CHAPTER III
RESEARCH METHODOLOGY

This chapter discusses the research design, area of study, population, sample of the population, sampling technique, instrument, procedures of the data collection, and data analysis.

3.1 Research Design

According to Creswell (2014), research designs were types of inquiry within qualitative, quantitative, and mixed methods approaches that provide specific direction for procedures in a research design. Qualitative research is an approach to exploring and understanding the meaning individuals or groups describe a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant’s setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data, while Quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. The writer decided to use mixed method by gathering both descriptive quantitative and qualitative.

As in this research, in order to collect both data, researcher distributed a Foreign Language Classroom Anxiety Scale (FLCAS) that contains a five-point scale to collect the numerical (quantitative) data and conduct an interview that was using open-ended questions to collect narrative (qualitative) data. Therefore, the
writer was combined quantitative and qualitative methods in this study helped the researcher to analyze students’ anxiety level (Quantitative) and to explore students' perspectives related to the factors on their anxiety (Qualitative).

3.2 Research Population and Sample

The target population for this research define was the second year students’ in English Language Education Department at the University of Muhammadiyah Malang. The students had already taken the fourth level of speaking classes in English Department. They were Speaking 1, Speaking 2, Speaking 3 and Speaking 4. Further, the total number of the second year students’ in ELED at UMM were 300.

A simple random sampling procedure was used for selecting the participants in this study. This technique was employed to ensure an equal representation of the variables for the study. The writer used simple random sampling technique to select 25% of 300 Second year students’ (the 5th semester) in English Language Education Department at the University of Muhammadiyah Malang. In addition, 75 students were selected to complete FLCAS.

3.3 Data Collection

3.3.1 Technique and Instrument

The researcher designed questionnaire and interview schedule as the data collection instrument for this study. The data were assessed based on their understanding and experiences in learning English particularly in speaking class.
3.3.1.1 Questionnaire

The questionnaire is a data collection instrument consisting of a series of questions, statements and other prompts for the purpose of gathering information from respondents. Questionnaires are the most commonly used research methods, as they were considered to be quick and simple when collecting data from a large group (Cohen, Manion, & Morrison, 2011). In the present study, Foreign Language Speaking Anxiety Questionnaire (FLSAQ) was used as the main data collection instrument.

The FLSAQ was adopted from FLCAS (foreign language classroom anxiety scale), a widely used Likert scale questionnaire comprising thirty-three items developed by Horwitz (1986). The (FLSAQ) is a 5-point scale composed of 1, strongly disagree; 2, disagree; 3, neither agree nor disagree; 4, agree; 5, strongly agree. The samples were asked to read the statements carefully and circle the most appropriate choice.

Foreign Language Classroom Anxiety Scale (FLCAS) was administered to obtain the quantitative data regarding students' anxiety level by summing the total scores in FLCAS and categorize each score based on FLA level indicator (high, medium, low anxiety). The purpose of the use of FLCAS was to show students' anxiety level and select the next participants for the qualitative data collection in an interview.

3.3.1.2 Interview Guide

The interview consists of collecting data by asking questions. Data can be collected by listening to individuals, recording, filming their responses, or a
combination of methods. In this study, writer used semi-structured interview as a tool to collect the data. The main reason behind selecting this instrument was further to investigate the response from the questionnaire.

3.4 Procedure of Collection Data

Procedure of collection data is the activity of collecting information that can be used to find out about a particular subject. The systematic data collection steps were as follows;

1. The writer distributed FLCAS to the second (the 5th semester) year students in English Language Education Department at the University of Muhammadiyah Malang.
2. The writer allocated sometimes for students to complete the questionnaire, and took the questionnaire back right after the students had finished.
3. The writer considered conducted interviews with several students who got highest FLCAS scores. In this case the writer interviewed each student based on the high score of anxiety.
4. During the interview process, the writer recorded and noted down all the important points related to factors that caused students’ anxiety in their speaking class.

3.5 Data Analysis

Data analysis is a procedure of present the data that have been collected. The data analysis steps explain as follows:

1. Calculating the average and mean FLCAS scores of the second years (the 5th semester) students in English Language Education Department at the University of Muhammadiyah Malang.
The Form of Calculating Mean Score;

\[ X = \frac{\Sigma}{N} \]

\( X \) = Mean

\( \Sigma \) = Total score of students

\( N \) = Total number of students

2. Classifying the (FLCAS) scores into 3 different levels of anxiety (high anxiety, medium anxiety, low anxiety).

3. Calculating students’ responses on (FLCAS) based on three components of language anxiety (Communication apprehension, fear of negative evaluation, and test anxiety).

4. Classifying and Coding the factors caused the 2nd year students’ speaking anxiety of English Language Education Department in speaking based on stage 3.

5. Describing the factors that caused the 2nd year students’ speaking of English Language Education Department in speaking class.

6. Drawing the conclusion of findings.