CHAPTER III
RESEARCH METHOD

This chapter discusses the research method that is particularly concerned with research design, research subject, data collection and data analysis.

3.1 Research Design

In general, there are two approaches applied in educational research, they are qualitative research and quantitative research. The quantitative research is further categorized into experimental research and non-experimental research. In experimental research, the researcher studies variables, which are the characteristics that take on different values across people or things. Experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable. The manipulated variable is called the experimental treatment or the independent variable, whereas the observed and measured variable is called the dependent variable. In experiments, the researcher seeks to control all other variables that might influence the dependent variable. Meanwhile, in non-experimental research, the researcher identifies variables and may look for relationships among them but do not manipulate the variables. Furthermore, the major forms of non-experimental research are relationship studies including ex-post facto, correlational study, and survey research (Ary, 2010).
The research objective of this study was to investigate the relationship between students’ speaking anxiety and their speaking ability. The selected research design of this study was a quantitative non-experimental design; a correlational study. It was because correlational study methods are used to assess relationships and patterns of relationship among variables in a single group of subjects (Ary, 2010).

3.2 Research Subjects

The investigated research subjects were the eighth Grade students of SMP Tahfidzul Qur’an of An-Najah Cindai Alus Islamic Boarding School which is located at Jl. Taruna Praja No. 14 Cindai Alus, Martapura-South Borneo. The students were regulated to speak in English and Arabic alternately in their daily communication along the determined schedule.

The subjects were chosen based on the following considerations. They were investigated because, in English subject, they were not only tested in a written form but also orally, so that they have both oral and written results of tests. The preliminary study showed that some students were kindly hesitant of the oral test that sometimes they could not answer or perform the task properly. The lack of performance of the anxious students, therefore, might lead their oral test score to be lower than other students.
3.3 Data Collection

This section describes the overview of techniques and instruments employed in collecting the data and the data collection procedure.

3.3.1 Technique and Instrument

Based on the research design, in collecting the data, the researcher used some techniques and instruments which were considerably appropriate to support the analysis in order to achieve the research objective. The techniques and instruments that the researcher used in collecting the data of the study are as follows.

1. Questionnaire

The questionnaire is used as the first step to get the information to gather the data from students. The researcher adapted a questionnaire of Foreign Language Classroom Anxiety Scale (FLCAS) designed by Horwitz, Horwitz, and Cope (1986). FLCAS is a self-report instrument consisting of 33 items of questions that were designed to measure the learners’ experience of anxiety in the classroom. A 5-point Likert scale was used to score the items including responses: 1 strongly disagree, 2 disagree, 3 neither disagree nor agree, 4 agree, and 5 strongly agree. The higher the score of the subject’s responses is, the higher his/her anxiety experiences and vice versa.

2. Speaking Test

The students’ speaking scores were obtained from an oral English test administered by their teacher. The oral test was developed by the researcher,
where the items or the task of the test is by reference of the central language department guidelines. The students were required to introduce themselves, to describe an object, and/or to have a small talk with the examiner.

### 3.3.2 Procedure

In order to achieve the objective of the investigation, the researcher attempted to follow some procedures in collecting the data. The steps were as follows:

1. She prepared Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire proposed by (Horwitz, et al., 1986).
2. She prepared the speaking rubric for the speaking test, and it was adapted from the rubric developed by English teaching team where the researcher had an educational internship. (Appendix 2)
3. She distributed the questionnaire to the participants.
4. She gave the speaking test rubric to the teacher.
5. She met their teacher to obtain the students’ scores, which are the result of the oral test developed by the researcher.

### 3.4 Data Analysis

After the data collection process is complete, the researcher analyzed the data by doing some steps in order to find out the answer of the statement of the problem. They were:
1. She calculated the students’ questionnaire score of Foreign Language Classroom Anxiety Scale (FLCAS) designed by Horwitz, Horwitz, and Cope (1986) by using Likert scale. If the questionnaire item is positive, the response was scored: 1 *strongly disagree*, 2 *disagree*, 3 *neither disagree nor agree*, 4 *agree*, and 5 *strongly agree*. If the questionnaire item is negative, the response was scored: 5 *strongly disagree*, 4 *disagree*, 3 *neither disagree nor agree*, 2 *agree*, and 1 *strongly agree*.

2. She inserted the data (the score of the test and the score of the questionnaire) into SPSS software.

3. She operated SPSS software and employed the analysis of Person’s correlation, then analyzed the correlation between students’ speaking anxiety and their speaking ability.

4. She drew conclusions to determine how strong the relationship between variables, the correlation meaning are as follows:

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0.200 – 0.399 : \text{Weak}
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0.400 – 0.599 : \text{Moderate}
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0.600 – 0.799 : \text{Substantial}
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0.800 – 1.000 : \text{Strong - Very Strong}
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