

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of the research method which is presented in details. It covers the research questions, research design, site and participant, data collection and the last is data analysis. As it was mentioned in the previous chapter, this study was aimed to answer two research questions.

1. What are students' levels of speaking anxiety in an EFL classroom?
2. How does pair work help EFL students to decrease anxiety in speaking English?

3.1 Research Design

This study used a qualitative method in form of teacher as a researcher the intervention in conducting the study where the teacher was also a researcher. According to Thurlow (2002) in Sugiyono (2017), a qualitative research is used to gain in-depth information regarding the topic of the research which is analyzed narratively. Additionally, intervention research could be defined as a “systematic study of purposive change strategy” (Fraser & Galinsky, 2010 p. 459).

Based on the purpose of this study, qualitative method in form of teacher as a researcher was employed because the researcher also took a role as a teacher in introducing pair work to students in the classroom and find out how pair work could reduce speaking anxiety among EFL students.

3.2 Site and Participants

First grade students in junior high school were chosen as participants since they are considered as beginners and young learners in learning English. According to Nunan (2011), the age range of young learners is those who are aged 3 to 15. Moreover, students in the first grade of junior high school have diverse proficiencies in learning a foreign language since they came from different elementary schools. Additionally, they are all beginners in junior high school which makes the study more beneficial

for them because they will be able to learn how to speak without feeling anxious and develop their speaking ability.

The study was conducted in one of the junior high schools in Bandung which involved 31 students in one classroom. Moreover, in this study, the researcher chose one less anxious student to be paired with one anxious student.

Based on the questionnaire, there were two “relaxed” students and one “very relaxed” student. Therefore, there were only three anxious students who can be paired. The three anxious students were classified in three categorizes which are “anxious”, “mildly anxious” and “very anxious”.

3.3 Data Collection

There are three instruments used in collecting the data. Those instruments are observation, questionnaire and interview which will be explained below.

3.3.1 Research Instrument

To gain the data of the research, three instruments were employed as follow.

3.3.1.1 Questionnaire

In order to answer the first research question, a questionnaire was administered to the students as participants of this research. To identify anxious students, the questionnaire containing 33 questions created by Horwitz, Horwitz and Cope (1986) was distributed. The questionnaire was distributed to the students before and after implementing pair work as a teaching strategy. Nevertheless, the words “foreign language” in the original version were replaced with “English” to adjust the participants’ comprehension.

The questionnaire has 33 statements which were divided into positive and negative statements. The positive statements of the questionnaire were in the statement number 2, 5, 8, 11, 14, 18, 22, 24, 28, and 32. Meanwhile, in the statement number 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 25, 26, 27, 29, 30, 31, and 33 were all negative statements. The table below depicts the positive and negative statements of the questionnaire.

Table 3.1 Positive and Negative Statements from FLCAS

Category	Statement
Positive	2, 5, 8, 11, 14, 18, 22, 24, 28, 32.
Negative	1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 25, 26, 27, 29, 30, 31, 33.

3.3.1.2 Observation

Observation section was employed in this study as one of the instruments in obtaining the data. According to Creswell (2012), observation is considered as the process of gathering open-ended, first-hand information that is done by observing people and places where the research is taken.

This study was conducted by using participant observer role where the researcher was engaged in the classroom activities. According to Creswell (2012), choosing the role of a participant observer is beneficial to have the same point of view as the participant by seeing the same experience as the participants. Moreover, he emphasizes that being a participant observer allows the researcher to gain information more deeply due to the involvement of the researcher. To complete the observation section, the researcher also used field notes. The employment of field notes in this study referred to definition from Newbury (2001 p. 2) who claims that field notes are “the objective record of observations made in a particular setting. Moreover, filed notes were also aimed to combine all the information and data obtained. Additionally, videotaping was chosen to help the researcher in collecting data during the observation section.

In order to examine whether the students who were already trained by pairing them in a pair working section were still anxious or not, the researcher provided a speaking performance section where students had to

perform what they get during the pair working section for three meetings. In the performance section, students have to come forward with their pair. In this section, the researcher refers to the analysis found by Sulemeinova (2013) about the symptom of anxious students. Originally, the symptom and physical behaviors of anxious students has eight points which are squirming, fidgeting, playing with hair or clothing, touching objects nervously, stuttering or stammering. Those anxious students might also show some anxious behavior such as headache, experiencing tight muscles, and feeling unexplained pain or tension in any part of the body. Since the researcher only saw the physical appearance of the symptoms, the table that was chosen to be the guideline for the researcher to recognize anxious students only consists of several symptoms as follow.

Table 3.2 Symptoms of Anxious Students

No	Physical Behavior of Anxious Students
1.	Squirming
2.	Fidgeting
3.	Playing with hair or clothing
4.	Touching object nervously
5.	Stuttering or stammering

(Adapted from Suleimenova, 2013.)

3.3.1.3 Interview

Interview was chosen as one of the instruments due to the advantage of the interview itself. It allows participants to give personal information in more detail. Employing the interview also gives an opportunity for interviewer to ask specific information (Creswell, 2012). The questions in the interview were questioned by the researcher and were developed from the questionnaire to get detailed information from the participants.

One-on-one interview was the type of interview chosen to gain the data specifically. Creswell (2012) believed that conducting a one-on-one interview is more comfortable, especially for participants, for answering several questions asked by the researcher. In addition, Creswell (2012) claimed that an interview provides open-ended questions which can allow participants to make the option in responding to the question.

3.3.1.4 Test Performance

A test performance was conducted to examine anxious students. According to Arikunto (2014 p. 193), a test is used in the research to measure a group or individual's ability, intelligence and other skills. In this study, test performance was conducted once in three meetings. Firstly, the researcher asked anxious students to come forward with their pair to share the topic with their classmates. While the student was speaking, the researcher observed the visible anxious symptoms by their physical behaviors when they had to speak English in front of their classmates.

To make it easier for the anxious students while having a performance, the researcher asked the students to take note before they were requested to come forward. The anxious students were also allowed to bring their notebooks while performing.

3.3.2 Research Procedure

The research procedures in this study were divided into several steps in which:

3.3.2.1 Procedure for Pair Work Discussion

In this study, pair work activity was chosen to be a treatment to reduce the number of anxious students in an EFL classroom. Before having the discussion, the researcher determined pairs for the anxious students. In this section, the researcher provided one less anxious students to be paired with one student whose was considered as anxious. It was expected to enable the transference of knowledge and confidence from the relaxed students to

anxious students. It is in line with Storch and Aldosari (2012) who conducted a study where one high proficiency learner was paired with one low proficiency learner. One of the results of pairing the students was that the pair classified into Expert-Novice pattern. According to Storch (2001), the pattern of Expert-Novice provides complementary goals among members of the pair. Moreover, the process of knowledge transference is also depicted in this pattern.

According to Storch (2002), “expert” is the one who take more control and encourage their partner to engage in finishing the task. Meanwhile, “novice” takes a role as a partner for “expert” who needs an encouragement while learning in the classroom. Moreover, Watanabe and Swain (2007 as cited in Storch and Aldosari, 2012) conducted a study which showed that the “expert” students got a higher score than “novice” students on post-test. It refers to the score regarding the FLCAS where the “expert” students would tend to be relaxed than the “novice” students. Thus, by pairing one less anxious student with one anxious student, the researcher expected that it would lead to Expert-Novice pattern.

Furthermore, the questionnaire was administered to all students in the classroom to determine the anxious and less anxious students. After determining the pairs, the researcher decided the topic that would be discussed by the paired students. Later, the researcher would ask the students to have a test performance in front of their classmates related to the topic. The schedule of each activity will be described below.

Table 3.3 Schedule of Conducting the Research

Time	Activities
1 st Meeting (September 22, 2018)	1. Administering the first questionnaire to all students.
2 nd Meeting (September 29, 2018)	1. Deciding the first topic and having the second discussion. 2. Having the first performance related to the topic. 3. Observing the anxious students.
3 rd Meeting (October 1, 2018)	1. Deciding the second topic and having the second discussion. 2. Having the second performance related to the topic. 3. Observing the anxious students.
4 th Meeting (October 4, 2018)	1. Deciding the third topic and having the third discussion. 2. Having the third performance related to the topic. 3. Observing the anxious students.
5 th Meeting (October 8, 2018)	1. Administering questionnaire to the anxious students. 2. Having interview section with the anxious students.

3.3.2.2 Procedure for the Anxious Students' Test Performance

Before having a test performance regarding the topic, the students were asked to have discussion section with their pair which was chosen by the researcher. For the first performance, the anxious students were accompanied by their own partner to come forward and help them to speak

in front their classmates. The researcher observed the students' physical behaviors while they were trying to present in front of the class to examine the symptom of anxiety that might occur to them.

The second performance was not too different from the first one. The anxious students were asked to report their assignment in front of the class and still accompanied by their partner. However, in this second performance their partner was not allowed to help them in speaking English. It is expected that anxious students could be accustomed to deliver words in English without being assisted by other people. Moreover, students are expected to increase their level of confidence and decrease speaking anxiety. Students were observed by the researcher according to the same form as the first observation in the previous presentation.

After having the second speaking performance, in the next meeting the researcher asked anxious students to present their ideas and opinion in the final performance without being accompanied by their partner. In this section, the anxious students tried to deliver the assignment regarding the topic that had been discussed. Meanwhile, the researcher observed the anxious students' behavior through the same form as the first and second observation.

3.3.2.3 Procedure for Questionnaire

Administering questionnaire in this study was divided into two sections. The questionnaire was adapted from Horwitz, Horwitz and Cope (1986). The questionnaire contained of 33 statements which 19 of the statements referred to the speaking anxiety which also would be analyzed by the researcher.

The first section of administering the questionnaire was before conducting pair work to determine less anxious and anxious student in order to put them in pair. Meanwhile, the second section of administering the

questionnaire was after conducting pair work for three times to find out whether the number of anxious students in the classroom was decreased.

3.3.2.4 Procedure for Observation

In this study, there were two observation forms. The first one was aimed to find the correlation between pair work characteristics and speaking anxiety. Meanwhile, the second observation form was to examine the symptom of anxious students while they were speaking English in front of the classroom.

The first observation was done by monitoring pair work as a teaching strategy to reduce speaking anxiety while students were working with their pair. Meanwhile, the observation section for examining the symptom was done by the researcher while the anxious students were having a presentation based on the topic. The researcher observed the anxious students in each presentation which means that there are three observation sections in this study.

The content of the observation sheet is based on the criteria of anxious students which was reported by Suleimenova (2013). There are five symptoms in determining the anxious students which are squirming, fidgeting, playing with hair or clothing, touching object(s) nervously and stuttering or stammering.

Additionally, observation section was also done to examine those students who are not anxious. After getting the result of questionnaire, the relaxed students were observed by coming forward to speak English in front of their classmates.

3.3.2.4 Procedure for Interview

The last instrument used in this research is interview. The interview section occurred in the last meeting of the schedule. The list of question in the interview is based on the questionnaire from Horwitz, Horwitz and Cope (1986) and developed by the researcher.

The interviewees were all anxious students who were categorized in three parts which are “mildly anxious”, “anxious” and “very anxious” to gain deeper information regarding their anxiety towards speaking English and to find out the aspects of pair work activity which helped students in reducing speaking anxiety and increase the level of confidence.

3.4 Data Analysis

Data analysis is gathered from several instruments which are questionnaire, observation and interview.

3.4.1 Analysis of Data from Questionnaire

In the first section of questionnaire, the students were distributed questionnaire to measure the level of anxiety among students in speaking English. The result of the analysis indicated that students experienced anxiety in different levels. The second section was applied after conducting pair work, the analysis of data from questionnaire would have the same system as the first section. Moreover, descriptive statistics was used in order to analyze the data. Before classifying the students into levels of anxiety, Likert’s 5-graded scale was used to be a tool of measurement which has five points, strongly-agree, agree, neutral, disagree and strongly-disagree. For positive statements, the score is ranged from 1 to 5. Vice versa, the system of scoring for negative statements is reversed which is from 5 to 1.

Table 3.4 Likert Scale

Score					
Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Positive	1	2	3	4	5
Negative	5	4	3	2	1

To measure the level of anxiety among students in EFL classroom, Oetting Scale was utilized. This scale categorized anxiety into five levels, very relaxed, relaxed, mildly anxious, anxious and the last one is very anxious. Students whose the score of the questionnaire was between 33 until 64 were considered as “very relaxed”, those who got the score between 65-85 were categorized as “relaxed”. The score between 86-106 was classified as “mildly anxious”. Students who were categorized as “anxious” would get the score from 107 to 123. Finally, the range score between 124 and 165 was categorized as “very anxious”

Table 3.5 Anxiety Scale

Range	Level
124 – 165	Very anxious
107 – 123	Anxious
86 – 106	Mildly anxious
65 – 85	Relaxed
33 – 64	Very relaxed

(Adapted from Oetting, 1983.)

3.4.2 Analysis of Data from Observation

Observation was needed to gain more information from the participants as the researcher took the role as a participant observer. Meanwhile, to collect the data in the classroom, videotaping was utilized which means that the researcher recorded the situation which happened in the classroom especially when the anxious students came forward to perform.

After recording, the researcher analyzed the data to gain information during the process of pair work activity and speaking performance. From the analyzed data, the researcher concluded everything that happened while conducting pair work activity in the classroom.

3.4.3 Analysis of Data from Interview

Interview was employed after gaining the data from the second set of administering questionnaire. The data from questionnaire led to the result of anxious students which meant the interviewees were those anxious students or those students who got “anxious”, and “very anxious” classification based on their answers in the questionnaire. The purpose of interviewing the anxious students only was to make the researcher focuses on the anxious students as the main problem in this research. On the other hand, the factors of anxiety among EFL students could be revealed by conducting interview as one of the instruments of this study.

During the interview section, the researcher who also took a role as the interviewer delivered questions using Bahasa Indonesia to avoid misunderstanding among the interviewees. The researcher also took note and recorded everything in the section using voice recorder to avoid mistakes in collecting the data and transcribed every word based on the interview section.

3.4.4 Analysis of Data from Test Performance

The researcher examined the anxious students while they are using English to deliver their conclusion about the topic they discuss with their partner. The researcher also used an observation sheet on each anxious student. The observation sheet contained the visible symptoms in anxious students.

3.4 Concluding Remarks

This chapter contains the elaboration of methodological aspects which consists of research design, site and participants, data collection and data analysis. These aspects were aimed to obtain analyze the data.