CHAPTER III

RESEARCH METHODOLOGY

This chapter reports on how the research was conducted to find out the answer of the research questions. In accordance with it, the research methodology covers research design, population and sample, data collection (instrument 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 search for something or make the prediction. It only described the situations or phenomenon. Therefore, this research used descriptive method to describe phenomenon about language anxiety of senior high school students' in speaking English.

3.2 Population and Sample

One of the most important issue in the research is how the researcher determines sampling (Alwasilah, 2002). To gather the data, purposive sampling was employed in selecting the participants. Arikunto (2002) claims that purposive sampling means selecting the sample based on some considerations, those are:

- Selecting the sample must be based on certain things representing the main characteristics of the population. The researcher has considered that the

participants (SMAN 6 Bandung students) are smart, active, critical, and open-minded students. Thus the researcher willing to investigate how far the students feel anxiety in their speaking English.

- The sample contains the most characteristics the population (key subject) has.

To investigate the level of anxiety perceived by senior high school students in speaking English, I believe the students were appropriate to be the sample. From grade 1 to grade 3, the researcher chose the second grade because of her assumption that the second graders were familiar with the school environment than the first graders. And the researcher could not take data from the third graders because the school did not permit her to do the research in those classes. The participants of this study were 40 students from a class of the second grade.

3.3 Data Collection

This subchapter consists of two subsections; those are research instrument and research procedures.

3.3.1 Instruments

The instruments used in this study include classroom observation and questionnaires. The researcher did the classroom observation eleven times 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, 2001). In this case, the observation was done to observe the natural occurences they were anxious when asked to come

forward, nervous when being asked by the teacher, shame speaking in front of others, worried about pronunciation, forgot the English words when speaking, remained silent, got difficulties in fixing the tenses. To hold the class observation, a recorder was used for the documentation. It was aimed to complete the data about the information of the actual speaking class activity in its relation to the role of anxiety.

Afterward, the questionnaires were administered to the participants. The questionnaire used to obtain specific information data was gathered from the participants. FLCAS of Horwitz et all (1986) has been used by many researchers in conducting the research to measure the level of anxiety. The researchers Sugiharti (2007), Ariani (2009), Damayanti (2009) and many other researchers used FLCAS to measure the level of anxiety of the respondents. 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 Ariani (2009). There were only some differences in writing some statements.

In the FLCAS there are 33 question items and a scale ranging from "strongly agree" to "strongly disagree" (five to one point). Students' anxiety score was gained by summing up 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 students was. The points depend on students responses to 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	QUESTION 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, namely:

- Observing the class

  Firstly, the researcher took the video used tape recorder. The researcher recorded each of actual speaking class activity during the lesson, especially when the students asked to come forward by the teacher. The observation has begun from August until December 2010. The researcher did the observation eleven times.

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

  In the middle of the lesson, the questionnaires were distributed by the researcher, and given 30 minutes for students to answer the questionnaire. It held on the beginning of December.

- Collecting the results of the questionnaire

  After the students finished filling out the questionnaire, the researcher colllected it directly.

- Classifying the results of the FLCAS questionnaire into groups

  In this section the researcher read all of the answer of students, and then classified it into the groups. The groups are very anxious, anxious, mildly anxious, relaxed, and very relaxed. Henceforth, the interview was conducted in the last session. The interviewees are divided into three groups; those are high, medium and low anxious group.

- Analyzing the answers of the respondents

  Having classified the respondents' answers into the group, then the researcher analyzed it to be more explicit explanation. Through this analysis (questionnaire) the researcher gained the data about how far the students perceived anxiety in their learning and what the level of their anxiety.

- Interpreting the meaning of the respondents' answers

  Besides, the researcher also attempted to interpret at any given answer of respondents in interview. For instance, the respondent said that she sometimes felt nervous and she just took a deep breath to cope with her nervous. The researcher interprets this answer that she included into mildly anxious or medium anxious group.

- Presenting the results into a coherent description

  Having taken steps all of the research procedures, the researcher presented the whole results into a coherent description in Chapter IV.

3.4 Data Analysis

Guided by the research questions, the data analysis was taken from the level of anxiety perceived by the students in speaking English, the causes of anxiety that feeling by the students in speaking English related to their level of anxiety, and the strategies do the students apply to cope with the language anxiety.

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

To answer the first research question, which is to know what the level of anxiety performed by most of the students in speaking English, 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 statement is positive or negative.

There are two kinds of statements in this FLCAS, those are positive and negative statements. Positive statement 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, 25, 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, 24, 26, 27, 29, 30, 31, 33.

So, in analyzing the data, the researcher just counted them manually. The score of each statement was one to five and it depended on whether it was positive or negative statements. After counted them all, the researcher then categorized it into five levels. Whether the participants were 'very relaxed', 'relaxed', 'mildly anxious', 'anxious', 'very anxious'. It was also depend on the scores.

The table below shows 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 Oetting'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 Speaking English

The second research question in this study was aimed at investigating the causes of anxiety perceived by the students in speaking English related to their level of anxiety. To gain the data about this, the participants were expected to write down the answers of these questions:

- What do not you like about this class?

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- 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 Cope Their Own Anxiety

To answer this last question, the data were gained from the last questions in the interview. It was: 'What strategies you used to cope your anxiety?' After the strategies were collected, the researcher classified them into five major strategies according to Kondo and Yang's (2004) study, those are preparation, relaxation, positive thinking, peer seeking, and resignation.