,14,18,22,28,32
Negative	1,3,4,6,7,9,10,12,13,15,16,17,19,20,21,23,24,25,26,27,29,30,31,33

After the each score from students’ results of FLCAS gained, it was then categorized into some levels of anxiety started from “very anxious”, “anxious”, “mildly anxious”, “Relaxed” and “Very relaxed based on Oetting’s scale. The Likert’s scoring scale table to measure students’ anxiety level using FLCASD is shown below:

Table 3.2

Likert’s Scoring Table adopted from Horwitz et al. (1986)

Statement	Scoring				
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Positive	1	2	3	4	5
Negative	5	4	3	2	1

Table 3.3

Questionnaires Item of Speaking Anxiety

Statements	SA	A	NA	DS	SD
I never feel quite sure of myself when I am speaking in my English class					
I tremble when I know I'm going to be called on in language class					
I always feel that other students speak foreign language better than I do					
I start to panic when I have to speak without preparation in language class					
It embarrasses me to volunteer answers in my language class					
I would not be nervous speaking foreign language with native speaker					
I feel confident when I speak in foreign language class					
I can feel my heart pounding when I am going to be called on in language class					
I always feel that the other students speak English better than I do					
I feel very self-conscious about speaking foreign language in front of other students					
I get nervous and confused when I am speaking in my language class					
I feel overwhelmed by the number of rules you have to learn to speak foreign language					

I am afraid that the other students will laugh at me when I speak the foreign language  
I get nervous when the teacher ask question which I have not prepared in advance.

---

As for the categorization of the anxiety level, the research used an adapted Oetting's scale which consisted of 40 items with answer ranged from 1-5 and total score of 200. The following table is the score for each anxiety level perceived by students.

Table 3.4  
Foreign Language Classroom Anxiety Scale Following Oetting's Scale

Range	Level
124-165	Very Anxious
108-123	Anxious
87-107	Mildly Anxious
66-86	Relaxed
33-65	Very Relaxed

### 3.4.2 The Sources of Students' Speaking Anxiety

The research questions also aimed at looking for the sources of students' anxiety. Therefore, open-ended questionnaire was administered to seek their anxiety sources in speaking English. The question was as follow: (Do you feel anxious when you have to speak in English? Why?). Furthermore, the interview was also administered to actually find the source which made students feel anxious. In addition, their answers were analyzed based on the sources of anxiety of the summarized by Young (1991) and Ohata (2005).

### **3.4.3 Students' Anxiety Coping Strategies**

The next research question was answered by asking the students a question in the second questionnaire the following question: (When you feel anxious, what you do to reduce it?). Besides, the students' anxiety coping strategies would be gained from the interview which given to the students The students' answers were analyzed and categorized using strategies for coping with language anxiety proposed by Kondo and Ying Ling (2004).

### **3.5 Concluding Remark**

This chapter has described on the detailed description of the research design including site and its respondents. Besides, it has also described data collection and how the questionnaire and interview were held. In addition, it has stated the analysis of the data. Lastly, this chapter has slightly described the sources of students speaking anxiety and their strategies in coping with anxiety.