

CHAPTER III RESEARCH METHODOLOGY

This chapter has been investigated to discuss the method of the study related to research design, research location, research subject, data source, technique of data collection, checking the data validity, technique data analysis.

A. Research Method

This research employs a combination of qualitative and quantitative approaches in its design. This approach is unique in that it involves a variety of classifiable, observable, and meaning-constructed realities. This study aims to ascertain the degree of students' speaking anxiety as well as its causes. The researcher gathered the in-depth data using a variety of approaches. Mixed method research combines the advantages of quantitative and qualitative methods, thus providing a more complete and in-depth view of the phenomena being studied.

A sequential explanatory mixed method is used in this study. a strategy that incorporates both quantitative and qualitative approaches. Because this research employs a two-stage design in which quantitative data are gathered first and qualitative data are gathered second, it is referred to as sequential explanatory. Cresswell made the same statements in 2009:

“In mixed methods research, the explanation strategy is characterized by first gathering and analyzing quantitative data, then gathering and analyzing qualitative data, building on the initial quantitative result, in a second phase.”¹

The first (quantitative) and second (qualitative) stages of the research are combined in a sequential manner. This is done so that qualitative approaches can yield quantifiable data and qualitative methods can complement it. In a study on the topic, the researcher wants to know how anxious students are. In addition, the effect of anxiety while speaking English is the focus of this study.

Seven students from Islamic universities in Indonesia took part in this study. They were chosen using the cluster

¹ Sugiyono, *Metode Penelitian Kombinasi (Mixed Method)*, Alfabeta: Bandung, 2016, p. 409

random method. A questionnaire that was developed by Horwitz et al. The FLCAS (Foreign Language Classroom Anxiety) likert scale has 33 items on a five-point scale, which is very different from it. The purpose of this questionnaire is to determine the degree of students' speaking anxiety. For the purpose of collecting qualitative data, semi-structured interviews with eight participants who have a high level of speaking anxiety are carried out in order to determine the effect that speaking English has on anxiety.

B. Research Population/Sample

1. Population

The population is established by the researcher prior to the collection of the sample. According to Sugiyono, a population is a generational group of things and people with particular characteristics that the researcher chooses to investigate and then draw conclusions from.² The research subjects for this study were the students of an Indonesian Islamic university.

2. Sample

A crucial step in conducting research is selecting the sample. A sample is a portion of the population that the researcher will examine. The researcher concluded that Indonesian Islamic university students after implementing the technique.

C. Research Setting

This research was carried out at an Islamic college. resides in Indonesia. The researcher is interested in conducting the study at this institution because of the student's character and the anxiety they experience when taking an English class. As a result, the researcher believes that it is pertinent to the study that the researcher is conducting.

D. Research Participants/Subjects

The study's focus is on the analysis of spoken anxiety when speaking English to Indonesian Islamic university

² Sugiyono, *Metode Penelitian Kombinasi (Mixed Method)*, Alfabeta: Bandung, 2016, p. 297.

students. The researcher is aware that the level of students' speaking anxiety is also determined by their level of anxiety. The researcher has selected 36 students to complete the questionnaire and interviewed eight of them.

E. Instruments and Data Collection Technique

1. Instruments

A questionnaire, an interviewing guide, and documentation are the three instruments use in this research to gather data. In order to gather information about the statistics that are relevant to the issue based on the circumstances, questionnaire sheets were helpful. In the meantime, the researcher conducts participant interviews as well as in-depth data gathering interviews.

In this research, a questionnaire is the primary data collection tool. The use of a questionnaire, which consists of a number of questions intended to gather data, is a method of data collection. As stated by Creswell Participants in research studies fill questionnaires and send them back to the researcher. Using a series of questions or written comments, participants are asked to respond, according to Sugiyono, in a questionnaire.³

Surveys may contain both closed and open statements and questions. Closed questions only allow participants to select one of the available options, the researcher has already provided and specified the responses. The open questions are brief inquiries that call for additional explanation.

An in-depth questionnaire will be used to measure anxiety in this study. The researcher altered and translated the Foreign Language Classroom Anxiety Scale (FLCAS) in order to measure speaking anxiety. Horwitz, and Cope (1986) invented the close questionnaire. The FLCAS has 33 questions with five possible answers, ranging from 1 to 5. Strongly Agree (SA), Agree (A), Neither Agree nor Disagree (NOR),

³ Sugiyono, *Metode Penelitian Kombinasi (Mixed Method)*, Alfabeta: Bandung, 2016, p. 193

Disagree (D), and Strongly Disagree (SD) are the five points on the Likert scale.

Before administered to the participants, all 33 were translated into Indonesian. Anxiety is made up of three parts:

- a. Communication apprehension (1, 9, 14, 18, 24, 27, 29, 32)
- b. Test anxiety (2, 8, 10, 19, 21)
- c. Fear of negative evaluation (3, 7, 13, 15, 20, 23, 25, 31, 33)

There are also some negative and positive FLCAS questionnaire numbers: Negative statements in numbers (1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 25, 26, 27, 29, 30, 31, 33) and positive statements in numbers (2, 5, 8, 11, 14, 18, 22, 24, 28, 32).

2. Data Collection Technique

The researcher use questionnaire forms, interviews, and documentation to gather the data for this study. This study based on the accuracy of the data gathering technique, which is a measure of the quality of data collection. In this study, questionnaires, semi-structured interviews, and documentations were employed as data gathering methods.

a. Questionnaire

Participants are asked written questions on a questionnaire to gather data. This method works well if the researcher is certain of the factors that need to be evaluated and what the respondent should expect. The following guidelines must be followed when creating a questionnaire: the purpose and content of the questions, their language, the types of questions, whether or not they are unclear, and who should not be asked if they have forgotten. This survey was completed with the help of the FLCAS (Foreign Language Classroom Anxiety Scale). The Likert scale is being used to measure statements about speaking anxiety, language, and attitudes about learning foreign languages in general. This FLCAS was created by Horwitz and his associates. Before distributing the questionnaire to the subject,

the researcher requests validation from experts (experts, lecturers, or teachers). This validation is used with the following considerations: 1) the material's suitability, 2) the construction, and 3) the language used. The evaluation rubric and validation display are also included in the attachment. The following are the criteria for evaluating the speaking anxiety level questionnaire instrument:

Table 3.1 The Criteria for the Validation

Indeks	Category
6 – 12	Not Good (Unusable)
12 – 18	Poor (can be used with major revisions)
18 – 24	Good (can be used with minor revision)
24 – 30	Very Good (can be used without revision)

If the validator's assessment results are excellent or very good, the speaking anxiety level questionnaire instrument can be used. The following table displays the outcome of the validation of the speaking anxiety level questionnaire:

Table 3.2 The result of speaking anxiety level Questionnaire Validation

No	Rated Aspect	Validator Rating	
		I	II
1	Suitability of content/material	8	9
2	Construction	9	9
3	Language Used	9	10
Total Score		26	28
Average		27	

The results of the validation of the speaking anxiety level questionnaire received an average score of 27, as shown in the table above, indicating that the questionnaire is very good. The researcher can use the questionnaire instrument in this way. The attachment provides a more

comprehensive overview of the speaking anxiety level instrument.

b. Interview

The researcher collects data through the interview in order to identify issues that require investigation, so that the responses can be fully comprehended by the researcher. The researcher uses semi-structured interviews. The researcher already knows the information gleaned from the interview results. The information from the interview was used to find out what causes speaking anxiety. Using an interview guide, the researcher organized the information she needed before conducting the interviews. Once the researcher has understood the conversation and used it as study data, it is recorded.

c. Documentation

The researcher gathers the data for this study by employing strategies for documentation. The results of the interview and the survey are both captured on camera by the researcher.

F. Research data Validity

Validity is the degree of accuracy between the data in the subject of the study and the data reported by researchers.⁴ Therefore, information "that is not distinct" from information that has been reported by researchers and information that actually occurs in the area of study constitutes valid data. Sugiyono says that there are certain methods for determining the validity of the data, such as extending the researcher's attendance, making the researcher more persistent, triangulation, a negative case study, referential sufficiency, and member checking.⁵ In addition, the researcher employs a number of investigational methods, including member checking, triangulation, and researcher persistence improvement.

⁴ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, p.267

⁵ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, p.270

1. Triangulation

Triangulation, according to Sugiyono, is the process of validating data by pooling resources at different points in time. According to the definition given above, the triangulation method is a way to verify the accuracy of data by comparing it to data from other sources. Triangulation can be divided into three categories: source triangulation, technique triangulation, and temporal/time triangulation. The researcher employs both technique triangulation and source triangulation.

a. Source Triangulation

Source triangulation is the process of comparing and checking the validity of data obtained from multiple sources. The questionnaire and interview data from various participants were used in this study.

b. Technique Triangulation

By applying a variety of methods to the same resource, technique triangulation is used to verify the validity of the data. The questionnaire and interview data from various participants were used in this study.

c. Member Checking

Member check is an activity or stage of checking the truth of the data and information collected so that the research results are more trustworthy.

- a) Analyze the data and information collected, then the results are submitted or reported to each respondents or data sources to confirm the suitability of the data and information still needed.
- b) Asking respondents for further explanation if deemed necessary to complete the data and information still needed.
- c) Rechecking the correctness of data and information submitted by respondents and data sources.

G. Data Analysis Technique

After collecting data from all participants or other sources, the data analysis technique is used. Triangulation and statistical techniques were used in this method of data analysis.

- Step 1 The FLCAS responses of the students are compiled by the researcher.
- Step 2 Each statement was broken down by the researcher into positive and negative statements.
- Step 3 The proportion of students' preferences for 33 FLCASS items was determined by the researcher.
- Step 4 The purpose of the research was to determine the causes of students' anxiety when speaking English, so the data were analyzed and categorized accordingly.
- Step 5 In chapter IV, the outcomes of this research are presented for each step. triangulation, the statistical method, and member checking.

FLCAS, developed by Horwitz et al., is the most widely used instrument for analyzing students' speaking anxiety. The questionnaire had 33 items scored on a 5-point Likert scale. They were classified as either positive or negative statements. Positive statements receive a score between 1 and 5, while negative statements receive a score between 5 and 1. The scores, which ranged from 3 to 365, were manually calculated from the data.

Table 3.3 The Likert Scoring

Statement	Scoring				
	Strongly Agree (SA)	Agree (A)	Neither (N)	Disagree (D)	Strongly Disagree (D)
Positive	1	2	3	4	5
Negative	5	4	3	2	1

H. Research Ethical Considerations

For the duration of the research, the following ethical considerations are taken into account:

1. The researcher safeguards the students' well-being and privacy
2. Throughout the research, the research's data remain private
3. In order to provide support, the researcher may use the student's initial name

Explanatory statements and a consent form are provided below to ensure that participants in the study agree to participate in the study.

