CHAPTER III
RESEARCH METHOD

This chapter presents the methodology that was used in this study. It consists of research design, research setting, data and source of data, data collection technique, research instrument, data analysis technique and checking validation of finding.

A. Research Design

The present study is in form of descriptive qualitative research. The purpose of this study was to get information and description of the students' English Language Classroom Anxiety (ELCA) levels and to find out how the students overcome their ELCA. Descriptive qualitative method is used when the researcher wants to describe the condition and situation of something specifically. [59] Similarly, Creswell explained that the qualitative research is used when the researcher needs a detailed understanding of issue that can be developed by talking directly with the people or the subject of the research.[60]

Moreover, Donald added that "qualitative research finds out to understand the phenomenon by concentrating on the whole picture rather than narrow it down into variables and the goal of qualitative research is a holistic picture and depth of understanding rather than a numeric of analysis data".[61] It shows that the essential thing to conduct a qualitative research is the depth understanding of the data.

There is only one variable in this study, which is students' English Language Classroom Anxiety (ELCA). The researcher used two kinds of questionnaire to obtain the data. The first is a close-ended (self-reported) questionnaire adopted from Horwitz , Horwitz, and Cope called Foreign Language Classroom Anxiety Scale (FLCAS). The second is a semi open-ended questionnaire made by the researcher. The Foreign Language Classroom Anxiety

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[59] M. Nazir, (2003). *Metode Penelitian* (Jakarta: Ghalia Indonesia), p.55

[60] John W. Creswell, *Qualitative Inquiry & Research Design: Choosing Among Five Approaches,* Second Edition (California: Sage Publications Inc, 2007) p.40

[61] Ary Donald, *Introduction to Research in Education,* Sixth Edition, (USA: Wadsworth Thomson Learning, 2002), p.44

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Scale (FLCAS) was used to answer the first research question and the semi open-ended questionnaire was used to answer the second research question. Then, both of the results of those two questionnaires were discussed in the section of Findings and Discussion in Chapter V.

B. Research Setting

The limitation of this study is within the 4th semester students' in Speaking for Formal Setting Class (Class C) of English Teacher Education Department at State Islamic University of Sunan Ampel Surabaya during academic period of 2017-2018.

C. Data and Source of Data

According to Arikunto, the source of data is the place or thing in which the researcher can observe, ask or read about related matter of the object being studied. Sugiyono stated that source of data is gained from the consideration of people who really know about the problem and give the valid information.[62] It can be categorized into person, place and documentation.[63] There are two kinds of data:

1. Primary Data

The primary data is the data which is obtained directly by the researcher. The primary data of this study consists of:

a. The levels of the 4th students' ELCA in English Teacher Education Department at State Islamic University of Sunan Ampel Surabaya.

b. The ways that the 4th semester students do to overcome their ELCA.

The data mentioned above were derived from the results of the FLCAS (Foreign Language Classroom Anxiety Scale) and the results of the semi open-ended questionnaire. The source of the primary data are 22 students in Class C of "Speaking for Formal Setting" Class in English Teacher Education Department at State Islamic University of Sunan Ampel Surabaya.

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[62] Sugiyono. *Metode Penelitian Kombinasi (Mixed Methods)*. (Bandung: Alfabeta, 2014) p.434

[63] Suharsimi, Arikunto, *Prosedur Penelitian* (Jakarta: PT. Rineka Cipta, 1996), 123.

2. **Secondary Data**

The secondary data is the supporting data which can be obtained through many sources including literature sources. The secondary data is obtained indirectly by the researcher. In this study, the secondary data are the students' background information and the explanation of some theories regarding to the field of ELCA. The source of the secondary data are books, articles, and journals that are related to English Language Classroom Anxiety (ELCA).

D. **Data Collection Technique**

Creswell explained that the qualitative researchers collect data themselves by examining documents, observing behavior, and interviewing participants.[64] In the present study, The researcher used one kind of technique which is *Distributing Questionnaire.* According to Sax, distributing questionnaire is very significant in qualitative study. It attempts to elicit the feelings, beliefs, experiences, or activities of respondents.[65] Thus, the researcher distributed two kinds of questionnaires; close-ended questionnaire and semi open-ended questionnaire. The questionnaires were distributed online via *Google Forms* on June, 8th until June, 9th. The online delivery was chosen by the researcher due to its simplicity and its cost-effectiveness. The following is the table for collecting the data:

Table 3. 1
Techniques for Collecting Data

Research Questions	Data Collection Techniques	Research Instruments
RQ 1	Distribute Questionnaire	Close-ended Questionnaire: Foreign Language Classroom Anxiety Scale (FLCAS)

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[64] John W. Creswell, *Qualitative Inquiry & Research Design: Choosing Among Five Approaches,* Second Edition (California: Sage Publications Inc, 2007), p.38
[65] Sax, Gilbert. 1979. *Foundations of Educational Research.* New Jersey: Prentice Hall. P. 247

RQ 2	Distribute Questionnaire	Semi Open-ended Questionnaire

E. Research Instrument

Imaniar mentioned that in qualitative research, the researcher is the key instrument. The researcher must understand the research method and the insight of the problems. By having the proper instruments, the researcher will have a highly reliable and valid data for the findings.[66] There are two kinds of research instruments used to obtain the data:

1. A Close-ended Questionnaire

Foreign Language Classroom Anxiety Scale (FLCAS) was used as a close-ended questionnaire in this study. FLCAS was proposed by Horwitz, Horwitz, and Cope as an instrument to measure anxiety levels that are showed by negative performance expectancies and social comparisons, psychophysiological symptoms, and avoidance behaviours. The FLCAS consists of 33 statements. Twenty-four of the items are positively worded and nine of the items are negatively worded.[67] The purpose is to examine communication apprehension, test anxiety and fear of negative evaluation related with language anxiety. Each item on the FLCAS is rated on a five-point Likert scale ranging from 1 (strongly agree) to 5 (strongly disagree). Total scores of the scale range from 33 to 165 with lower scores indicate higher levels of anxiety. In this study, the term "Foreign Language" in FLCAS is replaced with the term "English". Horwitz reported that FLCAS has proved internal consistency, as measured by Cronbach's alpha coefficient of .93.[68] Hismanoglu also reported in his study that the

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[66] Imaniar, Ibid.

[67] Tran, T. T. T. (2012). A review of Horwitz, Horwitz, and Cope's theory of foreign language anxiety and the challenges to the theory. English Language Teaching, 5, 69-75. Retrieved fromhttp://dx.doi.org/10.5539/elt.v5n1p69

[68] Horwitz, Elaine K. "Preliminary Evidence for the Reliability and Validity of a Foreign Language Anxiety Scale." TESOL Quarterly 20 (1986): 559-64.

reliability of this scale was found to be .79.[69] Thus, this scale were applied in this study because of its reliability and validation. Regardless of many studies that have used this scale in their studies, the researcher believes that the findings would be not same with the previous studies due to the different setting and participants.

2. A Semi Open-ended Questionnaire

The researcher made the semi open-ended questionnaire based on the theories of students' ways to overcome their ELCA. The semi open-ended questionnaire consists of 11 questions reflecting 3 components of ELCA; *Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation*. This questionnaire offers 3 alternative options and 1 open-ended option. This open-ended option gives the students chance to answer based on their own ways in case the ways they do are not provided in the 3 alternative options.

F. Data Analysis Technique

After collecting data, the next process is analyzing the data. In the process of analyzing, the researcher collaborated of the results from the FLCAS and the semi open-ended questionnaire before interpreting the data. The steps to analyze the data was based on Huberman and Miles's theory[70] as described in the following:

1. Data Reduction

Data reduction is used to determine some important data that will be used. This is the process of reducing and transforming the data. Reducing data means to summarizing, selecting main data, and focusing on the main topic of the research.[71] In this step, the researcher checked the results of the FLCA Scale and the results of the semi open-ended questionnaire. The results of the semi open-ended questionnaire were

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[69] Hismanoglu, Murat. (2013). "Foreign Language Anxiety of English Language Teacher Candidates: A Sample from Turkey". *Procedia - Social and Behavioral Sciences 93*. 930 – 937

[70] A.M. Huberman, M.B. Miles. "Data Management and Analysis Method". NK Denzin and YS. Lincoln (Eds.), *Handbook of Qualitative Research* (USA: SAGE, 1994), 429.

[71] Sugiyono. *Metode Penelitian Pendidikan: Pendidikan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta
Bandung, 2012), 338.

checked and classified based on choices and the open-ended answers.The students' scores of FLCA Scale were divided into two categories; score of positive statements and negative statements. Then, the researcher calculated each score of the students manually by adding the score of positive statements and the score of negative statements. The score for positive statements range from 1 to 5 (*Strongly Agree* to *Strongly Disagree*). Conversely, the score for negative statements range from 5 to 1 (*Strongly Agree to Strongly Disagree*). After adding both positive and negative statements, the final score were categorized into three categories, which are "High Anxious", "Moderate Anxious", and "Low Anxious". The tables of the Likert's scoring scale is shown in Table 3.2.

Table 3. 2
Likert's Scale Scoring Table adopted from Horwitz, Horwitz, and Cope

Statements of FLCA Scale	Scoring				
	Strongly Agree (SA)	Agree (A)	Neither Agree nor Disagree (N)	Disagree (D)	Strongly Disagree (SD)
Positive	1	2	3	4	5
Negative	5	4	3	2	1

The following table is the range of scores for each ELCA level perceived by students:
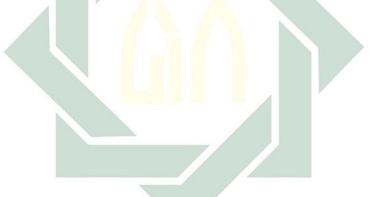
Table 3. 3
Range of ELCA Scale scores

Range	ELCA Level
33-75	Low Anxious
76-119	Moderate Anxious
120-165	High Anxious

2. Data Display

After reducing data, the researcher presented the data. The raw data that has been reduced in the previous step were presented on tables or columns to make the researcher easier in coding the data. In qualitative

method, the data display is created in short essay, diagram, graphic, matrix, network, flowchart, and the like.[72]

3. Drawing Conclusion

In this step, the researcher concluded the findings descriptively. Firstly, after analyzing the data from FLCA Scale, the researcher explained each type of the students' ELCA levels perceived by the students. Regarding with the semi open-ended questionnaire, the researcher tabulated the data by categorizing and labeling. After that, the researcher decribed kinds of ways used by the students to overcome their ELCA. In the discussion section of Chapter IV, the researcher concluded the most category of ELCA levels that the students are categorized in and the common ways that were used by the students to overcome their ELCA. Finally, the researcher discussed the findings by reflecting on related theories

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[72] Sugiyono. Ibid, 341