

CHAPTER III

METHODOLOGY

A. Research Design

This research used a quantitative descriptive method to get the information/data needed. Quantitative descriptive is research method that the result of the data in the form of number or percentage.

In this study, the researchers wanted to find out about the anxiety faced by students in English class, especially in speaking class. Analyzing about the level of their fear of speaking, and most influencing component causing their anxiety. The result of this study was in the form of percentage. Thus, this study used quantitative descriptive method to collect the data needed.

B. Setting of the Research

The research was conducted at Psychology Faculty of University Muhammadiyah of Purwokerto at Purwokerto in academic year 2016-2017. In the faculty of psychology, English is a second language taught in that class. They get English language lessons only four semesters, that are from 1 to 4 semesters. This research was conducted in six months. Starting from making thesis title on January, and finding some theories to make a proposal on January to March. After proposing the proposal to the consultant, then making an instrument such as questionnaire to be distributed to samples on March. Collecting the data was

distributed on April. After that was analysing the data on May. The next schedule was making report on May to June.

C. Subject of the Research

Population is all the subject of the research (Arikunto, 1993). If researchers will observe only a portion of the population, the study called the sample study (Arikunto, 1993). Subject of this research were fourth semesters students of Psychology Faculty in the University Muhammadiyah of Purwokerto in academic year 2016/2017. The numbers of population were 124 students. There were class A, B, and C. It used simple random sampling as a sampling technique, where all the students have the same chance to be chosen. This research belongs to survey study. To minimize the possibility of having sampling error, so this research took 50% from the population. Survey that is conducted on some of the population called survey sample (Arikunto, 2010). It means that this research only took 62 students of fourth semester of psychology faculty as the sample.

D. Data Collecting

The data collection is a variety of methods used to collect, assemble, take, or filter the data (Suwartono, 2014).

The objective of this research were to know speaking anxiety experienced by students and and find out the most influencing component of anxiety that cause the students in English classroom. So, to collect the data, it used questionnaire and interview.

Firstly, the FLCAS questionnaire was administered to 62 students in fourth semester of psychology faculty, after that took some sample to do the interview. Secondly, the FLCAS questionnaire was collected and the data was analyzed manually. The analyzed questionnaire was input into percentage diagram determining the level of speaking anxiety and the most influencing component of anxiety experienced by respondents. Then, the result or record from the interview also was analyzed.

Thirdly, after the data have been analyzed, the level of speaking anxiety was categorized into appropriate category. Then to the most influencing component was arranged based on the highest to the lowest.

a. FLCAS Questionnaire

Questionnaires can be used to (1) description and (2) measurement (Suwartono, 2014). In this study, questionnaire is used to describe the students' speaking anxiety in psychology faculty.

Larry Cristensen (2004, in Sugiono, 2013) states a questionnaire is a self-report data collection instrument that each research participant fill out as part of a research study. Researcher uses questionnaires so that they can obtain information about the thoughts, feeling, attitudes, beliefs, values, perceptions, personality, and behavioral intentions of research participant. In other words, researchers attempt to measure many different kinds of characteristic using questionnaires.

In collecting data from the respondents, it was used a Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire proposed by Horwitz et al (1986). This questionnaire has function to measure the level of anxiety perceived by foreign language learners has been used by some researchers such as Mayangta (2013), Liu (2007), Aida (1994), and Sugiharti (2009). It shows its high reliability and validity. In FLCAS questionnaire there were 33 statement with answer option ranged from 1-5 each item. This questionnaire consist of 9 positive statements and 24 negative statements. The questionnaire was translated into Indonesian and edited in order to make students easy to understand. The 5-point Likert's scale is ranged from "Strongly Agree" (SA), "Agree" (A), "Neither Agree nor Disagree" (NA), "Disagree" (D), and "Strongly Disagree" (SD).

They are 9 positive statements in the questionnaire which are number 2, 5, 8, 11, 14, 18, 22, 28, 32. While, the negative statements are in number 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, and 33.

The Likert's scoring table to differentiate the range of positive and negative statements:

Table 3.1.
Likert's Scoring Table adopted from Horwitz et al (1986)

Statement	Scoring				
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Positive	1	2	3	4	5
Negative	5	4	3	2	1

FLCAS consist of four main types of language anxiety in its questions, those are:

Table 3.2.
Indicators of FLCAS questionnaire

Components	The number of the item
Communication Apprehension	1,9,14,18,24,27,29,32
Test Anxiety	2,8,10,19,21
Fear of Negative Evaluation	3,7,13,15,20,23,25,31,33
English Classroom Anxiety	4,5,6,11,12,16,17, 22,26,28,30.

b. Interview

The interview is used as data collection techniques if researchers want to conduct a preliminary study to find problems that must be investigated, and if researchers want to know the things of the respondents are more in-depth and the number of the respondents are bit / small (Sugiono, 2013). This study used an structured interview. Structured interview is an interview that is used as a technique to collect the data when the researcher have known the information before. So, the researcher make some questions before doing interview (Sugiono, 2013).

The interview was conducted with 5 students and a English lecturer. Questions that was presented to the respondents taken from the conclusion or the main point of FLCSA questionnaire. The questions which have been proposed will be little different between students and a lecturer.

E. The Technique of Analyzing Data

In analyzing data that have been collected through questionnaire, there were 6 steps below to find the percentage of the students' speaking anxiety and highest components.

The steps to analyze the data as follow:

- a. Determining the score of respondents
- b. Input the data result
- c. Determining the level of speaking anxiety by using the formula:

$$\% = \frac{F}{n} \times 100\%$$

Where :

F : total respondents scale based on the category

N : total number of respondents

Below the formula to find the mean:

$$M = \frac{X}{n}$$

$$= \frac{\text{(result)}}{Y} \times 100\%$$

Where :

X : total reponds

n : the number of the students

Y : the total maksimum

After knowing the percent of the level of speaking anxiety, then do the next steps. That was categorizing the data result into 5 categories that are Very Anxious, Anxious, Midly Anxious, Relaxed, and Very Relaxed.

Table 3.3.
Liker's Scoring Adopted from Sugiono (2013)

Category	Scale
Very Anxious	81% - 100%
Anxious	61% - 80%
Midly Anxious	41% - 60%
Relaxed	21% - 40%
Very Relaxed	0% - 20%

d. Finding the most influencing component

Using the formula:

$$\% = \frac{\text{Total score}}{Y} \times 100\%$$

Where :

Total score : total score from respondents' answer

Y : maximum score of each component

After knowing the percent to find the most influencing component, then the next step was arranging the component from the highest to the lowest.

e. Interview

In this research, interview was conducted with some students only and a English lecturer. The questions both for the students and lecturer little different. The kind of interview that was used was structured interview, so the questions was taken from the point of the FLCAS questionnaire. The conversations were recorded and noted in order to make the researcher easy to make a conclusion.

f. Drawing conclusion

After knowing the data of the result then the researcher draws the conclusion based on the theory.