CHAPTER III
RESEARCH METHODOLOGY

This chapter elaborates how this research was conducted to find out the results of the research. There are several points to discuss in this chapter which covers the research design, setting, participant, data collection methods, data analysis and conclusion of methodology.

3.1 Research Design

This research is conducted using qualitative data since this study is primarily concerned with meaning rather than generalization (Creswell, 2012, p.16). Qualitative research is used to provide a deeper comprehension about social phenomena (Silverman, 2001, as cited in Tavallaei & Talib, 2010). While Gay (1987) stated that qualitative research 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. In qualitative research method, the descriptive method was used through observing activities and interviewing to give the detail on the collected data from participants' problem which found from the setting of research (Creswell, 2009). In addition, qualitative method provides more advantages in giving details of specific phenomenon and subjects by approaching the problems directly and gives flexibility for the researcher to select the way of doing the research (Alwasilah, 2002).

Qualitative research in the form of case study was applied in this research to investigate the factors causing students' speaking anxiety and discover any possible correlation between speaking anxiety and students' speaking performance. Case study was used since it allows the researcher to do research in small amount of respondents (Emilia, 2009). Gay (1987) and Emilia (2005) stated that in education, case studies were typically conducted to determine the background, environments, and characteristics of students with problem. In addition, case study research consists of a detailed investigation about certain phenomena in the real life and followed by data collected over a period of time

(Kohlbacher, 2006). In this study, the researcher conducted the study in one of senior high school in Bandung. Students in one of the Science classes of the school was chosen to be the participants of this study.

3.2 Setting

The study was conducted in a tenth grade classroom of a senior high school in Bandung, West Java, Indonesia. The research took place in one class which was X science 5. There were three reasons why the researcher chose this research site. First, this research site was accessible in gaining permission to enter the site of the study, since researcher had passed pre-service teacher at that school. It means that the researcher had been familiar with this school which made the researcher adapt easily with the students and the school's situation. Second, the school is quite near from where the researcher stays. In this case, close proximity is an important consideration because it makes the researcher easily reach out the research sites. The last is, the school has Science program classes which appropriate with the concern of this study to investigate speaking anxiety experienced by high school students from Science program class.

3.3 Participant

The participants of this study were 33 students of senior high school in Bandung, West Java, Indonesia. This school has two programs; Science program and Social program. The researcher chose the first grade of Science program classes in this senior high school to be the participants of this research. Based on the researcher's observation, Science program students were better in English than students in Social program. Therefore, the researcher is willing to investigate the levels of students' anxiety in their speaking English and how their anxiety influences the students' speaking performance.

3.4 Data Collection

In collecting the data from the participants, the study used three instruments. The first instrument was FLCAS (Foreign Language Classroom Anxiety Scale) questionnaire adopted from Horwitz, Horwitz, and Cope (1986) to reveal speaking anxiety level among students. The second instrument was semi-structured interview to confirm the questionnaire results about students' speaking anxiety and to gain the information about the influence of speaking anxiety in students' speaking performance. And the third instrument was speaking test to assess the level of students' speaking performance. Each technique of data collection will be described below:

3.4.1 Questionnaire

To answer the first research question of this study, a FLCAS (Foreign Language Classroom Anxiety Scale) questionnaire was administered to the participants of this study; the students of one Science program class in a senior high school in Bandung. The FLCAS questionnaire was used to investigate the factors that cause students' speaking anxiety and to categorize their level of anxiety. The purpose of this questionnaire is to categorize the students into five categories: very anxious, anxious, mildly anxious, relaxed, and very relaxed. The participants were asked to fill it out at their own convenience. FLCAS has high validity and reliability in such studies since it had been used by many researchers such as Woodrow (2006), Na (2007), and Huang (2009).

There are 33 question-items in FLCAS, with 5-point Likert scale ranged from "Strongly Agree" (SA), "Agree" (A), "Neither Agree nor Disagree" (NA), "Disagree" (D), and "Strongly Disagree" (SD). Before administering the questionnaire to the participants, the researcher translated each questions from the adopted questionnaire into Bahasa Indonesia to avoid students' misunderstanding. Students were asked to give their honest response on each questions in FLCAS questionnaire. There are 14 items related to speaking anxiety which are included in question number 1, 3, 7, 9, 13, 14, 18, 20, 23, 24, 27, 30, 31, and 33.

The range score of this questionnaire was from 33 to 165. The students who gained higher score were categorized as anxious and very anxious in speaking anxiety. Hence, the students who were highly anxious were chosen to be interviewed to investigate more about the factors causing their speaking anxiety.

3.4.2 Interview

Interview is the best way to get deeper information which is not available on questionnaire (Alwasilah, 2008). After getting the result from questionnaire, the students who have higher anxiety level took a part in the interview session. Semi-structured interview was utilized in this study. This study was conducted using one-on-one interview in which asking the questions and recording the answers from only one participant (Creswell, 2012). Each students were given several questions related to speaking anxiety and that factors which lasted for 5 to 7 minutes for them to finish the interview session.

3.4.3 Speaking Test

The speaking test was chosen by the researcher based on the standard and basic competency in the syllabus of 2013 Curriculum. After looking at the 2013 Curriculum, the researcher figure out the syllabus for the second semester of 10th grade students. Since the material in that time was narrative text, the students were expected to express spoken language in the form of narrative text. According to the syllabus of 2013 Curriculum, the standard competency for speaking skill in narrative text is, "3.8. *Mengungkapkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya".* Further, the basic competency in this section states, "4.8 *Mengungkapkan makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat".*

The syllabus shows that 10th graders of senior high school are expected to express spoken language in form of narrative text. Therefore, five bunches of short story from www.freeenglishcourse.info were chosen as the instrument of the speaking test, those are The Smartest Parrot, The Story of Toba Lake, The Story of Smart Monkey and Dull Crocodile, The Greedy Mouse, and The Story of Lutung Kasarung. Most of them are fable story, except The Story of Toba Lake and The Story of Lutung Kasarung which categorized as legend story.

A previous week before this speaking test, students were informed by the researcher that the next meeting there will be a speaking test for them which was related to narrative text. The students were given the script randomly then they were allowed to read it up and prepare for their performance in the next meeting. Since the students would perform story-telling as their speaking test, the property to support their performance were prepared properly. Students can utilize the property as well as they want. After some preparation, students performed the story-telling in front of the classroom. Students were allowed to do any improvisation on their performance.

3.5 Data Analysis

After collecting the data, the researcher analyzed the data through several procedures as follows:

3.5.1 Analysis of Data from Questionnaire

The data from the questionnaire were collected to measure students' level of anxiety in speaking English. Likert's scale was utilized to analysis the data from questionnaire. It ranged from 1 to 5 for positive statement which covered in questions numbers 2, 5, 8, 11, 14, 18, 22, 24, 28, and 32. Meanwhile, negative statement were ranged from 5 to 1 which covered in questions numbers 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 25, 26, 27, 29, 30, 31, and 33.

However, there are 14 items related to speaking anxiety listed in questions numbers 1, 3, 7, 9, 13, 14, 18, 20, 23, 24, 27, 30, 31, and 33.

The table below indicates the positive and negative statements in FLCAS

Table 3.1

Positive and Negative Statements in FLCAS

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

Moreover, the Likert's scoring table in FLCAS is presented in the table below.

Table 3.2

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

In order to categorize the students' level of speaking anxiety, the researcher adapted Oetting's scale to count the data manually. Table 3.2 shows the level of Foreign Language Classroom Anxiety Scale.

Table 3.3

FLCAS Following Oetting's Scale

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

The table below shows 14 questionnaire items from FLCAS which is related to speaking anxiety.

Table 3.4

14 Questionnaire Items of Speaking Anxiety in FLCAS

No	Statement	SA	A	NA	D	SD
1	I never feel quite sure of myself when I am speaking in my English class.					
3	I tremble when I know that I am going to be called on in English class.					
7	I keep thinking that other students are better than I am in speaking English.					
9	I start to panic when I have to speak without preparation in English class.					
13	It embarrasses me to volunteer answers in my English class.					
14	I would not be nervous speaking English with native speaker.					
18	I feel confident when I speak in English class.					
20	I can feel my heart pounding when I am going to be called on in English class.					
23	I always feel that the other students speak English better than I do.					
24	I feel very self-conscious about speaking English in front of other students.					
27	I get nervous and confused when I am speaking in my English class.					

30	I feel overwhelmed by the number of rules you have to learn to speak English.					
31	I am afraid that the other students will laugh at me when I speak English.					
33	I get more nervous when the English teacher asks questions which I haven't prepared in advance.					

3.5.2 Analysis of Data from Interview

The data from the interview was recorded through audio recording to keep the information safe. The researcher used the data to transcribe, categorize, and interpret it to answers the research questions. There were three steps in analyzing data through interview. First, the researcher transcribed the data based on the audio recording and researcher's note. Second, the researcher categorized the data into several themes; factors of students' language anxiety in speaking English and

their speaking performance. Last, the researcher related the data theories and previous research to answer the research questions. The results of the research will be explained in the next chapter.

3.5.3 Analysis of Data from Speaking Test

To analyze the data from speaking test, a scoring rubric were used to assess students' speaking performance. Student Oral Language Observation Matrix (SOLOM) developed by Daniels and Bizar (2004), as cited in Linse and Nunan (2005), was adopted to assess students' speaking tests in more detail. The reason for choosing SOLOM as a scoring rubric in this study is because SOLOM provides more categories to assess students' speaking tests. The score on SOLOM ranged from 1 to 5, with the lowest score was 1 and the highest score was 5. There are five elements of language that are assessed in SOLOM, which are comprehension, fluency, vocabulary, pronunciation, and grammar. However, only fluency and pronunciation which were assessed in this study. Comprehension, vocabulary, and grammar were not necessary in this study since the standard and basic competency of narrative text for senior high school students is to express, not to produce spoken language in form of narrative text. Besides, volume and confidence were added as the criteria in the scoring rubric. The description of SOLOM scoring rubric is presented in the next page.

SOLOM SPEAKING SCORING RUBRIC BY DANIELS AND BIZAR (2004)

No	Elements of Language	1	2	3	4	5
1	Fluency	Speech is so halting and fragmentary that intelligibility is virtually impossible.	Numerous pauses that interferes with intelligibility.	Some pauses but do not interfere with intelligibility.	Speech is clear with occasional lapses.	Speech is smooth and effortless.
2	Pronunciation	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be unintelligible.	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be occasionally intelligible.	Some consistent phonemic errors and foreign stress and intonation patterns, but the speaker is intelligible.	Occasional pronunciation errors with inappropriate intonation patterns, but the speaker is intelligible	Occasional pronunciation errors, but the speaker is always intelligible.
3	Confidence	Sometimes stands up straight, leans, slouches, rocks back and forth, doing inappropriate moves.	Sometimes stands up straight, leans, slouches, rocks back and forth, etc. Establishes eye	Stands up straight. Doesn't ever rock back and forth, pace, lean on, board, etc. Establishes eye	Stands up straight, looks relaxed and confident. Establishes eye contact with interlocutor but it is	Stands up straight, looks relaxed and confident. Move around the room in a meaningful

		Never establishes eye contact with interlocutor.	contact with interlocutor once or twice.	contact with interlocutor but it is sporadic.	frequent.	fashion. Establishes eye contact with interlocutor.
4	Volume	Speaks cannot be understood. Volume is too soft to be heard by all audience member.	Often mumbles or cannot be understood. Volume often too soft to be heard by all audience member.	Speaks clearly and distinctly most of the time (85-94%). Volume is loud enough to be heard by all audience members at least 60% of the time.	Speaks clearly and distinctly all the time (95-100%). Volume is loud enough to be heard by all audience members at least 80% of the time.	Speaks clearly and distinctly all the time (95-100%). Volume is loud enough to be heard by all audience members throughout the presentation.

Furthermore, to investigate any possible correlation between students' speaking anxiety and their speaking performance, the analysis using correlation was needed in this study. The correlation analysis used SPSS 16.0 for Windows.

3.6 Concluding Remarks

This chapter contains the explanation on how the research is conducted to find out the answers of the research questions. This chapter has a function as a guidance to determine the research design, the setting, the participants, the data collection and the data analysis used in this research. The following chapter will explain the findings and discussions of the present study.