

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents a brief description of the research methodology of the study in speaking anxiety. Subsequently, the research methodology of the study is followed by the Research Design, Setting of the Study, Subject of the study, Instrument, Data Collection Procedure and Data Analysis of the study.

3.1 Research Design

In this research the researcher used descriptive qualitative method to get the data. Descriptive Qualitative method chooses because this study intends to provide an insight about students' speaking anxiety in the tenth grade students of SMK Yapalis Krian. (Creswell, 2012:16) explained that Qualitative research is best method to discuss a research problem in which you do not know the variables and need to explore it. In qualitative research, the purpose statement and the research questions are stated so that it can best learn from participants. It gives information about the phenomenon of study, and need to study more from participants through exploration. From the definition, the qualitative method is appropriate with the research about speaking anxiety because it needs to explore the phenomenon about speaking anxiety. This method gives a distinct description about the level of students' anxiety to speak English, the causes of students' anxiety to speak English and the strategies used by students to overcome speaking anxiety. This research allows the writer to study particular students and try to understand about speaking anxiety.

3.2 Setting of the Study

The setting of the study was at SMK Yapalis Krian Sidoarjo. It is a vocational high school which is located in Jalan Kyai Mojo No. 18, Jeruk Gamping Krian, Sidoarjo. There are 29 classes from grade X until XII. This

research conducted at the X AK 4 of SMK Yapalis Krian. This study held in the academy year 2016 / 2017.

3.3 Subject of the study

The subject of the research is the students at the tenth grade of SMK Yapalis Krian, Sidoarjo in 2016/2017. The researcher took one class in order to get the data and the researcher had chosen 45 students in X AK 4 class as a subject of the study.

3.4 Instrument

It is impossible to collect data from the participants without any instrument. There are several instruments used by the researcher to get the data from the participants. The instruments are observation, questionnaire and interview.

1. Observation

Observation, according to (Khotari, 2004:96) in this method, we can observe anything around us. Observation becomes a scientific instrument and the method of data collection for the researcher, when it provides a formulated research purpose, it is systematically planned, recorded and is subjected to checks and controls. The researcher joins the speaking class. The researcher and the teacher observed the speaking anxiety of students use the observation checklist; it can be seen on appendix 1. The researcher as observer 1, the teacher as observer 2 and scorer. The researcher and the teacher observe the symptoms of speaking anxiety to all of students in X AK 4 class that suggest by (Ansari, 2015:42). For the result of the observation, the result of observer 1 and observer 2 are compared. From the observation, the researcher find out whether students have anxiety in speaking English or not.

2. Questionnaire

To find out the level of students' speaking anxiety, the causes of students' speaking anxiety and the strategies students apply to overcome speaking anxiety, the researcher gave a questionnaire. (Khotari, 2004:100) explained that a questionnaire is given to the persons that concerned with a demand to answer the questions. A questionnaire contains the number of questions that is printed or typed in a specific order on a set of forms.

a. The levels of students speaking anxiety

To find out the levels of student's anxiety to speak English the researcher use the questionnaire, it can be seen on appendix 2. For the format of the research, the researcher adapts from the Likert Scale. Likert scale is a closed questionnaire. The questionnaire consisted of 33 questions with answers response options ranged from 1 – 5 of each item. The 5 point scales are "Strongly Agree" (SA), "Agree" (A), "neither agree or Disagree" (NA), "Disagree" (D) and "Strongly Disagree" (D). For the content of the questionnaire, the writer adapt from the causes of anxiety by (Young, 1991:427). To make easy the participant, all 33 items (questionnaire) were translated into Indonesian before it gives to the participants.

Table 3.1 The Content of the Level of Anxiety Questionnaire

No.	The Content of the Questionnaire	Questionnaire Number
1	Personal and interpersonal anxiety	1,2,3,4,5
2	Learner beliefs about language learning	6,7,8,9,10,11,12,13
3	Instructor beliefs about language teaching	14,15,16,17,18
4	Instructor – learner interactions	19,20,21,22,23
5	Classroom procedures	24,25,26,27,28,29
6	Language Testing	30,31,32,33

b. The causes of Students' Speaking Anxiety

To investigate the causes of student's anxiety to speak English the researcher use the questionnaire, it can be seen on appendix 2. Therefore, the researcher gives open-ended question to know the causes of students' speaking anxiety. The question is "Do you feel anxious, when you speak English? Why?" after the answer had been collected, the answer analyzed based on (Young, 1991:427) and (Ohata, 2005:6) explanation about the sources of language anxiety in speaking English by classifying them to the theory.

c. The strategies students apply to overcome speaking anxiety

To describe the strategies students apply to overcome speaking anxiety, the researcher use the questionnaire, it can be seen on appendix 2. For the content of the questionnaire, there are 10 questions and the researcher adapts the strategy from (Kondo, David and Ling, Yang. 2004:262) about strategies to overcome students' speaking anxiety. The researcher also gives open-ended question; the question is "what do you do to overcome your speaking anxiety?" After the answer has collected, the researcher categorized them into five strategies as said by (Kondo, David and Ling, Yang. 2004:262). Those are preparation, relaxation, positive thinking, peer seeking and resignation.

3. Interview

To obtain data of this study, the writer used interview. (Khotari, 2004:100) described that the interview method of collecting data invoked presentation of oral-verbal stimuli and respond in terms of oral-verbal answers. In this research the researcher uses face-to-face interview. (Bordens and Abbott, 2011:262) explained that in this method, you talk to the participant directly. The data from interview analyzed by generalizing of the data. The interview conducted to validate data from the observation and questionnaire. The forty five participants will interview and records by

the writer. There are three questions that are given by the writer to the participants; it can be seen on appendix 3.

3.5 Data Collection Procedure

Data collection is the most important step in a research because of the fact that the main idea of conducting a research to get a data. Meanwhile, to find out the level of student's speaking anxiety, the causes of students' speaking anxiety and the strategies students apply to overcome speaking anxiety, the researcher used an observation, questionnaire and interview. The interview conducted to validate data from the observation and questionnaire.

The following are done during the research.

- a. The researcher visited SMK Yapalis Krian on 3rd March 2017.
- b. The researcher asked for permission to the headmaster of SMK Yapalis Krian.
- c. The researcher met the teacher to know and discuss the schedule.
- d. The researcher joined the speaking class.
- e. The researcher did the direct observation in the classroom (speaking recount subject) as the first step to get the data on 20th April 2017 until 27th April 2017. During the observation the researcher and the teacher observed the anxiety that the students have and wrote in observation checklist.
- f. The researcher recorded all the teaching learning process to avoid the losing of data needed.
- g. After joining learning process, the researcher gave a questionnaire on 28th April 2017. Questionnaire is the second step to get data.
 - a. To find out the levels of student's anxiety to speak English the researcher used the closed questionnaire. For the format of the research, the researcher adapts from the Likert Scale. For the content of the questionnaire, the writer adapt from the causes of anxiety by (Young, 1991:427).
 - b. To investigate the causes of student's anxiety to speak English the researcher used the open ended question questionnaire. The answers analyze based (Young, 1991:427) theory.

- c. To describe the strategies students apply to overcome speaking anxiety, the writer also use the questionnaire. For the content of the questionnaire, there are 10 questions and the writer adapts the strategy from (Kondo, David and Ling, Yang. 2004:262) about strategies for coping with language anxiety.
- h. The students filled the questionnaire and collect to the researcher.
- i. The researcher conducted the interview to the participants. Interview is the third step to get data. There are three questions that are given to the participants, it held in 4th May 2017.
- j. After data is collected, the researcher calculated the observation and questionnaire data.
- k. The researcher made the transcript and generalizing the data of interview.
- l. The researcher analyzed and concluding the data.

3.6 Data Analysis

Observation is the first step to get the data. The researcher joined the speaking class. The researcher and the teacher observed the speaking anxiety of students use the observation checklist; it can be seen on appendix 1. The researcher as observer 1 and the teacher as observer 2. The researcher and the teacher observed the symptoms of speaking anxiety to all of students in X AK 4 class that suggest by (Ansari, 2015:42). For the result of the observation, the result of observer 1 and observer 2 are compared. From the observation, the researcher find out whether students have anxiety in speaking English or not.

To find out the levels of student's anxiety to speak English the researcher use the questionnaire. For the format of the research, the writer adapted from the Likert Scale. Likert scale is a closed questionnaire. The questionnaire consisted of 33 question with answers response options ranged from 1 – 5 of each item. The 5 point scales are “Strongly Agree” (SA), “Agree” (A), “neither agree or Disagree” (NA), “Disagree” (D) and “Strongly Disagree” (D). For the content of the questionnaire, the writer adapt from the causes of anxiety based Young (1991). To make easy the participant, all 33

items (questionnaire) were translated into Indonesian before it is give to the participants.

Table 3.2 The Content of the Level of Anxiety Questionnaire

No.	The Content of the Questionnaire	Questionnaire Number
1	Personal and interpersonal anxiety	1,2,3,4,5
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The data were calculated manually with the Likert scale calculation. After the researcher get data from participant, the researcher categorized into some levels of anxiety started from “Very Anxious”, “Anxious”, Midly Anxious”, “Relaxed” and “Very Relaxed” based on Likert scale (Azwar, 2014:147).

The questionnaire consists of 33 questions with 5 point scales of the questionnaire. The 5 point scales are “Strongly Disagree” (SD), “Disagree” (D), “Neither agree nor disagree” (NA), “Agree” (A), and “Strongly Agree” (SA). Every point gives score from 1, 2, 3, 4 and 5. Thereby, the lowest score that we can get from this scale is $X = 33$ (1×33) and the highest score that we can get from this scale is $X = 165$ (5×33). Then, the distance of the score is 132 ($165 - 33$) and the result divide with the standard deviation, the standard deviation of the scale is 6. So, we get $132/6 = 22$.

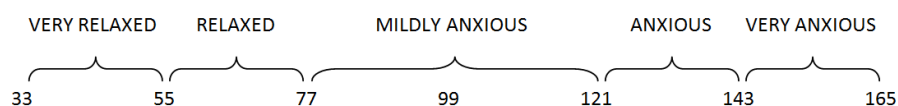


Table 3.3 Likert's Scale

RANGE	LEVEL
33 – 55	Very Relaxed
56 – 77	Relaxed
78 – 121	Mildly Anxious
122 – 143	Anxious
144 – 165	Very Anxious

To investigate the causes of student's anxiety to speak English the researcher use the open-ended questionnaire. The answers analyze based on (Young, 1991:427) findings about the sources of language anxiety in speaking English by classifying them to the theory.

To describe the strategies students apply to overcome speaking anxiety, the researcher also use the questionnaire. For the content of the questionnaire, there are 10 questions and the writer adapted the strategy from (Kondo, David and Ling, Yang. 2004:262) about strategies for coping with language anxiety.

To generalize data of this study, the researcher used interview. The interview conducted to validate data from the observation and questionnaire. The forty five participants interviewed and recorded by the researcher. There are three questions that are given by the writer to the participants (see on appendix 3).