CHAPTER III
RESEARCH METHODOLOGY

The description of how the study was conducted is presented in this chapter. The methodology involves research design, clarification of key terms, site and respondents, data collection procedure and data analysis.

3.1. Research Design

A qualitative method was considered to be an appropriate strategy for the current study, as it allows researcher to understand “the meaning” of the situation/condition (Maxwell, 1996). A description of how students experience speaking anxiety, the source of such an experience, and students’ coping strategies toward speaking anxiety was suited to be explored by this method. It offers a deep insight to the phenomenon and valuable information that provides a way to see the issue from the view of the subjects (Alwasilah, 2008). This method is also considered to appropriate because this can “make sense” to the students’ perceptions about the phenomenon, thus, hopefully it can influence their behavior toward their speaking anxiety and language learning process as well (Maxwell, 1996: 17).
3.2 Clarification of the Key Terms

Here is some explanation of some important terms in this study:

- **Speaking Anxiety**, refers to a feeling of apprehension, nervousness, or worry that interrupts students’ speaking performance just before or while they are performing English speaking tasks in class (Tasee, 2009).

- **Foreign Language**, in this research paper the term refers to any language other than the first language learned.

- **Language Anxiety** is feeling of tension or nervousness while learning a second/foreign language (Horwitz et al., 1986).

- **Foreign Language Classroom Anxiety Scale (FLCAS)** is the 33 questionnaire items created by Horwitz, et al (1986) to measure foreign language learners’ anxiety in classroom setting.

3.3. Site and Participants

The study was conducted in a state vocational high school in Bandung. The participants of this current study were students from the first, second and third grader. The participants have been learning English for approximately six to nine years. Twenty three students were selected to participate in this study. Afterward, eight students with various level of anxiety were chosen and then interviewed. The selections were proposed to capture the heterogeneity among the students population and also to have comparisons to explain difference between settings, events, and individuals (Maxwell, 1996:71-72; Alwasilah, 2008:148).
3.4. Data Collection Procedure

In the beginning, twenty three participants were asked to take the FLCAS questionnaire. The selection of these participants is based on several criteria; students’ classroom participation, attitude toward English class, English speaking proficiency, English test scores, and their length of study. Due to the accuracy of the assessment and selection was fully given to their English teacher.

Afterward, the questionnaires were collected and the answers were analyzed. The answers were presented in percentage to show the participants speaking anxiety level. Based on the analysis some participants were selected to be interviewed.

The next step of this study was an interview. It was to seek the possible source or their anxiety and how they cope with their anxiety. The interview was administered to eight selected participants. The answers were analyzed based on some experts’ theory and compare with several studies result. Finally, all of the results of each steps of this study were presented in Chapter IV.

3.3.1 Questionnaire

In order to asses the degree of students’ speaking anxiety, this study employed the adaptation and translation of Foreign Language Classroom Anxiety Scale (FLCAS). This open-ended questionnaire was developed by Horwitz, Horwitz, and Cope (1986). Horwitz and her colleagues (1986) had conducted numerous validity and reliability studies on the instrument. This scale has been used in a large number of research projects (Horwitz 2001).
The students’ response on this 5-point Likert scale ranging from “Strongly Agree” (SA), “Agree” (A), “Neither Agree nor Disagree” (NA), “Disagree” (D), and “Strongly Disagree” (SD). To the suit of the participants’ language learning situation context the word “foreign language” used in the original FLCAS were consistently replaced with “English”. For example, the original FLCAS item “I never feel quite sure of myself when I am speaking in my foreign language class” was modified to be “I never feel quite sure of myself when I am speaking in my English class”. All 33 items were translated into Indonesian before it was administered to the participants.

3.3.2 Interview

Based on the questionnaire analysis, semi-structured interviews were administered to eight selected students. The interview considered to fit this study because it tried to find freer respond from the participants of some basic idea that need to cover. This type of interview was required to get the “in-depth information”, as it allows researcher to ask “follow-up questions” about the participants’ answers on the questionnaire (Alwasilah, 2008: 154). The interview that was recorded and transcribed to avoid “inaccuracy and incompleteness” data (ibid.: 171). Personal data of each of participants was collected (i.e., name, program major, year in school, etc.).
3.5. Data Analysis

The 33 items in the FLCAS were analyzed and presented in the percentage. The percentages were rounded to the nearest whole number. For the purpose of this analysis, the responses to “Strongly agree” (SA) and “Agree” (A) were combined to create an overall score of agreement with the question, and the sum of responses to “Disagree” (D) and “Strongly disagree” (SD) were similarly calculated to gain a measure of disagreement.

These 33 items in the questionnaire are reflective to communication apprehension, test anxiety and fear of negative evaluation. However, in the previous chapter it was verified if students’ speaking anxiety in this study is a part of communication apprehension in English classes. Fourteen items in the FLCAS were considered related to speaking anxiety. The item numbers were: 1, 3, 7, 9, 13, 14, 18, 20, 23, 24, 27, 30, 31, and 33. Therefore, using the 5-point Likert’s Scale the possible score will be ranging from 14 to 70.

The level of students' anxiety were categorized using the Horwitz (1986) criteria (in one sample of 108 students, scores range from 45 to 147; Mean: 94.5 STD = 21.4), i.e. a learner who has a score at least one standard deviation above Horwitz (1986) mean are identified as highly anxious learner. As well as the learners low level of anxiety are identify with a score at least one standard deviation under the mean score. Learners with a score between those two score are indentified as learners in moderate level of anxiety. Thus, this study adapted Horwitz (1986) learners’ anxiety level classification, as what have other researcher has also used it (see von Wörde, 1998). The calculations are as follow:
a) Students whose score on FLCAS was one or more standard deviation (+1<) above the mean were categorized to be High Anxiety.

b) Students whose score on FLCAS was one or more standard deviation (−1<) under the mean were categorized to be Low Anxiety.

c) Students whose score on FLCAS was between those two score were categorized to be Moderate Anxiety

Confirming students’ answer in the questionnaire, an interview was employed as the second instrument. It gave additional information about students’ answers and elicited the sources and strategies concerning their anxiety in speaking English. Their answers were analyzed based on the sources of anxiety of that summarized by Young (1991) and Ohata (2005).

The analysis of language learning strategy employed by students used those suggested by Kondo and Ying-Ling (2004). Students’ responses toward interview question related to anxiety coping strategy were put in Kondo & Ying-Ling (2004) categories and then discussed with suggested strategy from Young (1991) summary.