CHAPTER III

RESEARCH METHODOLOGY

This chapter elaborates how this research was conducted in order to find out the answers of the research questions; what are the levels of anxiety experienced by the students in speaking class and what are the major stressors reported by students learning to speak English. It covers the research design, participants, the data collection (instrument and procedures), and the data analysis.

3.1   Research Design

This research used a qualitative descriptive method to obtain the data needed. It is to find the answer of questions concerning the current situation of the subject of the research when there is certain phenomenon or situations happened (Gay, 1987). The description of students' speaking anxiety was explored using this method. It offers deep insight to see the issue experienced by the participants (Maxwell, 1966). Therefore, this research uses a descriptive method to reveal the phenomenon of speaking anxiety in junior high school students.

3.2   Participants

The participants of this study are 40 first grade students of Junior High School in Bandung. The reason for choosing this population is based on assumption that the first graders are still in the state of adapting to their new environment. They may find this new environment either facilitates or deliberates their speaking competence in English class. Students in the second grade are assumed to be more familiar with their environment. So the first graders are representative to describe about anxiety and the provoking situations which might affect their speaking anxiety.

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3.3   Data Collection

This part consists of two subsections; those are the research instruments and the research procedures.

3.3.1   Research Instruments

The instruments used in this study include classroom observation, questionnaires and interview. The researcher did the classroom observation to observe the event or process related to the study, and gaining tacit understanding , theory in-use, and participants' point of view which might not probably explored by interview or questionnaire (Alwasilah, 2001). In this case, the observation was done to observe the natural occurrences, the students were anxious when asked to come forward, nervous when being asked by the teacher, shame speaking in front of class, worried about pronunciation, forgot the English words when speaking, remained silent, got difficulties in fixing the tenses.

Afterward, the questionnaires were administered to the participants. The questionnaire used to obtain specific information data was gathered from the participants. FLCAS of Horwitz et all (1986) has been used by many researchers in conducting the research to measure the level of anxiety. The researcher sugiharti (2007), Arini (2010), Damayanti (2009) & many other researchers used FLCAS to measure the level of anxiety of the respondents. It proves that FLCAS shows high validity and reliability in every study using it.

In the FLCAS there are 33 question items and a scale ranging from "strongly agree" to "strongly disagree" (five to one point). Students' anxiety score was gained by summing up rating of all the items. The theoretical range of this scale was from 33 to 165. The higher the total points were, the more anxious the students were. The points depend on students responses to the statements.

3.3.1.1 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

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language learners has been used by some researchers such as Aida (1994), Arini (2010) and Liu (2007). 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" (SA). 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 participant is.

3.3.1.2 Interview

Based on the questionnaire analysis, semi-structured interviews were administrated to some students in different level speaking of anxiety. The interview considered to fit this study because is tried to find the response from participants of some basic ideas that need to cover. Interview session lasted for 10 minutes for each participant. The interview was conducted by using Indonesian in order to avoid misunderstanding (Creswell, 2012, p. 225). The students were given some questions related to research of speaking anxiety.

There are three main types of language anxiety contain in this FLCAS, those are:

Table 3.1

Types of Language Anxiety

TYPES OF ANXIETY	QUESTION NUMBER
Communication Apprehension	1,9,14,18,24,27,29,32
Fear of Negative Evaluation	3,7,13,15,20,23,25,31,33
Test Anxiety	2,8,10,19,21

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Table 3.2

Questionnaire for the Students

Adopted by Horwitz

No.	Pernyataan	SS	S	BB	TS	STS
1.	saya tidak percaya diri ketika berbicara Bahasa Inggris					
2.	Saya tidak khawatir membuat kesalahan di kelas					
3.	Saya gemetaran jika akan dipanggil guru di kelas Bahasa Inggris.					
4.	Saya khawatir tidak paham dengan apa yang sedang dibicarakan guru dalam Bahasa Inggris					
5.	Saya tidak keberatan mengikuti lebih banyak kelas Bahasa Inggris.					
6.	Selama di kelas Bahasa Inggris, saya memikirkan hal-hal yang tidak ada hubungannya dengan Bahasa Inggris.					
7.	Menurut saya kemampuan Bahasa Inggris teman saya lebih baik.					
8.	Saya merasa senang ketika mengerjakan tes *speaking* Bahasa Inggris.					
9.	Saya panik bila harus berbicara tanpa persiapan di kelas Bahasa Inggris					
10.	Saya mengkhawatirkan akibat yang akan saya dapatkan jika gagal dalam mata pelajaran Bahasa Inggris.					
11.	Saya heran kenapa teman saya merasa kesulitan di kelas Bahasa Inggris.					
12.	Di kelas, saya mudah gugup sehingga lupa apa yang telah saya pelajari.					
13.	Saya malu berinisiatif menjawab pertanyaan guru di kelas Bahasa Inggris.					

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14. Saya gugup jika berbicara dengan *native speaker* (bule)

15. Saya kecewa dan marah ketika saya tidak mengerti apa yang dikoreksi guru.

16. Meski saya telah mempersiapkan diri untuk kelas Bahasa Inggris, saya tetap merasa cemas.

17. Saya merasa enggan masuk Bahasa Inggris.

18. Saya percaya diri saat berbicara Bahasa Inggris di kelas

19. Saya khawatir jika guru saya mengoreksi kesalahan yang saya buat.

20. Jantung saya berdebar-debar saat dipanggil guru.

21. Semakin banyak saya belajar *speaking* dalam Bahasa Inggris, semakin besar rasa cemas saya.

22. Saya tidak merasa terpaksa jika harus mempersiapkan diri sebaik mungkin untuk kelas Bahasa Inggris.

23. Saya selalu merasa bahwa teman saya berbicara Bahasa Inggris lebih baik daripada saya.

24. Saya merasa cemas saat berbicara dalam Bahasa Inggris di depan teman-teman saya.

25. Kelas ini berlangsung sangat cepat, saya khawatir ketinggalan.

26. Saya merasa lebih gugup dalam *speaking* dibandingkan *listening*, *reading*, atau *writing* dalam Bahasa Inggris.

27. Saya gugup dan bingung ketika berbicara Bahasa Inggris.

28. Saat saya menuju kelas ini, saya merasa santai dan percaya diri.

29. Saya gugup ketika tidak paham dengan apa yang dibicarakan guru dalam Bahasa Inggris.

30. Saya merasa kewalahan dengan banyaknya aturan (*grammar*) ketika harus berbicara dalam Bahasa Inggris.

31. Saya takut ditertawakan teman-teman saya saat saya berbicara Bahasa Inggris.

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32. Saya merasa nyaman berbicara dengan *native speaker* (bule)

33. Saya gugup bila guru bertanya sedangkan saya tidak mempersiapkan diri sebelumnya.

The last is interviewing the students in the first grade of junior high school. In this section only some of the students asked to answer the questions of interview.

3.3.2 Research Procedures

To collect the data of this research, there were several steps taken, namely:

- Observing the class

  Firstly, the researcher took note to get the information what students did in speaking class activity during the lesson, especially when the students were asked to come forward by the teacher.

- Distributing the questionnaires to collect the data from the students about their anxiety of foreign language. After observing the class in the fifth meeting the questionnaire were distributed by the researcher to students.

- Collecting the results of the questionnaire

  After the students finished filling out the questionnaire, the researcher collected it directly.

- Classifying the results of the FLCAS questionnaire into groups

  In this section the researcher read all of the answer of students, and then classified it into the groups. The groups include very anxious, anxious, mildly anxious, relaxed, and very relaxed.

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- Analyzing the answers of the participants

    Having classified the participants' answers into the group, then the researcher analyzed it to be more explicit explanation. Through this analysis (questionnaire) the researcher gained the data about how far the students perceived anxiety in their learning and what the level of their anxiety.

- Interpreting the research findings

- Presenting the results into a coherent description

    Having taken steps all of the research procedures, the researcher presented the whole result in Chapter IV.

- Interviewing the research subjects

    Done to confirm/triangulate data gained from questionnaires and observations.

3.4 Data Analysis

Guided by the research questions, the data analysis was taken from the level of anxiety perceived by the students in speaking English, and the major stressors reported by students learning to speak English.

3.4.1 The Level of Anxiety Perceived by the students in Speaking English

To answer the first research question, this is to know what the level of anxiety performed by most of the students in speaking English, FLCAS is the key instrument to gain the data. It employs Likert's scale which ranged from 1 to 5 or 5 to 1 point depending on whether statement is positive or negative. There are two kinds of statements in this FLCAS, those are positive and negative statements. Positive statement point was ranging from 1-5 then the point for negative statement was ranging from 5-1. The positive statement were in questions number 2,5,8,11,14,18,22,25,28,32. And the negative statements were in questions number 1,3,4,6,7,9,10,12,13,15,16,17,19,20,21,23,24,26,27,29,30,31,33.

The data were calculated with the range of score started from 33 to 165. After the each score from students' results of FLCAS gained, it was 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 FLCAS is shown below:

Table 3.3

Likert's scoring table

STATEMENT	SCORING				
	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
POSITIVE	1	2	3	4	5
NEGATIVE	5	4	3	2	1

An adapted Oetting's scale was used to categorize the anxiety level of the participants. The results showed that the level of anxiety was based on the categorization of FLCAS scale below.

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Table 3.4

FLCAS Anxiety Scale

RANGE	LEVEL
124-165	Very Anxious
107-123	Anxious
86-106	Mildly Anxious
65-85	Relaxed
33-64	Very Relaxed

3.4.2 The Major Stressors Reported by Students Learning to Speak English

The second research question in this study was aimed at investigating the major of anxiety perceived by the students in speaking English related to their level of anxiety. To gain the data about this, the participants were expected to write down the answers of these questions.

1. Apakah kamu menyukai pelajaran Bahasa Inggris? Mengapa?
   (Do you like English subject? Why?)

2. Aktivitas manakah yang paling sulit dari pelajaran Bahasa Inggris (berbicara, mendengarkan, membaca atau menulis)?
   (Which one is the most difficulty activity in English (speaking, listening, reading or writing)?

3. Apakah dalam pelajaran Bahasa Inggris kamu sering merasa cemas? Mengapa?
   (In English subject, do you often feel anxious? Why?)

4. Apakah menurut kamu berbicara dalam Bahasa Inggris itu sulit? Mengapa?
   (Do you think speaking in English is difficult? Why?)

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5. Apakah kamu merasa cemas jika diminta untuk berbicara menggunakan Bahasa Inggris? Mengapa?

   (Do you feel anxious if you are asked to speak in English? Why?)

6. Apakah kamu merasa takut jika membuat kesalahan dalam berbicara menggunakan Bahasa Inggris? Mengapa?

   (Do you feel afraid of making mistakes in English? Why?)

7. Kegiatan berbicara seperti apa yang membuat kamu cemas berbicara dalam Bahasa Inggris?

   (What kind of speaking activity that makes you anxious in speaking English?)

After the answer was collected, the researcher explained it into description in Chapter IV.

3.5 Concluding Remarks

This chapter contains the explanation on how the research is conducted to find out the answers of the research questions. The function of this chapter is as a guidance to determine the research design, the participants, the data collection steps and data analysis used in this research. The findings and discussions of the present study are explained in the proceeding paper in chapter IV.

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