CHAPTER III

RESEARCH METHODOLOGY

This chapter depicts how this study was conducted in order to find out the answers of the research questions; 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

This current research uses a qualitative descriptive method to obtain the data needed. It is to find the answer of questions and to test hypothesis concerning the current situation of the subject of the research when there is certain phenomenon or situations happened (Gay, 1987). The description of students' anxiety was explored using this method. It offers deep insight to see the issue experienced by the participants (Maxwell, 1996). Therefore, this research uses a descriptive method to reveal the phenomenon of speaking anxiety in junior high school students.

3.2 Site and Respondents

The research respondents were students from a junior high school in Bandung. From the first to the third grade, thirty two second grade students were chosen as the respondents of this research. The second graders were chosen as respondents in consideration that they have learnt English for several years and are capable to represent their opinion related to the research questions.

3.3 Data Collection Procedure

In collecting the data from the respondents, the research used two instruments which were FLCAS (Foreign Language Classroom Anxiety Scale)

questionnaire proposed by Horwitz et al. (1986) and a questionnaire of students' experience in learning English that was made to meet the needs of this research to find out the source of their anxiety in English classroom and also their strategies to cope with it.

Firstly, the FLCAS questionnaire and the second questionnaire were administered to thirty two second grade junior high school students. Secondly, the administered questionnaires were collected and the data from FLCAS questionnaire were analyzed manually using Oetting's scale to categorize students' anxiety level. The analyzed questionnaires were put into percentage diagram differentiating the anxiety level experienced by respondents.

Thirdly, base on the result of the analysis of the anxiety level, students' answers from the FLCAS questionnaire and second questionnaire on the source of their anxiety and their coping strategies in English classroom were analyzed using some experts' theory and compared with some studies results.

The questionnaires used to obtain the data in order to answer the research questions are explained in the next sub-chapter.

3.3.1 Questionnaires

In order to measure the level of students' anxiety level, the questionnaire used is the adaptation and translation of FLCAS (Foreign Language Classroom Anxiety Scale) developed by Horwitz et al. (1986). This open-ended questionnaire has been used and validated by many researchers before (Aida, 1994; Horwitz, 1986). 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 ranged from "Strongly Agree" (SA), "Agree" (A), "Neither Agree nor Disagree" (NA), "Disagree" (D), and

"Strongly Disagree" (SD). The questionnaire was adapted and translated to suit the respondents. Therefore, if the points are summed up by adding 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 is.

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

- Communication apprehension: 1, 9, 14, 18, 24, 27, 29, 32
- Test anxiety: 2, 8, 10, 19, 21 and
- Fear of negative evaluation: 3, 7, 13, 15, 20, 23, 25, 31, 33

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

3.4   Data Analysis

In order to answer the research questions, data analysis is needed. It covers the anxiety level perceived by the students in speaking English, their sources of anxiety in speaking English as well as their strategies to overcome it.

3.4.1   The Level of Students' Anxiety

FLCAS consists of two kinds of statement which are positive and negative. The positive statement scale ranged from 1- 5 with answer "Strongly Agree" to "Strongly Disagree". While, the negative statement will be ranging from 5-1 with answer "Strongly Agree" to "Strongly Disagree". They are 9 positive statements in the questionnaire which are number 2, 5, 8, 11, 14, 18, 22 , 28, and 32. While, 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 positive statement were arranged together and the negative statements were arranged together to avoid students' misunderstanding of the questionnaire. Therefore, the positive statements were number 1,2,3,4,5,6,7,8,9 and the negative statements

were in number 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32 and 33.

The data were calculated manually 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 3.1.

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

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

Table 3.2.

FLCAS Anxiety Scale

Adapted from 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 aims to look for the sources of students' anxiety. Therefore, an additional open-ended questionnaire was administered along with the first one to the students to seek their anxiety sources in speaking English. The question is as follow:

- Do you feel anxious when you have to speak in English? Why?

In addition, the data from FLCAS questionnaire also added the data for students' speaking anxiety sources. The answers were analyzed with Young (1991) and Ohata (2005) findings on sources of students' anxiety in language classroom by categorizing them into the theory of 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 do you do to reduce it?" The students' answers were analyzed and categorized

using strategies for coping with language anxiety proposed by Kondo and Ying-Ling (2004).