

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter deals with aspects of methodology used to guide the present study. Several points to discuss are the explanation of the research design, setting, participant, data collection methods, data analysis and conclusion of methodology.

#### **3.1 Research Design**

The research design of this study is descriptive qualitative case study. In this present study, there are both quantitative and qualitative data. However, this study is dominated by qualitative approach. This study is primarily concerned with meaning rather than generalization (Creswell, 2012, p. 16). It is an in-depth exploration of a bounded system based on extensive data collection (Creswell, 2007). Certain phenomena were described in this study. This study focused on a program, event, or activities and provided a detailed description and analysis of a case based on extensive data collection (Creswell, 2012, p.16). In addition, case study was used since it allows the researcher to do research in small amount of respondents (Emilia, 2009). As Stake (1994) suggested that “a researcher is allowed to study in small and single case through case study” (p. 278). In this study, the researcher conducted the study in one of senior high schools in Bandung. Students in one of the classes of the school were chosen to be the participants of this study.

Case study is appropriate for this study because the aims of this study are to investigate the causes of students’ speaking anxiety in Language program class and strategies used in overcoming language anxiety in speaking English. The study was conducted in small amount of respondents and single case through case study.

### **3.2 Setting**

The site of this study was one of senior high schools in Bandung, West Java, Indonesia. There were three reasons of choosing this research site. First, this research site was accessible in gaining permission to enter the site of the study. Creswell (2012) highlighted that “to research problem, investigators need to gain permission to enter a site and to involve people at the location of the study” (p. 61). Second, the school has Language program which the students became the participants in this study. In this study, the researcher wanted to investigate the existence of language anxiety in speaking English experienced by Language program students in which has more time allocation in English than other programs. Third, the researcher had been familiar to this site. Since the researcher had been familiar to the situation and condition of the site, thus the researcher could adapt easily to the surroundings and the students (Creswell, 2012, pp. 210-211).

### **3.3 Participant**

The participants of this study were 34 students of a senior high school in Bandung. One of Language program classes in the senior high school was chosen as the participants of this research. The first grade of Language program in senior high school was chosen because the time allocation of learning language particularly English is more than Science or Social-program. Therefore, the researcher is willing to investigate how far the students feel anxious in their speaking English. Participants were categorized based on their level of anxiety by using Foreign Language Classroom Anxiety Scale (FLCAS) designed by Horwitz, Horwitz, & Cope (1986). The items on FLCAS which related to speaking anxiety were used to measure the score of students who experienced language anxiety in speaking English. Seven students from anxious and very anxious level of anxiety who also gained higher score of speaking anxiety were involved in the interview session. The students were given some questions about the causes of anxiety on their performance and strategies used in overcoming their anxiety. Furthermore, the participants complete questionnaire about strategies used in overcoming

language anxiety. The strategies used in overcoming language anxiety in speaking English were analyzed by using five strategy categories developed by Kondo & Ying-Ling (2004).

### **3.4 Data Collection Methods**

To collect the data, two techniques were employed in this study; these were questionnaire and interview. Each technique of data collection is described below.

#### **3.4.1 Questionnaire**

With regard to answer two research questions of this study, two questionnaires were administered to the participants. The first questionnaire was used to investigate the level of language anxiety and the causes of language anxiety in speaking English. The second questionnaire was administered to reveal the strategies used by the participants in overcoming their language anxiety in speaking English in the classroom.

Questionnaire was administered to the participants. The first questionnaire was used to categorize the participant into five categories: Very Anxious, Anxious, Mildly Anxious, Relaxed, and Very Relaxed. It allowed the participants to fill it out at their own convenience. Foreign Language Classroom Anxiety Scale (FLCAS) of Horwitz, Horwitz, and Cope (1986) has been used in several studies to measure the level of students' anxiety. It had been used by many researchers such as Piniel (2006), Na (2007), and Huang (2009) to measure the level of anxiety of participants. It shows that FLCAS has high validity and reliability in such studies. Since the participants were Indonesian students, the researcher adapted the questionnaire and translated it into Bahasa Indonesia before administering the questionnaire to the participants. Additionally, since the study is aimed to portray students' speaking anxiety in English context, the words "foreign language" used in original FLCAS were replaced with "English". The questionnaire items are attached in the appendices (Appendix A).

There are 33 question-items in FLCAS. The students' response on this 5-point Likert scale ranged from "Strongly Agree" (SA), "Agree" (A), "Neither Agree nor Disagree" (NA), "Disagree" (D), and "Strongly Disagree" (SD). The range score of this study was from 33 to 165. Nevertheless, there are 14 items related to speaking anxiety: 1, 3, 7, 9, 13, 14, 18, 20, 23, 24, 27, 30, 31, and 33. The students who were categorized as anxious and very anxious in language anxiety also gained higher score in speaking anxiety. Therefore, those students were chosen to be interviewed to investigate more about the cause of speaking anxiety and the strategies they used in dealing with the anxiety.

The second questionnaire was adapted from Kondo & Ying-Ling (2004). The questionnaire was used to categorize the strategies used by the students in overcoming language anxiety in speaking English. The responses from the participants were categorized into five categories: *Preparation, Relaxation, Peer Seeking, Positive Thinking, and Resignation*. As the first questionnaire, this questionnaire was translated into Bahasa Indonesia since the participants were Indonesian students. There were 10 items in the questionnaire adapted and modified from Kondo and Ying-Ling (2004). The questionnaire items can be seen in the appendices (Appendix B). The participants responded "Agree" and "Disagree" to each item of the questionnaire. To identify the frequency of the participants' strategies in overcoming language anxiety in speaking English used percentage.

### **3.4.2 Interview**

Interview was conducted to get deeper information which was not available on questionnaire (Alwasilah, 2008). Semi-structured interview was used in this study. Semi-structured interview is the types of oral interview which the interviewer has a general idea of where he or she wants to go, but does not enter the interview with a list of predetermined questions (Nunan, 1992, p. 149). This type of interview gave the interviewee a degree of power and control over the course of the interview. In addition, it gave the interviewer a great deal of flexibility. Open-ended questions used to enable the participants to probe for

further information, elaboration, and clarification of responses, while maintaining a “feeling of openness” to the participants’ responses (Creswell, 2012). In this study, one-on one interview was conducted in which the researcher asks questions to and records answer from only one participant (Creswell, 2012). Interview session lasted for 10 minutes for each participant.

Speaking in the target language seems to be the most threatening aspect and poses great difficulties for the anxious students (Horwitz, Horwitz, and Cope, 1986). In addition, some previous researchers found that high anxiety plays a debilitating role in language learning and those students with language anxiety find it more difficult to express their own views and tend to underestimate their own abilities (MacIntyre & Gardner, 1994; Na, 2007). With regard to investigate the existence of language anxiety in speaking English experienced by anxious students, students from higher speaking anxiety score were chosen to be interviewed. They were seven students, one student from very anxious level and six students from anxious level of anxiety in speaking English, took part in the interview session. The researcher interviewed the students and focused on the topic of this research. Some questions were about the causes of anxiety in speaking English while some questions were about the strategies used by the students in overcoming language anxiety. The interview was conducted by using Bahasa Indonesia in order to avoid misunderstanding (Creswell, 2012, p. 225). The students were administered demographic information sheet to be filled out. Demographic information sheet used to get background information about the students which consisted of age, gender, English learning periods, and other languages were used by the students.

### **3.5 Data Analysis**

After collecting the data through questionnaire and interview the data were analyzed to draw the conclusion. The analysis of each instrument was elaborated.

### 3.5.1 Analysis of Data from Questionnaire

Data from questionnaire were collected to measure level of anxiety experienced by students in the English classroom. It utilized Likert's scale which ranged from 1 to 5 for positive statement and 5 to 1 for negative statement. The positive statements were in questions numbers 2, 5, 8, 11, 14, 18, 22, 24, 28, and 32. Meanwhile, the negative statements were 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. The Likert's scoring table is shown in Table 3.1. Nevertheless, there are 14 items related to speaking anxiety: 1, 3, 7, 9, 13, 14, 18, 20, 23, 24, 27, 30, 31, and 33. The Table 3.2 shows questionnaire items of speaking anxiety.

The table below shows the Likert's scoring table in FLCAS.

**Table 3.1**  
**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

**Table 3.2**  
**Questionnaire Items of Speaking Anxiety**

Statement	SA	A	NA	D	SD
I never feel quite sure of myself when I am speaking in my English class.					
I tremble when I know that I'm going to be called on in English class.					
I keep thinking that other students are better than I am in speaking English.					
I start to panic when I have to speak without preparation in English class.					
It embarrasses me to volunteer answers in my English class.					

I would not be nervous speaking English with native speakers.					
I feel confident when I speak in English class.					
I can feel my heart pounding when I'm going to be called on in English class.					
I always feel that the other students speak English better than I do.					
I feel very self-conscious about speaking English in front of other students					
I get nervous and confused when I am speaking in my English class.					
I feel overwhelmed by the number of rules you have to learn to speak English.					
I am afraid that the other students will laugh at me when I speak English.					
I get more nervous when the English teacher asks questions which I haven't prepared in advance.					

In order to analyze the data, the researcher counted the data manually following the Oetting's scale (1983). After counting the score, the researcher categorized them into five levels: very relaxed, relaxed, mildly anxious, anxious, and very anxious. To be more specific, the participant chosen were the students who gained higher speaking anxiety score. Table 3.3 shows the level of Foreign Language Classroom Anxiety Scale

**Table 3.3**  
**Foreign Language Classroom Anxiety Scale Following Oetting's Scale**

<b>RANGE</b>	<b>LEVEL</b>
124-165	Very Anxious
107-123	Anxious
86-106	Mildly Anxious
65-85	Relaxed
33-63	Very Relaxed

Moreover, the factors of language anxiety in speaking English were investigated through the questionnaire. There were categorized into two factors of language anxiety: communication apprehension, which stated in the statement number 1, 9, 14, 18, 24, and 27 and the students feeling about fear of negative evaluation were covered in statement number 3, 7, 13, 20, 23, 31, and 33.

To answer the second research question, the data from questionnaire were analyzed descriptively. Because of the small respondents, the data from questionnaire were analyzed mainly in terms of percentage. The data were analyzed by measuring the percentage of the participants' strategies in overcoming language anxiety in speaking English. Strategies used by the students in overcoming language anxiety in speaking English were analyzed by using five strategy categories developed by Kondo & Ying-Ling (2004); *Preparation, Relaxation, Positive Thinking, Peer Seeking, and Resignation*. Table 3.4 shows the questionnaire items and the label of strategies adapted and modified from Kondo and Ying-Ling (2004).

**Table 3.4**  
**Questionnaire Items of Strategies in Overcoming Language Anxiety in Speaking English**

No.	Statement	Strategy
1	I try to make habit of studying English frequently.	<i>Preparation</i>
2	I try to relax when I am in my English class.	<i>Relaxation</i>
3	I always think positively that I am able to speak English in the classroom.	<i>Positive Thinking</i>
4	I tell myself that others must also be anxious.	<i>Peer Seeking</i>
5	I tell myself that I am OK when I feel anxious in my English class.	<i>Positive Thinking</i>
6	I never tell myself that difficult problems for me are also difficult to others. *	<i>Peer Seeking</i>
7	I don't want to participate in the speaking English class.	<i>Resignation</i>
8	I study hard the day before I give performance which requires me to speak English.	<i>Preparation</i>
9.	I take a deep breath when I feel anxious in my English	<i>Relaxation</i>



	class.	
10.	I avoid getting involved in a situation which can make me feel anxious when speaking English in the classroom.	<i>Resignation</i>

*The items with (\*) symbol are reverse statement*

### **3.5.2 Analysis of Data from Interview**

The data from the interview was recorded through audio recording. It enables the researcher to keep the information safely (Creswell, 2012). The data were also transcribed, categorized, and interpreted to answers research questions. There were the steps in analyzing data through interview. First, transcribing the data based on the audio recording and researcher's note. Second the researcher reduced inappropriate data which were not relevant to the study. Afterwards, categorizing the data into several themes, they were language anxiety in speaking English, the causes of language anxiety in speaking, and strategies used in dealing with anxiety. Last, the researcher related the data theories and previous research to address the research questions.

### **3.6 Concluding Remarks**

This chapter has explained the research design, setting, participant, data collection methods, and data analysis. The following chapter describes the findings and discussion.