

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter will provide information regarding research design, research site and participants, stage of collecting the data, data collection technique and procedure, threats to validity, and data analysis.

#### 3.1 Research Design

This study employed a mixed-method design since both qualitative and quantitative data were collected and analyzed qualitatively and quantitatively. As it is defined by Creswell (2006) as follows:

Mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases in the research process. As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone.

According to Creswell (2008), there are three types of mixed method: first is triangulation mixed method (equal priority to both quantitative and qualitative data). Second is embedded mixed method (priority to the major form of data collection). Third is explanatory mixed method (a priority on quantitative data collection and analysis followed by small qualitative data collection and analysis in the second phase of the research or conversely).

In order to cope with the purposes of this study, this study employed triangulation mixed method as there is equal priority to the treatment of quantitative and qualitative data.

Considering the different techniques in researching language anxiety and the purposes of this research, both approaches – qualitative and quantitative – were used in this research. Quantitative data analysis was used to answer the first research question which required statistical analysis as it investigated for possible differences anxiety level and types of anxiety occurred among junior

high school through the descriptive analysis statistics involving score on Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz *et al.* (1986).

The first, second and third research questions also investigated qualitatively through taking transcripts of classroom observation, open-ended questionnaire and interview to find types of anxiety experienced by the students, possible causes, and several learning activities to overcome the anxiety among junior high school students. The interview was in the form of semi-structured interview which allowed the participants to state their feelings and thoughts during the English as a Foreign Language classroom.

The classroom observation was employed to capture teaching learning process and students' performance in EFL classroom. The researcher was a non-participant observer who captured the process without being involved in giving treatments or teaching the participants in the classroom. Video recording and observation note-taking were employed during the class observation.

## **3.2 Research Site and Participants**

### **3.2.1 Research Site**

This study was conducted in a private junior high school, which is accredited A level by the National Accreditation Board. This private junior high school is located in Bandung Barat, West Java, Indonesia and was chosen as research site for several reasons.

Firstly, it can represent a relatively high-social economic status school in Bandung Barat which most of the students come from a relatively high-social economic status family and are tested in a series of test to enroll the school. Thus, it is considered as one of factors that may influence students' anxiety during the language learning process. As it is generally assumed that the students who come from a relatively high-social economic status family are well-treated in education whether at home or at school.

As it is stated by Joubish *et al.* (2010, p.679) that families with high socio-economic status often are more successful in preparing their young children for school because of the access they enjoy to harness resources responsible to promote and support young children's development. Thus, they are able to provide their young children with quality of necessary education requirements and equipments. This condition will probably influence the students to experience the anxiety itself in learning, whether they frequently encounter anxiety or not, particularly in learning a foreign language.

Secondly, there are several studies of foreign language anxiety conducted in elementary schools, senior high schools and universities. This study accomplishes those previous studies in the field of foreign language anxiety among junior high school students. In addition, compared to other big cities in West Java, studies conducted in Bandung Barat are still small in number, thus this study can contribute more to the literature of the field.

Thirdly, it is a school where the researcher can conduct this study due to her accessibility. Alwasilah (2009) states that convenience factor should be taken into consideration to support the researcher to carry out the research.

### **3.2.2 Research Participants**

The participants were seven-grade students in a private junior high school in Bandung Barat, West Java, Indonesia which were chosen purposively as the sample of this study, consisted of 50 students. This is based on what Fraenkel *et al.* (2012, p.100) states that this sampling procedure carries out a process of selecting sample relying on the researcher's belief in which the participants will give the data needed.

Moreover, the basis for choosing seven-grade students as participants was because the researcher assumed that the foreign language anxiety occurred more frequently to seven-grade students of

junior high school who are acknowledged at the first level of school grade.

This idea was also supported by the state of emotional development among secondary school students in which they become more understand and aware that more than one emotion can be experienced in a particular situation. On the other hand, secondary school students start to develop an ability to suppress or conceal negative emotional reactions and the use of self-initiated strategies for redirecting feelings (Santrock, 2012, p.298).

It is common for everyone to encounter emotional disorder, such as anxiety, as it is stated that most of people have been upset and anxious about a situation at some point (Ebert & Culyer, 2011, p.96). Some 477,000 students in the United States have emotional or behavioral disorders that represent approximately 1 percent of the entire school-age population, or 1 of every 100 students (Digest of Education Statistics, 2007, 2008 as cited in Ebert & Culyer, 2011, p.96).

### **3.3 Instruments**

#### **3.3.1 Foreign Language Classroom Anxiety Scale (FLCAS)**

Foreign Language Classroom Anxiety Scale (FLCAS) – a closed-ended questionnaire – developed by Horwitz, Horwitz & Cope (1986) was an instrument used in this study to obtain the data of the initial information of students' foreign language anxiety level and types of anxiety experienced by junior high school students. This questionnaire was constructed based upon some constructs comprising communication apprehension, test anxiety, and fear of negative evaluation.

The FLCAS developed by Horwitz, Horwitz & Cope (1986) has demonstrated internal reliability, achieving an alpha coefficient of .93 with all items producing significant corrected item-total scale correlations. Test-retest reliability yielded an  $r = .83$  ( $p < .001$ ). A construct validation study is currently underway to establish foreign

language anxiety as a phenomenon related to but distinguishable from other specific anxieties.

This close-ended questionnaire consists of 33 items in terms of Likert-type scale which was translated into *Bahasa Indonesia* in order to avoid learners misunderstanding. The words “language” and “foreign language” in the original were all substituted with the word “English”. For example, “*I never feel quite sure of myself when I am speaking in my foreign language class*” was substituted into “*I never feel quite sure of myself when I am speaking in my English class.*”

To complete the questionnaire, the respondents have to mark *SS* (*Sangat Setuju*) if they are strongly agree; *S* (*Setuju*) if they are agree; *R* (*Ragu-ragu*) if they are hesitate; *TS* (*Tidak Setuju*) if they are disagree; and *STS* (*Sangat Tidak Setuju*) if they are strongly disagree with the statements provided.

For positive statements, the scores 1-5 represent Strongly Agree up to Strongly Disagree, and were reversibly assigned for negative statements.

### 3.3.2 Open-ended Questionnaire

This open-ended questionnaire was developed by the researcher to support the data obtained from Foreign Language Classroom Anxiety Scale (FLCAS) which was distributed to the respondents to enable them to answer the questions provided based upon their personal experiences when learning English in the classroom. In the initial stage of an investigation, open-ended questions are likely to be preferred to identify relevant topics and determine the full range of possible answers.

The open-ended questionnaire consists of 10 questions which all constructed based on the needs to answer three research questions employed in this study: types of anxiety, possible causes, and learning activities to overcome the anxiety.

This questionnaire has been validated by a lecturer of Psychology and Counseling Department, Indonesia University of Education. The

process involved content validity, criteria validity, and construct validity.

### **3.3.3 Interview**

A semi-structured interview was undertaken to enrich the data collected through the questionnaires. The interview was also conducted to avoid subjectivity of the researcher in answering the research questions.

A semi-structured interview was used since this type of interview allows for soliciting and exploring more information from interviewees through additional questions as the interview proceeds (Given, 2008).

In addition, in interview administration respondents' responses may be ambiguous and unexpected therefore a semi-structured interview enables the researcher to ask further to the respondents.

The interview was also simultaneously carried out with audio-taping in order to help the researcher to analyze interviewees' statements thoroughly. On the other hand, the result of the recorded interview could be compared to one another as the whole data was recorded thus it could improve the reliability of the interview data as well.

### **3.3.4 Class Observation**

Class observation will be conducted to capture and portrait the learning process in English classroom which was facilitated by an English teacher. Observation may be employed in the stages of a research project to explore an area which can then be studied more fully utilizing other methods. Basically, there are two kinds of observational strategies open to this study: participant and non-participant observation (Patton, 1980).

The participant observation involves when the researcher takes part in the situation being studied, rather than simply acting as a neutral and unobtrusive observer. In participant observation, the researcher is fully engaged in experiencing the situation under study and may be required

to work with the members of the group or community under study for an extended period of time (Wilson, 2006). On the other hand, the non-participant observation occurs when the researcher does not take part in the situation being studied, but may well be present in the environment (Frankle & Wallen, 2007).

In this study, the researcher was a non-participant researcher who only captured the learning activities and natural phenomenon during the teaching learning process in a natural setting of English as a Foreign Language classroom. The researcher did not take part on the situation of the learning process and did not work with the members of the group or respondents in the classroom. The data from classroom observation was audio and video recorded and transcribed into Classroom Observational Field Notes (see Appendix).

### 3.4 Pilot Study

A pilot study was conducted prior to the implementation of formal research to ascertain the validity and reliability of the research questionnaires. Questionnaire 1 is Foreign Language Classroom Anxiety Scale (FLCAS) – a close-ended questionnaire consisted of 33 statements which were translated into *Bahasa Indonesia*. Questionnaire 2 is an open-ended questionnaire consisted of 10 questions.

The pilot study was conducted on Monday, January 18, 2016 and using the same procedures designed for the formal investigation. There were 6 participants (N=6) who involved in this pilot study. 4 of them are females and 2 of them are males. They were 7 grade students of junior high school in Bandung Barat, West Java, Indonesia. The information of the study, and the instructions and procedures to fill in the questionnaires were clearly informed to the respondents.

The data obtained from 6 respondents then input and calculated in Microsoft Excel 2007 to find the level of each student which was calculated and ranged into 4 categories: Low Anxious (LA), Moderate (M), Anxious (A), and High Anxious (HA). The data input in Microsoft Excel 2007 then

consulted and analyzed by using SPSS version 16.0 (descriptive statistics analysis) and to find its reliability (see Appendix). The results were shown in the tables 3.1, 3.2 and 3.3 as follows:

Table 3.1

*The Categorization of Language Anxiety Levels of Learners and Questionnaire Components (A Pilot Study)*

Language anxiety level	Range of score	
	Learner level	Component level
Low Anxious (LA)	33-66	1.0 – 2.250
Moderate (M)	67-100	2.260 – 3.510
Anxious (A)	101-134	3.510 – 4.760
High Anxious (HA)	135-165	4.770 – 5.0

Table 3.2

*The Level of Students' Foreign Language Anxiety (A Pilot Study)*

Language anxiety level	Range of score		Frequency	
	Learner level	Component level	(Number of students)	Percentage
Low Anxious (LA)	33-66	1.0 – 2.250	0	0%
Moderate (M)	67-100	2.260 – 3.510	4	66.7%
Anxious (A)	101-134	3.510 – 4.760	2	33.3%
High Anxious (HA)	135-165	4.770 – 5.0	0	0%
<b>Sum</b>			6	100%

Table 3.3

*The Reliability Statistics analyzed by using SPSS 16.0 (A Pilot Study)*

		N	%
Cases	Valid	6	85.7
	Excluded <sup>a</sup>	1	14.3

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Total	7	100.0
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a. Listwise deletion based on all variables in the procedure.

Table 3.3 (continued)

Cronbach's Alpha	N of Items
.874	33

The data obtained in the pilot project represented that both questionnaires, either close-ended or open-ended questionnaire, used in this pilot study is reliable and can be used and/or distributed to the participants to obtain the data in the study.

However, some alterations and adjustments are still required to the statements of the questionnaires in order to build a comprehensive understanding among the participants in administering the questionnaires undertaken in the study of foreign language anxiety, particularly the open-ended questionnaire.

A consultation regarding the development and alteration of the open-ended questionnaire was then undertaken to a lecturer of psychology department. The 10 questions used in the pilot study was then analyzed and revised after administering the pilot study which is aimed to create a clear and better understanding among participants to answer the questions. In addition, it was also aimed to aid the researcher easily to obtain the data needed to answer the research questions in this study.

### 3.5 Data Collection Procedures

This study administered three instruments which were frequently used in qualitative research, also called triangulation which referred to the process of using multiple sources and methods in gathering the data (Heigham & Croker, 2009, p. 11). Those sources and methods were questionnaires, class observation and interview.

These instruments were administered to answer the three research questions which proposed to this foreign language anxiety study among junior high school students.

#### 3.5.1 Questionnaires

Designing and administering a questionnaire is considered to the process of constructing list of questions after conducting all the preliminary work on planning, consulting and deciding exactly what researchers need to find out. Thus, the researchers will know whether a questionnaire is suitable for the purpose and is likely to be a better way of collecting information than interview or observation, for example (Bell, 2005, p.136).

Two questionnaires were administered to the learners. The first questionnaire was adapted from Horwitz, Horwitz, & Cope (1986) aimed to measure learners' language anxiety and frequently types of anxiety and to choose six participants for the interview session.

The 33 close-ended questions in Foreign Language Classroom Anxiety Scale which developed by Horwitz, Horwitz & Cope (1986) was translated into *Bahasa Indonesia* by the researcher to avoid misunderstanding among students and is used to measure learner anxiety and types of anxiety in this study.

There were five response choices for each statement: Strongly Agree (SA), Agree (A), Neither Agree nor Disagree (N), Disagree (D) and Strongly Disagree (SD). For positive statements, the scores 1-5 represents *strongly agree* up to *strongly disagree* employed, and were

reversibly assigned for negative statements. Furthermore, the questionnaire was constructed based upon some constructs comprising *communication apprehension*, *test anxiety*, and *fear of negative evaluation* (Horwitz, Horwitz & Cope, 1986).

The five-point Likert-type scale has the different point per item as mentioned in the following table:

Table 3.4

*The Likert-type scale*

<b>Statement</b>	<b>Strongly agree</b>	<b>agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
Positive	1	2	3	4	5
Negative	5	4	3	2	1

The scoring system and categorization of each questionnaire item are presented in the framework of FLCAS in the following tables:

Table 3.5

*The Framework of Foreign Language Classroom Anxiety Scale (FLCAS)*

<b>Constructs</b>	<b>Item number</b>
Communication apprehension	1, 4, 9, 12, 14, 15, 18, 24, 27, 29 and 32
Test anxiety	2, 6, 8, 10, 16, 19, 21, 22, and 30
Fear of negative evaluation	3, 5, 7, 11, 13, 17, 20, 23, 25, 26, 28, 31, 33

Table 3.6

*The Rating Scale Score of Questionnaire 1 (FLCAS)*

<b>Statement</b>	<b>Item number</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
Positive	2,5,8,11,14,18,22,28,32	1	2	3	4	5
Negative	1,3,4,6,7,9,10,12,13,15,16,1	5	4	3	2	1

7,19,20,21,23,24,25,26,27,2

9,30,31,33

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*Note.* SA=Strongly agree; A=Agree; N=Neither agree nor disagree;  
D=Disagree; SD=Strongly Disagree

The second questionnaire is 10 open-ended questions developed by the researcher by considering the purpose of the study which was distributed to the participants to obtain and support the data collected from Foreign Language Classroom Anxiety Scale to find out students' language anxiety level and types of anxiety experienced by junior high school students.

### **3.5.2 Classroom Observation**

This instrument was used to obtain an authentic data and maximize the accuracy of the research reports (Thomas, 2003, p.63) in term of foreign language anxiety encountered by junior high school students in English as a Foreign Language classroom which investigated types of anxiety, possible causes and sorts of learning activities that help the students to overcome the anxiety.

The researcher was a non-participant observer who observed English as a Foreign Language classroom in a junior high school. In addition, the researcher observed the students and teacher in English as a Foreign Language classroom during 4 weeks to obtain the data related to types of anxiety, possible causes and learning activities to overcome the anxiety.

This technique was also supported by the using of video recording and observation sheet to record the authenticity and natural situation of learning activities conducted in the classroom. The data from class observation was further used to support the data obtained from the questionnaires and interview.

Gall and Borg (as cited in Al Jadidi, 2009) explain the difference between more structured (systematic) observation and less structured

observation. These two approaches originate in different academic traditions, and have different aims, purposes and procedures. Less-structured observation was chosen as the research aimed at exploring the social meanings that underpin behavior in natural social settings. Specifically, it tried to capture the level and types of anxiety, possible causes, and several learning activities to overcome the anxiety.

### 3.5.3 Interview

Interview is oral asking question from researcher to be answered orally by respondents (Thomas, 2003, p.63). It is also described as a conversation with a purpose (Burgess, 1984: 102 in Heigham & Croker, 2009, p.183) or professional conversation (Kvale, 1996: 5 in Heigham & Croker, 2009, p.183).

In this study, the interview was conducted in a semi-structured interview to get a clear picture of the topics that need to be covered (Heigham & Croker, 2009, p.186). It is supported by Sugiyono (2013, p. 198) said that to gain the deeper understanding about respondent, the researcher can also use semi-structured interviews.

Thus, the interview was administered in order to obtain deeper information from the respondents related to foreign language anxiety: possible causes and some learning activities that help students to overcome their anxiety. The interview was conducted for several days and was taken about 30 minutes for each interviewee or participant.

The interview was conducted to six students who were highly anxious and/or anxious according to the measurement of Foreign Language Classroom Anxiety Scale to dig more information and data that can support answering research questions related to types of anxiety, possible causes and some learning activities to overcome the anxiety.

### 3.6 Validity and Reliability

In maintaining validity, the researcher did several things:

- a. Methods Triangulation: multiple methods were used in collecting the data including questionnaire, interview and observation.
- b. Theory Triangulation: various theories has been brought to bear in this study including interaction, output, and noticing theories.
- c. Member validation/checking: it involved by asking the participants after the questionnaires to confirm their answers and interpretation.

In maintaining the reliability of the study, the researcher applied interceding process, following Nunan& Bailey (2009) who suggest researcher to conduct inter-coder agreement with the following steps:

One way to sort out this problem is to determine inter-coder agreement – an index of the consistency with which different people categorize the same data. A simple percentage is calculated by dividing the number of items upon which coders agree by the total number of items that were coded. The general rule of thumb is that intercoderagreement should be at least 85% for readers to have confidence in the reported findings (Nunan& Bailey, 2009:428).

### 3.7 Data Analysis

As this study employed a mix-method design, the analysis was conducted both quantitatively and qualitatively. Quantitative data analysis was undertaken to reveal students' level of foreign language anxiety and to answer the first research question: *What types of anxiety that occur among junior high school students in an EFL Classroom?* Quantitative data analysis for the first research question focused merely on the descriptive statistic analysis, resulting in the descriptive presentation of findings.

Qualitative data analysis was also carried out to address and support the first, second and third research questions on types of anxiety, possible causes, and learning activities to overcome the anxiety.

Moreover, the data analysis of quantitative and qualitative form presented as follows:

### 3.7.1 Quantitative Data Analysis

Quantitative data analysis was conducted to calculate the results of the first questionnaire which adapted Foreign Language Classroom Anxiety Scale (FLCAS) – a close-ended questionnaire. This questionnaire was then calculated to find out the language anxiety scores of learners and types of anxiety.

The first questionnaire was in the form of Likert-type scale in which each item ranges from 1 point for “Strongly Agree”; 2 for “Agree”; 3 for “Neither Agree nor Disagree”; 4 for “Disagree”; and 5 for “Strongly Disagree”. Vice versa, depending upon whether the statement was positive or negative.

The scores a learner possibly gained was 33 at the lowest end and 165 at the highest end, used to determine general language anxiety levels of learners. Furthermore, the calculation was carried out in relation to areas, sub-areas, and items of the questionnaire to distinguish the level of learners’ language anxiety, whose scores ranged from 1 to 5, namely component levels.

The data from first questionnaire was input and calculated in Microsoft Excel 2007 to obtain the scores which were then categorized into five levels of language anxiety as shown in Table 3.7, as follows:

Table 3.7

*The Categorization of Language Anxiety Levels of Learners and Questionnaire Components*

Language Anxiety Level	Range of Score	
	Learner Level	Component Level
Very Low Anxious (VLA)	33 – 59	1.0 – 1.800
Low Anxious (LA)	60 – 86	1.801 – 2.600
Moderate (M)	87 – 113	2.601 – 3.400
Anxious (A)	114 – 140	3.401 – 4.200
High Anxious (HA)	141 – 165	4.201 – 5.0

The researcher then utilized Statistic Package for Social Science (SPSS) version 16.0 to analyze the data that was input and calculated using Microsoft Excel 2007 to obtain the descriptive statistics analysis.

### 3.7.2 Qualitative Data Analysis

Qualitative data analysis was undertaken in relation to the first, second and third questions regarding the types of anxiety, possible causes, and learning activities to overcome the anxiety.

The data from second questionnaire was categorized into three categories: types of anxiety, possible causes, and learning activities to overcome the anxiety. The process of coding the data from the second questionnaire was employed to make it easier to identify the types of anxiety, possible causes, and learning activities to overcome the anxiety. The types of anxiety was coded “TA”, possible causes was coded “PC”, and learning activities to overcome the anxiety was coded “LA”. Furthermore, the respondents’ responses regarding the types of anxiety, possible causes, and learning activities to overcome the anxiety were categorized by using table in Microsoft Word 2007.

The data from the interview was transcribed thoroughly by means of listening to the recording several times. The analysis was based upon an interactive model proposed by Denzin and Lincoln (1998). The analysis encompasses data reduction, data display, and conclusion drawing or verification. Data reduction involves coding to signify the data essential and relevant to the study under investigation. In this stage, the data from the interview which consisted of utterances about types of anxiety, possible causes and learning activities to overcome the anxiety were labeled or coded to mark the data.

The data were coded to make it easier to identify the types of anxiety, possible causes, and learning activities to overcome the anxiety. The types or categories of foreign language anxiety was coded into “CA” for communication apprehension which was represented as fear to communicate using English, “TA” for test anxiety which was



represented as fear or nervousness to administer an English test, “FNE” for fear of negative evaluation which was represented as feeling of tension to get negative feedback from others when learning English. The interview transcripts were transcribed into *Bahasa Indonesia* (see Appendix) meanwhile the extracts included into the findings in Chapter IV was written in English (from *Bahasa Indonesia* was translated into English).

The class observation will portrait types of anxiety, possible causes of foreign language anxiety among students in English classroom and several activities that can help students to overcome their anxiety. The data obtain through observation will be categorized into three main categories: types of anxiety, possible causes of foreign language anxiety and some activities to overcome their anxiety which are represented qualitatively to support answering the three research questions. The English teacher will also be observed whether she or he can help their students by facilitating some natural learning activities to overcome foreign language anxiety in EFL classroom.

Finally, the result obtained from the data analysis of this study is expected to encourage foreign language learners and teachers to comprehend some possible causes of foreign language anxiety and employ some learning activities to help students overcome foreign language anxiety and encourage the students to feel more relax in English as a Foreign Language classroom. The data will also encourage English teachers in Indonesia to create a communicative language teaching that can facilitate students to acquire and learn English as a foreign language without being extremely anxious.