

CHAPTER III

METHODOLOGY

The third chapter discusses the methodology applied in this research including the research design, site, respondent, data collection, and data analysis.

3.1. Research Design

to get an in-depth answer. Besides, a case study is used to investigate the source of students speaking anxiety, symptoms, and the students' coping strategies. This method allows the researcher to explore social and human problems in a natural setting (Creswell, 1997). This way, conclusions can be drawn from an in-depth understanding of a phenomenon involving multiple instruments to enrich the data (Creswell, 1997; Hamied, 2017). This approach also helps researchers with its characteristics to meet research goals. However, according to Punch (2009), as cited in Hamied (2017), a case study has boundaries in research such as time, place, and the case studied.

3.2. Site and Respondent

This research took place in one of the vocational high schools in Bandung, where the researcher did pre-service teaching (PPLSP). The FLCAS questionnaire was carried out among 100 students in their second-year majoring in tourism. However, only 51 out of 100 students filled out the questionnaire. The students were chosen with purposive sampling; they were taken based on specific considerations (i.e., their anxiety level) (Sugiyono, 2014; Hamied, 2017). The conditions of respondents are L2 students who use Indonesian as their mother tongue and have blended learning as the impact of the pandemic. Based on their foreign language learning experience, the participants have already studied general English for at least four years and specific English for one year.

Six people with the highest (3) and the lowest (3) scores of anxiety levels are the sample for the data collection through student reflection and structured interviews. Their identities were anonymous and using codes S1 to S6. Table 3.1. shows respondents' code based on their score of FLCAS.

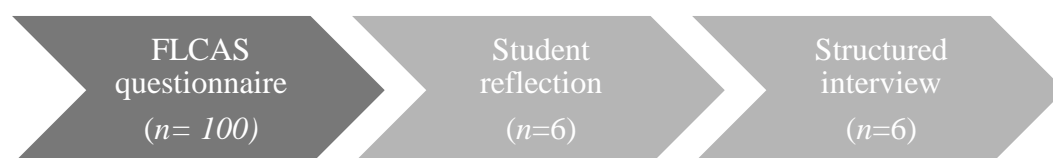
Table 3.1. Respondents selected for reflection and interview session

Code	S1	S2	S3	S4	S5	S6
FLCAS Score	138	136	135	82	77	68

The codes indicate the highest score to the lowest (S1-S6). This code is used in upcoming discussions to show the research findings.

3.3. Data Collection

To collect the data, three instruments were used namely FLCAS, student reflection, and structured interview. The illustration below shows how the data gathered.

Figure 3.1. Data collection processes

3.3.1. Questionnaire of FLCAS

This study adopts the questionnaire FLCAS developed by Horwitz et al. (1986). It is worth noting that this questionnaire has already been tested for its reliability and validity to find out what was previously said (Horwitz, 1986). This questionnaire aims to determine anxiety levels and identify patterns of contributing factors to their anxiety individually. This questionnaire was chosen considering its function and intention to meet the findings with the answer to research questions.

FLCAS is considered appropriate to this research because it is developed to assess student anxiety in performance (Horwitz, 1986). Therefore, many scholars use this instrument in a similar field to speaking anxiety (Aeni et al., 2017; Liu, 2006; Luo, 2013; Suparlan, 2021; Zhiping & Paramasivam; 2013) or recommend it (Abdurrahman & Rizieq, 2020). The Likert scale makes it possible to find answers that match the student's condition. Thus, this instrument is beneficial in providing an overview of the conditions at the research site that the researcher chooses.

There are three components in FLCAS: 1) communication apprehension, 2) test anxiety, and 3) fear of negative evaluation. See table 3.1. below for the distribution for each component:

Table 3.2. Components in FLCAS by Horwitz et al. (1986)

Component of FLA	Item No	Total item
Communication Apprehension (CA)	1, 4, 9, 14, 15, 18, 24, 27, 29, 30, 32	11
Test Anxiety (TA)	3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, 28	15
Fear of Negative Evaluation (NE)	2, 7, 13, 19, 23, 31, 33	7
Sum		33

As listed, it consists of 33 items with a 5-level Likert scale to see how the student perceives the statement and agrees or disagrees with the situation (Taherdoost, 2019). It begins with SA (strongly agree/ *sangat setuju*), A (agree/ *setuju*), N (neutral/ *netral*), D (disagree/ *tidak setuju*), and SD (strongly disagree/ *sangat tidak setuju*). In order to get the best and suit result from the respondents, the questionnaire is translated into Indonesian (see appendices).

3.3.2. Student Reflection

Student reflection enriches the findings with the learners' perspective and experience. Reflection is usually used for academic activities but can also be a medium for data collection because researchers can examine student awareness (Yasuda & Nabei, 2018). This student reflection was made in open-ended questions to get enlightening data. Several indicators were developed to determine students' experience (focus on their feelings), especially in English speaking tests, symptoms, factors triggering their speaking anxiety, and students' perception of the relation between anxiety and their performance. Using this instrument, the researcher wants to discover participants' conditions while feeling anxious. The data obtained from student reflection is also beneficial for the researcher in building structured interviews at the last stage.

3.3.3. Structured interview

According to (Hamied 2017, p. 209), interview generally is used to ease the researcher in seeing “attitudes, interests, feelings, concerns, and values.” On this basis, the researcher chose structured interview to dig deeper into the information from the respondents. By having structured interview, it will help the researcher to

focus in finding the research's answers. Interview questions were developed based on student reflection answers to present the participants' complete and in-depth information.

This interview employed six students of the top three, each with the highest and the lowest score anxiety levels. It was conducted one by one with a duration taken is approximately 45 minutes each participant. The data gathered have already been documented in voice notes and note-taking to protect the data.

3.4. Data Analysis

The data gathered displayed as a complete narrative report to present the findings and literature in a single unit in a meaningful way (Creswell, 1997). Furthermore, it offers rich results from several data collection methods used for this research. The sections below explain how the data gathered was analyzed.

3.4.1. Questionnaire of FLCAS

The FLCAS questionnaire was analyzed by calculating all data gathered. Then, the data were described in the descriptive-statistical form. Descriptive statistics provide an overview of the sample under investigation without relying on probability theory to derive conclusions. It aids in summarizing data using simple quantitative metrics like percentages or means and visual summaries like histograms and box plots (Kaliyadan & Kulkarni, 2019).

FLCAS questionnaire used the Likert scale for the measurement. The statements in the FLCAS are grouped into positive and negative. The positive statement has points one to five for SA to SD. On the other hand, the negative statement has five to one for SA to SD.

Table 3.3. Positive and Negative Statements of FLCAS questionnaire

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

After the scores from each student are collected, the data were sorted from the lowest to the highest score. The researcher categorized it into low, moderate, and high levels. See table 3.4. below.

Dini Rahmayani, 2022

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Table 3.4. Foreign Language Anxiety Range Level

Anxiety Level	Range
Low	33-76
Moderate	77-120
High	121-136

3.4.2. Student reflection and interview

The analytical process developed by Miles and Huberman (1994) was applied to analyze these two instruments. Raw data collected from student reflection and structured interviews were processed by reducing the words first. Then, the data displayed in a simple table, making it easier for researchers to draw a conclusion. The three steps are also Creswell's (1997) way of analyzing qualitative data. In the appendices, it can be seen how the researcher conducted the analysis. To provide a detailed explanation, below are the analysis steps:

a) Data Reduction

This section aims to reduce the raw data without eliminating important information or getting out of the context of the conversation.

b) Data Display

The researcher organizes, compares, and harmonizes the information obtained in this section. This section provides convenience for researchers in understanding the set of information received.

c) Drawing and verifying conclusions

After the data is arranged sequentially, it is processed to obtain conclusions that can answer research questions.

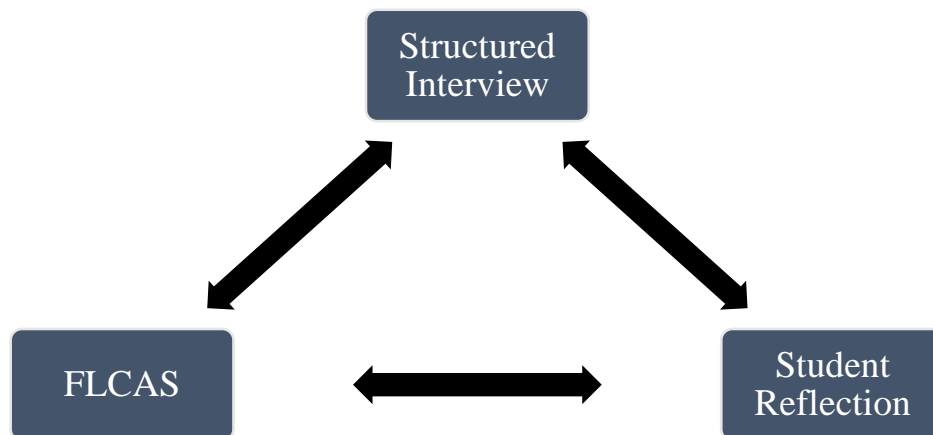
3.5. Data Triangulation

Data triangulation functions to obtain accurate data from all research processes by collecting and combining information. This study will carry out two triangulation events adapted by Creswell and Miller (1997).

3.5.1. Triangulation multiple forms

The figure below describes source triangulation carried out in this research to obtain in difference source and linking to each other. It clearly illustrates how each data confirms each other.

Figure 3.2. Cycle of triangulation multiple forms



3.5.2. Member checking

Member checking intends to maintain the credibility of the research by involving research respondents to clarify the research report that has been completed. The study results are credible if the respondent accepts the report the researcher has carried out.