

CHAPTER 3

RESEARCH METHODOLOGY

This chapter elaborates the methodology of the study. The description includes: the research questions, then followed by the research design. It also describes the pilot study, research setting and participant of the research, data collection technique, data analysis, and conclusion of methodology. Each of them will be explained bellow.

3.1 Research Questions

The study is aimed at investigating students' anxiety in English speaking class in one of the hotel and tourism college. This study is formulated in the following questions:

1. What kinds of anxiety do the students experience in speaking English?
2. What are the sources of students' anxiety in speaking English?
3. What strategies do the students employ to reduce anxiety?

3.2 Research Design

The study is a descriptive –qualitative design (Silverman, 2005) the specific design of this study is a case study. In this study, certain phenomena will be described. The study is conducted to gain in depth understanding of the situation and in depth meaning for those students involved (Meriam, 1998: cited

in Widianingsih, 2010: 36). Moreover, this study is conducted in a small case which is a group of students in an English conversation class in one of Tourism College in Bandung (Creswell, 1994; Freebody, 2003 in Emilia, 2005).

In this case, the researcher only coped with investigating types of students' anxiety in speaking English, the sources of anxiety and the possible strategies to reduce anxiety that they students encounter in English speaking class. Therefore, the study was done in a small scale and would not try to make any generalization as general condition of the whole students in Indonesia.

3.3 Pilot Study

During 25th October to 21st November 2011 a pilot study was conducted for this research project. This study employed three types of data collection, namely classroom observation, questionnaire and interview. This pilot study aimed to investigate how the students' experienced anxiety in speaking English. It explored sources of students' anxiety in speaking English in which the students participated in class activities. One class in the faculty of technique of informatics, Indonesia University of Computer (UNIKOM) was chosen as respondent. They were observed for about four weeks, with the observation filed notes and an there was an informal talk. Semi-formal and structured face to face interview was performed about 5 to 15 minutes with some of the students in the middle and at the end of the study.

The pilot study found that the students in the site have some obstacles to express their idea through speaking. Most students have no intention to communicate in English. The observation reflected that the students in technique of informatics major feel anxious when they have to speak in the classroom, especially when they have to speak in front of the class. They seemed reluctant to speak due to the anxiety they encountered in the class. They tended to be nervous, students' voice was getting slower because of shyness and lack of confidence, and they switched the language into first language because of fear of making mistakes. It is supported by Brown (2001: 269), he states that some psychological factors such as shyness and anxiety are considered as the main causes of students' reluctance to speak. Moreover, even though English is a key course for students, teachers can seldom find them speaking in English at campus or even in classrooms. As the result from the interviews were gained that the students feel afraid of making mistakes and lack of confidence to speak English.

The pilot study gave the benefit in conducting this present research in many ways besides contributing to becoming more familiar with the topic. Then, the pilot study assisted to improve the quality of all the forms and documents that were used to gather data from the participants, such as taking data of observation, and interview guideline. The direction of the observation and interview guideline were revised to enhance understanding and to make them easier to follow. Therefore, this pilot study may contribute to a better thesis research in terms of research design and research method as well as problem solving-skill.

3.4 Research Setting and Participant

This present study was undertaken at the undergraduate Hospitality program in one college in Bandung, Indonesia. This research site has been chosen for the reason of the accessibility of the researcher to carry out the research. The researcher is one of the teaching staff members in the department of hospitality in teaching English. Thus, it helps the researcher to get an easy access to the research site. This is to follow Alwasilah (2009) who suggests that convenience factor should be taken into consideration to support the researcher in conducting the research.

The participants of the study were the first-year students who took conversation class that the students met twice a week for the lesson, which lasted 90 minutes per week. There were 33 students involved in this study. Twenty were male students while other were eleven female. The students were selected for two reasons. First the students involved in this study were accessible for the researcher to get the data since they were still active as the first year semester students in the research site. Second, the program of conversation class was held only in the first year grade at the college. From 33 students, only six students were chosen as

respondents for the interview in term of level of achievement, i.e. high-middle and low achievement.

3.5 Data Collection Technique

The study employed two kinds of data collection, which were observations and interviews. This research did not use questionnaire, as has been done in pilot study, because the similar questions appeared both in questionnaire and interview, and the students did not respond to the questions seriously. Both of observation and interview are explained below.

3.5.1 Classroom Observation

The observation was done to get direct and actual information about students' anxiety in speaking. Moreover, it was carried out to find out students' participations and responses in speaking activity. In this case, when they did not actively react or give responses in the activity, it might indicate that they encountered some anxiety to speak. In terms of time, the speaking activity was done for 60 minutes and carried out by the lecturer in the beginning of the English conversation class.

As what Silverman (1993) said, the observation is aimed to get to know firsthand information about social processes in a naturally occurring context. The observation was conducted on 25th November 2011 to 21st January 2012. It was done eight times. In the observation, it was used two types of recording, which was video recording and voice recording. The video recording was used in order to capture the students' performance and all the activities happened in the classroom. Meanwhile, voice recording was used in order to get clearer voice recording. Moreover, during the observation field note also was conducted to investigate what was going on in the class. Observation notes focused on what was said and done by both the lecturer and the students in the speaking activity in order to note down some things which were missed either by the voice or video recording and also to get data in a more detailed way (Sugiyono, 2008 in Juhana, 2011). An example of observer's note can be seen in Appendix 1.

3.5.2 Interview

The interview was addressed to the students involved in this study. The main purpose of an interview was to obtain a special kind of information (Merriam, 1988, cited in Silvia, 2010: 39). In this study, individual interview was conducted as a means to understand the experience of the subject about students' anxiety in speaking and also to gain further information about factors or sources causing students' anxiety in English speaking class as well as the strategies to reduce the anxiety. In this interview, the researcher set up the interview

appointments and facilitated a quiet environment where interruption could not occur during the interview.

Moreover, the interviews were conducted in Bahasa Indonesia in order to avoid misunderstanding and were tape-recorded with the subjects' permission. In addition, while interviewing the students, the researcher has the options to ask students to clarify what they have said to get their responses to the anxiety in speaking in English in class as well as to search out their opinion about the factors that cause anxiety and the strategies to overcome or reduce the anxiety.

From 33 students, only six students were chosen as respondents for the interview in term of level of achievement. An example of interview transcription can be seen in appendix 4.

3.6 Data Analysis

To answer the question of the research, data analysis in this study was conducted over the course of the study. On going data analysis and interpretation will be done based on the data from classroom observations and interviews. Each steps of analysis of the two sources of data is given in the following section.

3.6.1 Classroom Interaction

Data from the observation were analyzed descriptively. The analysis process was begun by making a transcription of classroom interactions. Then, the

transcriptions were read repeatedly. During the reading process, the researcher employed coding activity by matching the data with the research questions. This coding process is aimed at fracturing the data and rearranging them into categories that facilitate the comparison of data within and between these categories (Maxwell, 1996:78). Data from observation were analyzed to validate the data from the interviews with the students. The analysis based on anxiety encountered by the students in speaking English which are the focus of this study.

3.6.2 Interview

Data from the interview were transcribed, categorized and interpreted to answer the research questions. In the following step, to follow Cohen and Manion, (1994), as cited in Widyaningsih, (2010), the transcripts were given back to the participants to make sure that it was exactly what the students said and meant.

To follow Dawson (2009: 149 as cited in Samanhudi, 2011) regarding the ethics in conducting research, before the interview, the researcher informed the interviewees some important things like (a) point to be discussed; (b) the use of pseudonym in the research report and (c) the fact that the conversation would be tape-recorded and transcribed. All these were done so that the interviewees were willing to disclose a lot of potential information during the conduct the interview.

Finally, the data were coded and categorized. In this sense, the researcher categorized students' comments into themes that had become the focus of the study that is students' anxiety to speak English in the classroom.

3.7 Conclusion of the Methodology

This chapter has described the methodology of the study. It has discussed how this study was conducted in order to answer the questions of the research. This includes the research question, the selection of the site and participant, method of data collection and data analysis. The data presentation and discussion will be described in chapter 4.