

CHAPTER III

RESEARCH METHOD

This chapter explains about the design or method of the study. It includes the research design, participants and data collection techniques.

3.1 Research Design

The purpose of this study to describe the level of speaking anxiety by the students in learning speaking at Conversation class in English course. In this study, the research methodology used is quantitative research. According to Creswell (1994) quantitative research is a method for objective theories test by interrogating the relation between variables. These variables can be measured, typically on instruments, so that number of data can be analyzed using statistical procedures. This research specifically uses a survey research design which provides a quantitative or numeric description of a population by studying a sample of that population. The instrument used in this research is questionnaire.

3.2 Population and Sample

The setting of the research is in at Conversation class in English course. In Conversation class, students do not allow for using Bahasa as a communication language, it is for improving the speaking skill for the students. This Program has 6 level but at that time, there are CV 1 to 3, and every level is per 3 months. CV 1 or level one is a beginner, CV 2 is pre-intermediate and CV 3 is intermediate. Before decide the level, learners or students have a placement test to getting know their ability in speaking English. This speaking class learns about the things about

how to speak in daily and formal occasion. Students will mastered in speaking when finish this class but also with practicing. The researcher choose CV 1-3 to be a sample because the researcher believe that students in this level more need adaptation to speak fully in English and there are differences with their daily environment which use Bahasa.

3.2.2 Population

The respondents of this study was conducted at Conversation Class in English Course. The population of this research is students from Conversation class in level 1, 2 and 3. The researcher chose students from Conversation classes because Conversation classes are speaking classes that only focus on learning speaking. The level is appropriate with this study which is about language speaking anxiety by the students in learning speaking.

3.2.3 Sampling

Sample is taken from population (Arikunto, 2006). The possible of take a sampling if it is the participants is more than 100. The researcher can take 10% or more from the total of participants of population. If the population is less than 100, the researcher is sampling all the population (Yu & Chooper, 1990). The population of this study were under 100 participants and it was small scale. The total of the respondents are 30 students. This is table for sampling of respondent based on Conversation class:

Table 1 Population and Sample of Participants

No	CLASS	POPULATION	SAMPLE
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1.	CV- 1	8	8
2.	CV - 2	9	9
3.	CV – 3	13	13
TOTAL		30	30

3.3 Data collecting techniques

3.3.1 Instrument

In this research, the researcher uses a questionnaire from (Öztürk & Gürbüz, 2014). The questionnaire was adopted by selecting 18 items from 33 items of FLCAS by (Horwitz, Horwitz, & Cope, 1986) by Saltan (2003). Öztürk & Gürbüz (2014) state that the 18 items are directly relation to foreign language learners and the items are conclude the experienced of their speaking anxiety. FLSAQ (Foreign Language Speaking Anxiety Questionnaire) that adapted by Saltan (2003) was modified negative words into positive words. The 18 items were from FLCAS (Foreign Language Classroom Anxiety Scale) by (Horwitz, Horwitz, & Cope, 1986) therefore a modified words for adjusts English Foreign Language context. FLSAQ for EFL context that adapted by Saltan (2003) consist of 18 items and characterized into three subscale: (a) Communication Apprehension (1,4,5,7,8,9,13,14,15,16) (b) Test Anxiety (3 & 11) and (c) Fear of Negative Evaluation (2,6,10,12,17,18). In 2014, Öztürk & Gürbüz (2014) had been a research about speaking anxiety in EFL context then adopted FLSAQ by Saltan (2003). Öztürk & Gürbüz (2014) as cited in (Saltan, 2003) FLSAQ questionnaire was tested with PhD researchers.

Table 2 Items of FLSAQ (Foreign Language Speaking Anxiety Questionnaire)

Items	Statements	Factors
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1	I am never quite sure of myself when I am speaking in English	Communication apprehension
4	I get frightened when I don't understand what the teacher is saying in English	
5	I start to panic when I have to speak without preparation in English classes	
7	I feel nervous while speaking English with native speakers	
9	I don't feel confident when I speak English in classes	
13	I feel very self-conscious about speaking English in front of other students	
14	I get nervous and confused when I am speaking in English classes	Test anxiety
15	I get nervous when I don't understand every word my English teacher says	
16	I feel overwhelmed by the number of rules I have to learn to speak English	
3	I tremble when I know that I am going to be called on in English classes	
11	I can feel my heart pounding when I am going to be called on in English classes	Fear of negative evaluation
2	I am afraid of making mistakes in English classes	
6	I get embarrassed to volunteer answers in English classes	
8	I get upset when I don't understand what the teacher is correcting	
10	I am afraid that my English teacher is ready to correct every mistake I make	
12	I always feel that the other students speak English better than I do	
17	I am afraid that the other students will laugh at me when I speak English	
18	I get nervous when the English teacher asks questions which I haven't prepared in advance	

3.3.2 Validity

Validity is defined as the extent to which a concept is accurately measured in a quantitative study. According to Manstean and Semin (2001), an instrument so-called valid if the instrument that is to be use can measure what will measurability. It means the validity of instrument is standard was indicated where is an instrument of test what will measurability.

Table 3 Table of FLSAQ (Öztürk & Gürbüz, 2014) Translated Version Validity per Item

Item	Pearson Correlation	R-table	Criteria
1	0,466	0,361	Valid
2	0,482	0,361	Valid
3	0,519	0,361	Valid
4	0,729	0,361	Valid
5	0,656	0,361	Valid
6	0,654	0,361	Valid
7	0,617	0,361	Valid
8	0,529	0,361	Valid
9	0,791	0,361	Valid
10	0,595	0,361	Valid
11	0,764	0,361	Valid
12	0,559	0,361	Valid
13	0,863	0,361	Valid
14	0,621	0,361	Valid
15	0,606	0,361	Valid
16	0,537	0,361	Valid
17	0,703	0,361	Valid
18	0,704	0,361	Valid

3.3.3 Reliability

According to Manstead and Semin (2001), a measure is reliable shows the same result on more than one used or when it used in different individual. In order to prevent any misunderstanding of the statements, translated version of the items were administered to the participants. The reliability of instruments shows in table below.

Table 4 Reliability

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Cronbach's Alpha	N of Items
.912	18

The Chronbach's Alpha score shows 0.912. The score is in excellent reliability because the level is about (0.90 and more).

3.4 Data Collection Techniques

The survey of Speaking Anxiety can be administrated individually. The total administrator time is estimate to be approximately 20 minutes for students to complete the FLSAQ (longer for beginning EFL students), plus about 5 up to 10 minutes for the students to fill out the worksheet and the profile. It depends on the

students' familiarity with completing questionnaires. After explaining the purpose, researcher should direct the students to read the directions silently and then raise their hands if they have any questions about the direction. Then, researcher should direct the students to read each statement and indicate how often they use the strategies, use the 5 point likert scale (Strongly Disagree, Disagree, Not sure, Agree and Strongly Agree) provided after each statement.

3.5 Data Analysis Technique

The researchers take the same steps in accordance with this study:

- a) Foreign Language Speaking Anxiety Questionnaire (FLSAQ) is adapted as an instrument
- b) Translated FLSAQ into Bahasa Indonesia in an official sworn translator and checked the content validity of the translation to thesis supervisor
- c) Distributed FLSAQ to research participants during August 2019
- d) Checked items related validity and reliability of the instrument by using SPSS
- e) Analysed the data on descriptive statistics by using Microsoft Excel by determining the standard deviation (SD) and mean by using =STDEVA and =AVERAGE formula and presented the data into charts.