CHAPTER III

RESEARCH METHODOLOGY

This chapter contains the explanation on how the research is conducted to find out the answers of the research questions. In accordance with it, the research methodology covers research design, population and sample, data collection (instruments and procedures), and data analysis.

3.1 Research Design

This research used a descriptive method. Gay (1987) says that a descriptive method is a method of research that involves collecting data in order to answer questions concerning the current status of the subject of the research. The descriptive method was used since this research did not to search for something or make the prediction. It only describes the situations or phenomenon. Therefore, this research used descriptive method to describe phenomenon about senior high school students' anxiety in English speaking class.

3.2 Population and Sample

To gather the data, purposive sampling was employed in selecting the participants. Arikunto (2002) claim that purposive sampling means selecting the sample based on some considerations, those are:

a. Selecting the sample must be based on certain things representing the main characteristics of the population.

b. The sample should contain the most characteristics the population (key subject) has.

Having been interested in investigating the level of anxiety perceived by senior high school students in speaking class, it was considered that the students who took English conversation class was appropriate to be the sample. In SMA Laboratorium UPI (Percontohan) Bandung, there were some students who took English conversation class as the subject. From the first until the third grade, the researcher chose the second grade because of her assumption that the second graders were familiar with the school environment than the first grader. And the researcher could not take the data from the third grader because the school did not permit her to do the research in those classes. The participants of this study were 30 students from a class of the classes of the second grade who took English conversation class. The reason for choosing this class was because the teacher said that this class could be the representative of the other classes so she allowed the researcher to take this class only to be investigated.

3.3 Data Collection

The data collection was divided into two categories; those are research instruments and research procedures.

3.3.1 Instruments

The instruments used in this study include classroom observation and questionnaires. The researcher did the classroom observation to observe the event or process related to the study, and gaining tacit understanding, theory in-use, and participants' point of view which might not probably explored by interview or questionnaire (Alwasilah, 2003). In this case, the observation was done to observe

the natural occurrences of anxiety symptom experienced by students under investigation.

Afterward, the questionnaires were administered to the participants. The questionnaire used to obtain specific information data gathered from the participants. There were two questionnaires used in this study. The first questionnaire was a translation and adaptation from Horwitz, Horwitz, and Cope (1986) Foreign Language Classroom Anxiety Scale (FLCAN) and the second was a questionnaire of English learning experiences about the English conversation class that made by the researcher. This second questionnaire was used to add some information and to answer the second and the third research questions of this study.

FLCAS of Horwitz et all (1986) has been used by many researchers in conducting the research to measure the level of anxiety. The researchers such as Aida (1994), Cheng, Horwitz and Schallert (1999), Cerebros (2000), Argaman (2002), Sugiharti (2007), Aripin (2008), and many other researchers was used FLCAS to measure the level of anxiety of the students there. It proves that FLCAS shows high validity and reliability in every study using it. And what is more, in this study the researcher used an adapted questionnaire that already used before by Damayanti (2009). There were only some differences in writing some statements.

In the FLCAS there are 33 questions items and a scale ranging from "strongly agree" to "strongly disagree" (five to one point). Students' anxiety score was gained by summing the rating of all the items. The theoretical range of this

scale was from 33 to 165. The higher the total points were, the more anxious the student was. The points depend on the statements.

There are three main types of language anxiety contain in this FLCAS, those are:

Table 3.1

Types of Language Anxiety

TYPES OF ANXIETY	QUESTIONS NUMBER
Communication Apprehension	1, 9, 14, 18, 24, 27, 29, 32
Fear of Negative Evaluation	3, 7, 13, 15, 20, 23, 25, 31, 33
Test Anxiety	2, 8, 10, 19, 21

3.3.2 Research Procedures

To collect the data of this research, there were several steps taken:

✓ Observing the class.

✓ Distributing the questionnaires to collect the data from the students about their anxiety of foreign language.

✓ Collecting the results of the questionnaire.

✓ Classifying the results of the FLCAS questionnaire into groups.

✓ Analyzing the answers of the respondents.

✓ Interpreting the meaning of the respondents' answers.

✓ Presenting the results into a coherent description.

3.4 Data Analysis

Guided by the research questions, the data analysis will be taken from the level of anxiety perceived by the students in English speaking class, the causes of anxiety felt by the students in English speaking class, and the strategies used by them to reduce their own anxiety.

3.4.1 The Level of Anxiety Perceived by the Students in English Speaking Class

To answer the first research question, which is to know what the level of anxiety perceived by most of the students in English speaking class is, FLCAS is the key instrument to gain the data. It employs Likert's scale which ranged from 1 to 5 or 5 to 1 point depending on whether the statement is positive or negative. There are two kinds of statements in this FLCAS, those are positive and negative statements. Positive statements point was ranging from 1-5 then the point for negative statement was ranging from 5-1. The positive statements were in questions number 2, 5, 8, 11, 14, 18, 22, 24, 28, 32. And the negative statements were in questions number 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 25, 26, 27, 29, 30, 31, 33.

So, in analyzing the data, the researcher just counted them manually. Because there were only 30 participants, it was not really hard to count. The points of each statement was one to five and it was depend on whether it was positive or negative statements. After counted them all, the researcher then categorized it into five levels. Whether the participant were 'very relaxed',

'relaxed', 'mildly anxious', 'anxious', or 'very anxious'. It was also depend on the points.

The table below will show the Likert's scoring table regarding FLCAS statements.

Table 3.2

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

An adapted Oeting's scale was used to categorize the anxiety level of the participants. The results showed that the level of anxiety was based on the categorization of FLCAS scale below.

Table 3.3

FLCAS Anxiety Scale

RANGE	LEVEL
124-165	Very Anxious
107-123	Anxious
86-106	Mildly Anxious
65-85	Relaxed
33-64	Very Relaxed

3.4.2 The Causes of Anxiety Felt by the Students in English Speaking Class

The second research question in this study was aimed at investigating the causes of anxiety that might be felt by the students in English speaking class. To gain the data about this, the participants were expected to write down the answers of these questions:

- ✓ What you do not like about this class?

- ✓ What is your opinion about speaking skill? Is it harder than the other skill, why?

- ✓ Do you always feel anxious/worry/nervous if be asked to speak in English? Why?

In addition, the results of FLCAS questionnaire will also add the data about this.

3.4.3 The Strategies Used by the Senior High School Students to Reduce Their Own Anxiety

To answer this last question, the data were gained from the last questions in the questionnaire. It was: 'What strategies you used to reduce your anxiety?' The researcher did not use an interview because the researcher thought that the students can feel freer when they asked to answer something in written form. In the questionnaire, the participants were expected to write down the strategies they usually used in reducing their own anxiety. After the strategies were collected, the researcher classified them into fife major strategies based on Kondo and Yang's (2004) study-preparation, relaxation, positive thinking, peer seeking, and resignation.