CHAPTER III
RESEARCH METHODOLOGY

This chapter covers the methodological procedures. This includes research design, site and subjects, data collection techniques, and data analysis.

3.1 Research Design

The present study was intended to explore how Indonesian Islamic Senior High School students perceive their learning anxiety which they had been experienced in English as Foreign Language (EFL) classroom. This research was conducted to find out what levels of anxiety that were experienced by male and female students. It was also conducted to identify what the factors contributing to learning anxiety which were experienced by male and female students. The study was also conducted to explore what the students' perception on the anticipated anxiety-reducing factors in an EFL classroom based on their learning anxiety levels and gender. Hence, qualitative research design was employed.

Since the main purposes of qualitative research are to emphasize more on the process of meaning-making rather than an outcome and to explore how people make meanings of their experiences (Merriam, 2009). This methodology was expected to be able to comprehensively describe the learning anxiety emerge in EFL classroom activity especially the levels of anxiety, the factors contributing to learning anxiety and the anxiety-reducing factors.

This was also in line with the statement that said about the function of qualitative methodology which is to explore and understand a central phenomenon i.e., students learning anxiety in EFL classroom like in this study (Creswell, 2012). Moreover, another function of qualitative method is to understand feelings, values, and perceptions that underlie and influence behavior seems to be appropriate with the focus of the study which is to explore students' learning anxiety in EFL classroom (Hamied, 2017).

This study can be classified as a case study research because this study only portrayed a case at an Islamic senior high school in Semarang region, Central Java. It explored only a single male classroom and one female classroom. This study had temporal boundary because this study investigated students' behavior in an EFL classroom only in three weeks of the length of the study. Moreover, this study had bounded scope that this study focused on one grade (grade eleventh) of the school.

3.2 Research Site and Subject

This study was conducted at an Islamic Senior High School which was located in Semarang Regency, Central Java, Indonesia. The school used a boarding school system. The students lived at dormitory which was provided by the school. In the morning they went to school and in the afternoon they had dormitory activity. The school started to operate in 2013 and conducted the national examination for three times. There were two foreign languages were taught at the school, they were Arabic and English.

The school was chosen as the research site for several considerations. The first reason was the school provided an English class. It was not only when the students learning at school in the morning but also when they

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were back to their dormitory in the afternoon. In addition, the English lesson which was taught at dormitory was functioned as complementary subject and it was used to strengthen students' English ability as well, so it had different curriculum from the English lesson which was taught at school in the morning.

The second reason was because the school separated male students' classroom from female students' classrooms. This system was so appropriate for this present study's objectives which wanted to gain the data related to levels of anxiety the factors contribute to learning anxiety and the anticipated reducing factors based on the gender of the subjects. The separation between male and female students might psychologically create different condition in learning and teaching process. Students might tend to be more confident when they found that the class had students with similar gender. Male students might be less of shyness when making mistakes because there were no female students and vice versa. So it was interesting to observe the students' anxiety factors and the anticipated factors based on their levels of anxiety in the homogeny class.

The third reason was the researcher's convenience to conduct study in this chosen site because of its support and accessibility (Patton, 1980 in Alwasilah, 2002). The researcher was formerly as an English teacher at this school. The communication and interaction of the researcher with all members of this school including the principal were very well established. Therefore, the researcher was fully supported by school's members in conducting the research in this site.

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Regarding the subjects of this research, there were students at an Islamic Senior High School in Semarang regency. They were from grade 11. There were two classes of eleventh graders, male class and female class. The male class was consisted of 24 students and the female class consisted of 27 students. The reason for choosing the eleventh graders as the subjects of the study was because the students at this grade had experiences related to an EFL classroom activity from the previous level especially when they were at grade ten of senior high school. They were able to express their experiences and opinions related to EFL classroom activities particularly the learning anxiety. Moreover, in this grade, they had different teacher from their previous class (grade 10) which it was possible to give different experiences in their EFL classroom teaching and learning process.

3.3 Data Collection

This section tells the procedure used in collecting the data. This study employed three data collection techniques namely questionnaires, classroom observation, and the semi-structured interview. These three techniques were used to collect the data to answer the research questions of the study. The employment of these three different techniques was expected to provide triangulated findings as well as analysis on students' learning anxiety in an EFL classroom related to anxiety levels, contributing factors to anxiety, and anticipated factor in reducing the learning anxiety. The data

collection of this study was conducted in three weeks. The schedule of data collection of this study was as follows:

Table 3.1

The Schedule of Data Collection

Date	Time allocation	Data collection
Monday, September 3th, 2018	30 minutes	Questionnaire
Tuesday, September 5th, 2018	80 minutes	Observation
Friday, September 7th, 2018	80 minutes	Observation
Monday, September 10th, 2018	40 minutes	Interview
Tuesday, September 11th, 2018	40 minutes	Interview
Friday, September 14th, 2018	20 minutes	Questionnaire

3.3.1 Questionnaires

The questionnaires were the primary and initial instrument in this research. This study employed two kinds of questionnaires to gain the data. The first questionnaire was Foreign Language Classroom Anxiety Scale (FLCAS) adapted from Horwitz (1986). This instrument functioned to find specific data related to the types of students' anxiety and also was used to classify students' anxiety levels. The FLCAS covered the statements concerning the level of communication apprehension, fear of negative evaluation, test anxiety, and general English classroom anxiety. It used a 5-point Likert scale with 33 items, ranging from strongly agree (5) to strongly disagree (1). Total anxiety scores for the scale ranged from 33 to 165 points. The questionnaire was translated into *Bahasa Indonesia* in order to make it more understandable for the subjects so they could answer the question easily.

Before utilizing the Indonesian version of the questionnaire, the translated questionnaire was validated by English lecturers in order to construct the usable questionnaire for the subjects.

The second questionnaire was open-ended questionnaire. The researcher developed this questionnaire to support the data which were obtained from the semi-structured interview. This second questionnaire was aimed to find the data related to the anticipated factors in reducing learning anxiety according to the students. It covered four questions which were related to teachers' role, teaching instruction, teaching activity, and peers' role in reducing foreign language anxiety in EFL classroom.

To administer the process of questionnaire distribution, the researcher delivered of FLCAS in the beginning of the research. More importantly, during the accomplishment the questionnaire, the researcher guided the subjects to fill the questionnaires in order to avoid misperception from the subjects. Meanwhile, the distribution of open-ended questionnaire was conducted in the last week of the research.

3.3.2 Classroom Observation

The observation is fundamental and the most important data collection technique in the qualitative research (Marshall and Rossmann, 2006). In this study, the class observation was aimed to capture the EFL classroom situation in a meeting. However, it was hard to capture everything going on in the classroom. Therefore, this study's classroom observation focused on certain kinds of activities and events that provided certain information for answering the research questions of the study.

The researcher conducted the classroom observation to collect the data related to the factors generate language anxiety and how the levels of anxiety influence students' participation and their attitude in EFL classroom. Specifically, the foci of observation include the following aspects (Merriam, 1998, as cited in Cha 2006):

1) The physical setting

A close observation on physical environment (e.g., classroom layout) was crucial in this study, since it could affect students" feelings and behaviors. For instance, a particular classroom layout facilitating group work, could promote a higher level of student to student interactions during class and thus their sense of friendship, which has been found to render or lessening effect on language anxiety (Young, 1990; Samimy & Rardin, 1994 as cited in Muhtar, 2014).

2) The subjects

This element of observation identified who were in the classroom, demographic characteristics of participants, including not only main participants but also their classmates and teachers. It was important to understand the demographic characteristics of all participants, for they might produce useful clues to appreciate the mechanism of language anxiety, which was otherwise difficult to grasp.

3) Activities and interaction

The observation was made on specific activities and behaviors of all participants relevant to language anxiety, such as the

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competitiveness, level and types of interactions, sequence of activities. For example, the researcher tried to find out the pattern of teacher's manner of building interaction with the students, and to see how the students responded the teacher's stimulus given in English EFL classroom activity.

4) Conversation

The content of conversations among students as well as with teachers was noted. Their conversations were directly quoted, paraphrased or summarized in the field notes, as needed to answer the research questions. In addition, I also noted the silence and nonverbal behaviors, such as avoidance and withdrawal that have important bearing of language anxiety.

5) Subtle factors

The researcher looked for less obvious but relevant behaviors to language anxiety that contained symbolic and connotative meanings such as biting nails, making face, sweating, gazing, the way of raising hand, etc. More importantly, the researcher was equally attentive to what did not happen, in other words, absence of occurrence (Patton, 1987 as cited in Muhtar, 2014).

6) Researcher's behaviors

The thoughts, comments, roles of the observer are as important as those of participants, since like the latter, the former also affect what is being observed (Merriem, 1998 as cited in Muhtar, 2014). Therefore, what the observer was thinking about what was going on in observation was necessary to be noted, for it could be used

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later to have as wide a perspective as possible in interpreting the sequences and patterns of events and activities recorded in the field notes.

Through observing the above aspects, the researcher could identify whether the teaching and learning process influenced the students' learning anxiety.

In doing the observation, the researcher used videotaping, audio recording and also field notes taking. The videotaping was used to gain the picture of EFL classroom activity. The video and audio recording were important to be utilized to capture classroom activities (Nunan & Bailey, 2009). Whereas, field notes were used to make a list of what kind of activities happen in the class. These field notes were also used to support and also as back up data if there is something happen to the video recorder. The field notes were taken during the observation and after observation. The researcher did the observation in the second week of the study. It took two EFL classrooms that were observed.

In this classroom observation, the researcher was as a non-subjects observer. The researcher did not directly involve in teaching and learning process. The researcher only came to the classroom and recorded the activity using the video recorder and also made field notes related to all activities in the EFL classroom. The researcher did not participate in the activity that was being observed but rather "sit on the slidelines" and watched (Fraenkel, Wallen, & Hyun, 2012). The teacher was previously informed that the researcher would record the classroom activities without mentioning what aspects of classroom activities were going to be observed.

3.3.3 Semi-structured Interview

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The researcher used on group semi-structured interview to obtain the data which related to the factors contributing to learning anxiety and the anticipated factors that can reduce students' learning anxiety in EFL classroom. It consisted of 11 questions to explore the students' anxiety contributing factors and the factors could reduce them. The researcher used semi-structured interview because it helped the researcher to have a clear set of guidelines to be followed while conducting the interview (Lichtman, 2006). In addition, this study used semi-structured interview to obtain the deeper data related to the contributing factors to language learning anxiety in EFL classroom which were previously obtained from the questionnaire (FLCAS). It was also used to gain the data related to students' perception on the anticipated anxiety-reducing factors in an EFL classroom.

The researcher conducted the semi-structured interview in *bahasa Indonesia*, this was to make it easier for the subject to comprehend the questions so that the best answers could be obtained. The reason for using the respondents' native language helped the researcher to get more detailed data from the respondents (Alwasilah, 2003).

The interview was addressed to twelve subjects who were classified based on the FLCAS results. They were 2 high level anxiety students from male's class, 3 high anxiety students from female's class, 2 moderate anxiety students from males and a moderate anxiety student from female's class, 2 very low anxiety students from male class, and 2 very low anxiety students from female class. The researcher interviewed them to explore the factors contributed to their learning anxiety in EFL classroom and the anticipated anxiety-reducing factors in an EFL classroom. The interview

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was conducted after the observation had been finished. It took 15 until 20 minutes for each group. The table of the semi-structured interview schedule can be seen as follows:

Table 3.2

Semi-Structured Interview Schedule

No	Subjects	Time	Class
1	Group 1 (low, moderate, and high anxiety)	20 minutes	male
2	Group 2 (2 low anxiety and 1 high anxiety)	20 minutes	female
3	Group 3 (low, moderate, and high anxiety)	20 minutes	male
4	Group 4 (1 moderate and 2 high anxiety	20 minutes	female

3.4 Data Analysis

In analyzing the data, this study focused on the data which were collected through questionnaires, classroom observation, and the semi-structured interview. The data from FLCAS was counted, displayed and analyzed. The data from the open-ended questionnaire was displayed and analyzed. Meanwhile, the data from the classroom observation and the semi-structured interview were transcribed, coded, categorized, and analyzed.

3.4.1 Analysis of Questionnaires

To determine the students' levels of anxiety, the researcher analyzed the FLCAS based on the Krinis's classification because his classification was found very clear and basically similar with other classifications. As it had been discussed previously, the questionnaires which were used in this study were closed-ended questionnaire and open-ended questionnaire. The close-

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ended questionnaire was on the form of Likert-scale. This questionnaire consisted of 33 questions with 5 answers Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree (SA, A, N, D, SD) with score ranged from 1-5. There were 33 as the lowest score and 165 as the highest score. There were 9 positive statements and 24 negatives statements. The positive statements appeared in statements number 2, 5, 8, 11, 14, 18, 22, 28, and 32. Meanwhile, the negative statements were 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 scoring between positive statements and negative statements were different. The Likert's scoring scale to measure students' anxiety levels is shown below:

Table 3.3

The Likert's Scale Scoring

	Scoring				
Statement	SA	A	N	D	SD
Positive	1	2	3	4	5
Negative	5	4	3	2	1

The researcher calculated the result of questionnaire by using excel program. After the score of each student was obtained, it categorized into some levels of anxiety. The levels range from very low anxiety, moderately low anxiety, moderate anxiety, moderately high anxiety, and high anxiety. The scoring table of anxiety levels can be seen as follows.

Table 3.4

The FLA Levels' Categorization (Krinis, 2007)

Range Score	Language Anxiety Level
33 – 82	Very Low Anxiety
83 – 89	Moderately low Anxiety
90 – 98	Moderate Anxiety
99 – 108	Moderately High Anxiety
109 – 165	High Anxiety

The data from this questionnaire was analyzed qualitatively. It was displayed in the form of descriptive statistic. After having students' level of anxiety, there were 12 students chosen to be interviewed. They were represented male and female class as well as represented three levels of anxiety (very low anxiety, moderate anxiety, and high anxiety) students. The questionnaire data analysis was conducted as soon as the subjects finished filling the questionnaire. It was in the first week of the study. Meanwhile, for the open-ended questionnaire, there were 4 questions on it. That questionnaire delivered to the subjects of the research to gain the data related to the anticipated factors to reduce learning anxiety in EFL classroom. The data from this instrument was also displayed and analyzed qualitatively.

3.4.2 Analysis of Classroom Observation

The analysis of classroom observation data (video, audio and field notes) were based on the steps reported in data collection techniques. The data which was obtained from the classroom observation were transcribed, coded, categorized, and analyzed to reveal the factors contributed to language anxiety and how the level of anxiety captured in the EFL classroom. In conducting the analysis, it was started by transcribing the data

which focused on several aspects as suggested by Merriam (1998, as cited in Cha, 2006)

After finishing transcribing the data from audio, video and field notes, the data were coded, and categorized to answer the research questions. The observation data analysis was conducted immediately after the observation process already had been finished. It was in the second week of the study. The following table is related to the classroom observation framework which was used in this study.

Table 3.5

The Observation framework adapted From Merriem, 1998 in Cha (2006)

No	Aspects observed	Observation results	Researcher notes
1	Setting	Kinds of settings used by teacher (Classical, letter U, round table, etc.) Skills (speaking, reading, listening or writing) Materials (greetings, expressing compliment, etc.)	
2	Subjects	Students' performance (active, passive, enthusiast, silent, etc.)	
3	Activities and Interaction	Teacher-students interaction during the class as well as students' reaction (how they pay attention, respond to teacher, how they communicate with peers, etc.)	
4	Conversation	Kinds of conversation happened in the class (teacher-students)	
5	Subtle factors	The behaviour of subjects (aggressive, active, aware about	

No	Aspects observed	Observation results	Researcher notes
		others, etc.)	
6	Comments	Researcher's comment on certain subjects (low anxious, moderate, or high anxious student) attitude during the class	

3.4.3 Analysis of Semi-structured Interview

The interview transcripts were analyzed using interactive model from Miles and Huberman's 1994 (as cited in Hamied, 2017). It comprised: data reduction, data display and conclusion drawing or verification. The following two tables are the example of how the semi-structured interview data is analyzed and displayed.

Table 3.6

The Transcripts of Interview Display

Number of questions	Subjects'	Excerpts	Codes	Researcher's notes
Q1	Subject 1 Subject 2	-	-	-
Q2	Subject 1 Subject 2	-	-	-
Cont.	-			

Table 3.7

The Major Themes Display

Themes	Points	Excerpts
Personal interpersonal	-	
Learners' belief	-	
Instructor-learner interaction	-	

Classroom procedure	-
Language testing	-
Other themes emerged	-

After conducting several steps above, the researcher sorted the data based on the need of the research to answer the second and the third research question of the research. The last step was writing the result descriptively and made them relevant to the theoretical framework as mentioned in chapter two of the research. The data from semi-structured interview was also analyzed to collaborate and confirm the results from questionnaire and classroom observation. This semi-structured interview analysis was conducted in the third week of the research. Lastly, after being analyzed, all the data from those three methods were compared and combined to triangulate and to assert the general conclusions of the analysis.

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