Chapter III
Research Methodology

The present study has implemented a mixed approach. Mixed method approach integrates both qualitative and quantitative approaches for data collection and analysis in a study to understand a research problem (Creswell, 2006). Through this method, a numerical and an interpretative data will be for the in-depth understanding of the phenomenon.

The present study intends to find answers to the following research questions:

- What is the level of anxiety experienced by Moroccan and Indonesian students in speaking English?

 - What makes Moroccan and Indonesian EFL students most anxious?

3.1 Research design

A comparative study looks at two or more similar groups, individuals, or conditions by comparing them. This comparison often focuses on a few specific characteristics. A comparative study plays a central role in concept formation by bringing into focus suggestive similarities and contrasts among subjects. In this study, the researcher will compare the level of anxiety experienced by the high school students of Indonesia and Morocco as well as the factors that provoke the experienced anxiety for both groups. As mentioned previously in this study, the two countries have some similarities and differences in terms of using and learning the English language. English is a foreign language in both countries. Hence, some socio-linguistic as well as socio-cultural factors besides the amount of exposure to this language and the curriculum adopted will be studied and compared to reveal the difficulties experienced in learning and using English and that cause foreign language anxiety.

To answer the research questions, the study has employed mixed-method design to measure the level of anxiety and the factors causing it quantitatively and qualitatively. 'Mixed research provides a framework for conducting a study that incorporates quantitative and qualitative research approaches. Typically, in each mixed research study, a combination of quantitative and qualitative data is collected, analyzed, validated, and interpreted using systematic principles. A mixed research takes most of the space on the research continuum that varies from not mixed (i.e., what is called monomethod) to fully mixed. A monomethod

research study involves the exclusive use of either a quantitative or qualitative research approach. As long as both quantitative and qualitative research approaches are used within the same investigation, the study moves from being monomethod to at least a partially mixed method, even if one of the research approaches is used only minimally. In mixed research, the researcher should, at a minimum, integrate the results during data analysis and interpretation to provide a full picture of the phenomenon being studied. There are probably an infinite number of ways in which qualitative and quantitative techniques can be mixed, but each single study can be placed on the research continuum showing the degree of mixing."
(R. Burke Johnson, Larry Christensen - 2016)

"In general, mixed methods research represents research that involves collecting, analyzing, and interpreting quantitative and qualitative data in a single study or in a series of studies that investigate the same underlying phenomenon." (Leech N, Onwuegbuzie A, (2008) pp. 265-275.) .

"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 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 that either approach alone." (Creswell and Plano Clark (2007: 5)

A mixed methods research design is a procedure for collecting, analysing, and combining both quantitative and qualitative data in a single study with the purpose of understanding the issue being investigated and providing comprehensive answer to the problem in question. (Creswell, 2012). Therefore, the quantitative data of this study, obtained through students' questionnaire, will be used to calculate the levels of anxiety experienced by students in the FL classroom, whereas the qualitative data extracted from the semi- structured interview will give clear insights on the FL speaking anxiety causes and solutions

3.2 Participants

 The total number of the participants in the present study is 60 students (N= 60); 30 Morocccan students and 30 Indonesian students between the age of 15 and 19 coming from different high schools, majors and background etc. The 60 participants to take FLCAS survey will be

recruited on a voluntary basis to and respond to the 33 items. The 60 students belong to grade 1, 2 and 3 of high school.. After analyzing data of the questionnaire and identifying the most anxious Moroccan an Indonesian students in regard to their English speaking anxiety, 10% (N = 6; 3 Indonesian and 3 Moroccan students) of the participants in this study took part for the interview. These participants were purposefully selected based on their score obtained from the FLCAS questionnaire. Only the participants that experience high level of English speaking anxiety were interviewed. The purpose of selecting a small number of participants for a semi-structured interview is to learn in detail about their anxiety. For instance, the reasons why they feel anxious in speaking English, how they feel: the symptoms of anxiety, when was the first time they start to feel anxious in speaking English etc.

3.3 Instruments

Reliability and validity of the FLCAS

Foreign Language Classroom Anxiety Scale (FLCAS) has been administered in a number of studies in order to show the anxiety score of a particular group of language learners and it has been shown to be very reliable (Horwitz et al, 1986; Young, 1986; Aida, 1994; Truitt, 1995; Kunt, 1997; Tallon, 2009) and similar to many other researcher such as Cheng, et al 1999 and; Tallon, 2009) who administered the translated version of the FLCAS. In all of these studies FLCAS demonstrates the acceptable level of reliability and validity. For example, in Horwitz et al 's (1986) study with the population of 108 students, the Cronbach's alpha was 0.93 which is a representation of high internal reliability of the scale or In Aida's (1994) study the reliability was reported as 0.80. Hajizadeh (2013) calculated the internal consistency for her administration of the FLCAS which was 0.84 for 38 Iranian English language learners through the application of Cronbach's alpha formula. The validity of the FLCAS was consulted by three experts in the field and they all reached to the consensus regarding the validity of the FLCAS.

Research Instrument Test Result

In conducting this research the authors used an instrument in the form of a questionnaire from the Speaking anxiety variable of EFL High School Students consisting of 33 statement items. So that this research instrument is feasible to use, it is first tried out to respondents who have the same characteristics as the respondents who will be used as research samples.

To assess the feasibility of the questionnaire to be used, the validity and reliability tests were used.

3.3.1 *Questionnaires*

Questionnaires are the most commonly used research methods, as they are considered to be quick and simple when collecting data from a large group (Cohen, Manion, and Morrison, 2011). Believing in the uniqueness of foreign language anxiety, Horwitz, Horwitz, and Cope (1986) have introduced the Foreign Language Classroom Anxiety Scale (FLCAS) as an instrument to measure anxiety levels. The FLCAS consists of 33 statements to assess communication apprehension, test anxiety and fear of negative evaluation associated with language anxiety. In this study, a translated FLCAS questionnaire into Arabic language and Bahasa Indonesia language will be adopted as the main data collection instrument. For gaining more detailed data, semi-structured interviews with small number of students will also be used. The students will be asked a number of follow-up questions to identify the level and sources of their English speaking anxiety. The questionnaire consists of two parts. In the first part, personal questions, such as age, gender, students' language proficiency history etc. In the second part, 33 questions on a 5-point Likert Scale. The data obtained from the two sources; questionnaires and interviews were combined and crosschecked for validity and the richness of the findings.

Likert scale

The respondents express their perspectives on English-speaking anxiety by responding to either (5) Never, (4) Seldom, (3) sometimes, (2) often, or (1) Always

3.3.2 Semi-structured Interview

After collecting the data from FLCAS questionnaire and identifying the level of anxiety experienced by the participants, a semi-structured interview was carried out to delve deeper into the participants' responses and collect detailed data with regard to the sources of English speaking anxiety experienced by the participants in this study. Woodfield (2008) stated that verbal reports or interviews enable participants to provide the researcher the reasoning and perception behind their choices. Semi-structured interviews allow the researcher to ask follow-up questions and further probe the responses of the participants (Kvale, 2007). 10% (N = 6; 3 Indonesian and 3 Moroccan students) of the participants were interviewed. These participants

were purposefully selected based on their high level of experienced anxiety in speaking English that was clearly derived from the questionnaire.

Sample questions of the interview; Were administered by the researcher through social media Whats App

Do you have pronunciation difficulties in English language?

How do you feel when being asked immediate questions by the teacher?

Does a lack of understanding the question asked by the teacher scares you?

Have you ever avoided a conversation due to the lack of English vocabulary?

Have you ever experienced a face to face conversation with a native speaker of English? If yes, how did you feel?

Do you get nervous when making / of making a lot of mistakes to the point that you don't want to speak again?

3.4 Data Collection Procedure

An Online questionnaire was designed and sent to some teachers and high school principals to share it with their students. The participants were informed about the purpose of the survey, and necessary instructions were given in both English and Bahasa Indonesia with the help of the teacher.

To guarantee a better understanding of the questions by Indonesian students, a translated FLCAS questionnaire into Bahasa Indonesia was adopted in this study after being revised by my colleagues that are native speakers of Bahasa Indonesia and that master English language.

Similarly, a joint translated FLCAS questionnaire into Arabic language was administered to Moroccan students for validity and accuracy of data

For Moroccan students, the questionnaires were also sent through social media to some teachers of English that took charge to share them with the students. In order to help the participants answer the questions willingly and honestly, they were told that they don't have to mention their names and that the information they will provide will be kept confidential.

After collecting the questionnaires and identifying the level of anxiety experienced by the participants, days for interviews were arranged with the six selected participants that experience a high level of anxiety. During the interviews, an audio-recording instrument was used. The participants were asked, individually, several questions in English, and Bahasa Indonesia-if needed- to express themselves and talk about their concerns in speaking English language.

Similarly, online recorded interviews through social media; whatsApp, Messenger, Instagram, were arranged with Moroccan participants to talk in details about their experience with anxiety in speaking English as a foreign language.

The interview was guided by some questions which were developed based on the theoretical views underlying this study.

3.5 Data Analysis

Each item on the FLCAS is rated on a five-point Likert scale ranging from 1 (Always) to 5 (never). The possible scores of the FLCAS range from 33 to 165. Scores 33-75 indicate a low level of anxiety in the language classroom. The scores ranging between 76-119 signifies a medium level of anxiety. Scores above 120 reflect high-intensity anxiety. The higher the score, the higher a level of foreign language anxiety experienced. The data obtained from the questionnaires were analyzed using Statistical Package for the Social Sciences (SPSS). Frequencies, percentages, arithmetic mean, and standard deviation were used to analyze the data.