CHAPTER III

METHODOLOGY

This chapter will elaborate the research design, research site and participant, steps of data collection as well as data analysis.

3.1 Formulation of Problems

This study was intended to understand foreign language anxiety in adolescence. This research was conducted in one of the junior high schools in Bandung. 9th grade students were chosen as the participants. The information could help educators or teachers have a better understanding of the different levels of foreign language anxiety experienced by adolescent students. They also can get more additional information about factors of foreign language anxiety. Then, it was expected that by reducing the factors of foreign language anxiety, teachers can create a more relaxing environment in class.

Therefore, this study is guided through the following questions:

1. What are levels of anxiety experienced by adolescent students in foreign language anxiety?
2. What are the factors of their foreign language anxiety?
3. What are the coping strategies used by the students in foreign language anxiety?

3.2 Research Design

The descriptive qualitative method has been chosen in order to answer the proposed research questions by giving questionnaires and taking transcripts of observation and interview.

3.3 Research Site and Research Subjects

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This study was conducted in one Junior High School in Bandung toward 9th graders. The class consists of 34 students and were also considered as active students who usually take part in class interaction.The researcher investigated a class with students who got the highest, moderate and lowest scores.

3.4   Data Collection Techniques

In collecting the data from the respondents, the researcher used three methods which are classroom observation, questionnaire, interview.

a. Classroom Observation

The data are collected through classroom observation by videotaping the teacher and students' verbal interaction, and field-noting the non-verbal interaction. The purpose of classroom observation is to collect the qualitative data that are helpful in answering the research questions of this study. During two meetings of lesson were recorded using a video camera. The camera was turned on and put on the three ports behind the students and it was expected that all interactions were well documented.

b. Questionnaires

The questionnaire was administered to the students immediately after the classroom observation. It will help the researcher find the similarity and differences of the students' anxiety during classroom observation.In order to measure the degree of students' anxiety level, this study used the adaptation and translation of Foreign Language Anxiety Scale (FLCAS) developed by Horwitz et al. (1986). The 33 questions about Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986) was translated into Bahasa Indonesia and simplified by the researcher and used to measure learner anxiety in this study. There were five response choices for each statement: *sangat setuju* (strongly agree) *(SS), setuju* (agree) *(S), netral* (neutral) *(N), tidak setuju* (disagree) *(TS)* and *sangat tidak setuju* (strongly disagree) *(STS).* The five-point Likert-type scale has the different point per item (1 = *sangat tidak setuju*; 2 = *tidak setuju*; 3 = *setuju dan tidak setuju/netral*; 4 = *setuju*; 5 = *sangat setuju*).

FLCAS consist of three main types of language anxiety in its questions, those are:

- Communication Apprehension : 2, 4, 5, 14, 16, 17, 18, 22, 24, 26, 27, 28, 29, 30, 32

- Test Anxiety : 8, 10, 15, 19, 20, 21, 33, and

- Fear of Negative Evaluation : 1, 3, 6, 7, 11, 12, 13, 23, 25, 31

c. Semi-Structured Interview

This study uses semi-structured interview to get the data because the questions can be prepared ahead of time.Then the interview was comprised of open-ended questions parallel with the questionnaire, and any other related source of their anxiety and how they manage their anxiety. The participant of this semi-structured interview is the students who had high, mid and low anxiety found in the questionnaires before. This allows the interviewer to prepare and appear competent during the interview. Semi-structured interviews also allow interviewees the freedom to express their views in their own terms and it can provide reliable, comparable qualitative data (http://www.qualres.org/HomeSemi-3629.html). This study conducted interviews with the participant in Bahasa Indonesia (their native language) so it was possible for the researcher to catch the linguistic nuances and cultural connotations behind their overt expressions. It appeared that the use of native language in interviews compensates the difficulties often arouse by the interviewees to express themselves clearly. It also allows respondents to discuss and raise issues that the researcher has considered. A large part of questions on semi-structured interview is not formulated and phrased in advance, but created during the interview, enabling both the interviewer and the interviewees the flexibility to probe for details or discuss issues.

This study uses the Foreign Language Anxiety Scale by Horwitz (1986) to analysis the student's language anxiety. Then, based on the result, two EFL students who exhibited high levels of anxiety were interviewed according to a set of semi-structured questions to find out their source of language and their coping strategies. In addition, four of EFL students who exhibited a moderate

level and low of anxiety were also interviewed. To conduct semi-structured interview, the interview focused on the analysis of students' language anxiety using foreign language classroom anxiety scale by Horwitz. The interview session lasted for 10 minutes for each participant. The interview was conducted in Bahasa Indonesia in order to avoid misunderstanding (Cresswell, 2012). 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. Here are the interview questions.

Table 3.1

INTERVIEW QUESTIONS

NO	QUESTION	QUESTION TYPE
1	Will you introduce yourself please?	Introductory question
2	Can you talk about your experience with the English language class?	General question
3	a) How do you feel when you are speaking in the English class? b) Do you use the English language when talking with your classmates in class?	Communication apprehension
4	Are you afraid of making mistakes in front of the class? How do you feel if you do not understand what the teacher is correcting?	Negative evaluation
5	Do you believe that other students are performing better than you in the English language class? Do you think of others' when you are speaking in the English language?	High level of expectation
6	How do you feel during the English language exam? Are you worried much about failing the course? How do you prepare for your English language exam?	Test anxiety and fear of failing the course.
7	Do you get upset if the teacher corrects any mistake you make in the English language class? Why?	Teacher's style
8	How do you perceive the classroom procedure? Is it comfortable?	Classroom procedures
9	Do you participate in the English language class? Do you volunteer to participate in the English language class? Does it bother you if you do not understand every word the teacher says?	Instructor-learner interaction
10	Do you interact with the native speakers? How do you feel if you are interacting with a native English speaker?	Level of comfort when interacting with native speakers
11	How confident are you in the English language class? Do you feel it is a very difficult course? Does it bother you if you need to take more English language classes?	Motivation and attitudes
12	What makes you apprehensive or frustrated with the English language class?	Others

3.5 Data Analysis

Data analysis in this study focuses on data collected from classroom observation, interview and questionnaire. The result of the interview was coded and analyzed. Then the data from the questionnaire was counted, displayed and analyzed. At last, the analysis of each data collection was synthesized and discussed to answer the research questions. The following parts explain the process of analysis of each collected data to fulfill the aims of the study.

a. Analyzing the Data from Observation

The data from observation (video recording) were transcribed, coded, categorized, described and analyzed to reveal the different types of language anxiety source and coping strategies (see appendix 1). The process of analysis started with transcribing the data. In this case transcription focused on the following elements as suggested by Merriam (1998, as cited in Cha, 2006):

1) The physical setting

2) The participants

3) Activities and interaction

4) Conversation

5) Subtle Factors

6) Researcher's behaviors

After the recording of the interaction were transcribed, the data were coded and categorized by adapting the categorization of language anxiety coping strategies by Ehrman (1996) to answer the third research question collaborating with interview result.

b. Analyzing the Data from Questionnaire

The data from questionnaires, which is adapted from Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz, were analyzed quantitatively. FLCAS consists of two kinds of statement which are positive and negative. The positive statement scale ranged from 1-5 with an answer "*Sangat Setuju* (Strongly Agree)" to "*Sangat Tidak Setuju* (Strongly Disagree)". The scale administered consisted of a total of 20 questions to get the foreign language anxiety of the students. They are 11 positive statements in the questionnaire which are numbered 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10. While, the negative statements are in number 11, 12, 13, 14, 15, 16, 17, 18, 19, 20. After that, score from the student's results of FLCAS were gained, it was categorized into some levels of anxiety started from "Highly anxious", "Moderate Anxious" and "Low Anxious".

The Likert's scoring scale table to measure students' anxiety level using FLCAS (Foreign Language Classroom Anxiety Scale) is shown below:

Table 3.2

Likert's Scoring Table adapted from Horwitz et al. (1986)

	Scoring				
Statement	*Sangat Setuju (Strongly Agree)*	*Setuju (Agree)*	*Netral (Neutral)*	*Tidak Setuju (Disagree)*	*Sangat Tidak Setuju (Strongly Disagree)*
Positive	1	2	3	4	5
Negative	5	4	3	2	1

After the each score from the students' results of FLCAS gained, it was then categorized into some levels of anxiety started from low, moderate and highly anxious.

The following table is the score for each anxiety level perceived by students:

Table 3.3

Foreign Language Classroom Anxiety Scale

Range	Level
61-87	Low Anxious
87-113	Moderate Anxious
113-139	Highly Anxious

In order to give more description, the result was transformed into a percentage. Furthermore, to calculate the mean of anxiety level to each item, first multiplied a score of each answer by its percentage, divided the calculated score by the sum of percentages. The means of every item can clarify the overall level of students' language anxiety.

For example, for Q1, the following calculation was made:

$$\{(5 \times 5.71)+(4 \times 31.43)+(3 \times 40)+(2 \times 22.86)+(1 \times 0)\} \div (100) = 3.20$$

Table 3.4

Means of FLCAS Items

Classification	Items	Means
Fairly Anxious	10	> 4
Slightly Anxious	1, 2, 3, 4, 7, 9, 12, 13, 14, 15, 16, 20, 23, 24, 27, 29, 30, 31, 32, and 33.	3 – 4
Not Very Anxious	5, 6, 8, 11, 17, 18, 19, 21, 22, 25, 26 and 28.	< 3

Horwitz (2008) explained, "Students with averages 3 should be considered slightly anxious, while students with averages below 3 are not very anxious. Students with averages near 4 and above are fairly anxious".There is only one item above 4, which indicated a noticeable presence of learner's anxiety among

the respondents. As Horwitz (2008) noted that students who have an average near 4 and above are probably fairly anxious. As was apparent in Table 4.3, the FLCAS item that had the highest score was item 10 (mean = 4.29). According to Horwitz the fact that anxious students afraid that they will not understand all language input is also consistent with communication apprehension, and it is clearly shown from item 10 (I worry about the consequences of failing my foreign language class). On the other hand, 20 items have the means above 3 which considered as slightly anxious (Horwitz, 2008). Those items consisted of 3 items as negative worded (2, 14 and 32) and positive 17 as positive worded (1, 3, 4, 7, 9, 12, 13, 15, 16, 20, 23, 24, 27, 29, 30, 31, and 33). These results also show students' anxiety in learning English in terms of, for example, fear being less competent than other students are being negatively evaluated by them. They report; "I get nervous when the language teacher asks questions which I haven't prepared in advance." (Item33, mean = 3.94); "I get upset when I don't understand what the teacher is correcting." (Item 15, mean = 3.88); and "I tremble when I know that I'm going to be called on in language class." (Item 3, mean= 3.73).The rest of the items have means below 3. Those are item 5, 6, 8, 11, 17, 18, 19, 21, 22, 25, 26 and 28. Horwitz stated that students with averages below 3 are probably not very anxious (Horwitz, 2008).

c. Analyzing the Data from Semi-Structured Interview

The data from interview were transcribed and analyzed qualitatively. There were twelve questions for student interview. The interview data were analyzed to collaborate and confirm the findings from the questionnaire in answering the second and third question. In analyzing the data, the researcher carried out several steps. Firstly, data from interview were transcribed. Secondly, the transcribed data were coded by following Alwasilah's coding strategy (2002) by categorizing the data based on the responses given by the students. Lastly, the result of coding was condensed to confirm or contradict the feelings obtained from the questionnaire.

Considering the guidelines for interview data, in categorizing this result, the researcher used Horwitz categories for language anxiety sources (communication apprehension, test anxiety and fear of negative evaluation) in order to answer the second research question. Besides, Ehrman's (1996) coping strategies categories for students coping strategies of language anxiety (flight behavior, group manipulation behavior, and compromise behavior) were used to answer the third research question.

3.6 Validity

In maintaining validity, there are several things were done in this study:

a. Methods of triangulation

First, there were multiple methods used in collecting the data, including observation, interview and questionnaire. This method applied when researcher conduct the data collection.

b. Theory of triangulation

Second, there were various theories brought to bear on this study, including interaction, output and noticing theories. This method applied in the background of the study.

c. Member validation/member checking

Third, it involved asking the participants after the questionnaire to confirm their answers and interpretation. This method applied in a semi-structured interview.

In maintaining the reliability of this study, this study uses test-retest reliability; to evaluate the test for stability over time.

3.7 Concluding Remarks

This chapter has presented and elaborated the methodological aspects applied in the research covering the formulation of problems, research design, site

and subjects, method of data collection (classroom observation, questionnaire and semi-structured interview) and data analysis (analysis of classroom observation, questionnaire and semi-structured interview). In the next chapter, the findings and discussions of the research will be discussed.