CHAPTER III
RESEARCH METHODOLOGY

A. Research Method

The research method is a scientific approach in gathering data for specific purposes and applications. There are four important phrases which need to be considered: scientific method, data, purpose, and usability.[1] The scientific method is research based on rational, systematic, and empirical scientific qualities. This study is designed as a mixed method that combines qualitative and quantitative methodologies. The nature of this method is multiple realities, classifiable, observable and the result of meaning construction. The purpose of this study is to determine the level and identify the factors of students' speaking anxiety during online learning. The researcher used a mixed method to get the data in depth.

This research uses a sequential explanatory mixed method, a method combining both quantitative and qualitative methods. It is called a sequential explanatory because this study applied a two phase design where quantitative data was collected first followed by qualitative data collection. Same statements by Cresswell (2009):

"Explanatory strategy in mixed methods research is characterized by the data collection and analysis of quantitative data in a first phase followed by the collection and analysis of qualitative data in a second phase that build on the result of initial quantitative result"[2]

The research combines the first (quantitative) and second (qualitative) stages sequentially. This is done in order to get quantifiable data using qualitative approaches and to complement it using qualitative methods.

The researcher wants to know the level of students' anxiety in a study addressing the issue. Furthermore, this study particularly investigates the effect of speaking anxiety during online learning.

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[1] Sugiyono, *Metode penelitian kuantitatif, kualitatif, dan R & D*, Alfabeta: Bandung, 2012, p.2

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

This research includes 30 SMK grade 12 students as participants. They were selected using cluster random technique. For quantitative data, a questionnaire designed by Horwirtz et al FLCAS (Foreign Language Classroom Anxiety) includes a likert scale that is very much opposed to. It consists of 33 items on a five point likert scale. This questionnaire is designed to assess the level of students' speaking anxiety. To identify the effect of speaking anxiety during online learning, semi-structured interviews with 12 participants with a high level of speaking anxiety are conducted for qualitative data.

B. Research Population/Sample

1. Population

Before collecting the sample, the researcher determines the population. Sugiyono stated that population is a generational region made up of objects/subjects with certain traits and attributes that the researcher determines to investigate and then make conclusions from.[3] The research populations of this research were the third grade of SMK N 1 Batealit

2. Sample

The selection of the sample is a critical stage in conducting research. Sample is a subset of the population that will be analyzed by the researcher. After conducting the technique, the researcher decided AKL *(Akuntansi Lembaga)* of the third class. The researchers have chosen them because most of them had low confidence in speaking. They were anxious because of their fear of getting a bad score in English.

No	Name	Position
1.	MRA	Student
2.	VRW	Student
3.	LAR	Student
4.	DPM	Student
5.	WA	Student
6.	EA	Student
7.	SN	Student

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

8.	RF	Student
9.	SNI	Student
10	RM	Student
11	DAA	Student
12	DAPU	Student
13	AY	Student
14	RM	Student
15	SNA	Student
16	KAS	Student
17	AO	Student
18	NKF	Student
19	RAVS	Student
20	PA	Student
21	ARF	Student
22	AF	Student
23	SW	Student
24	NISS	Student
25	RDP	Student
26	AS	Student
27	DAN	Student
28	NK	Student
29	AL	Student
30	MKJ	Student

Table 3.1
The list of students

C. Research Setting

This research was conducted in SMKN 1 Batealit which is located in St. Batealit-Bangsri. The main reason for conducting the research in that school is because this school implemented online learning to deliver the material especially in English subjects. Another reason that interests the researcher in conducting the study in this institution is the character of the student and the anxiety when they get an English subject. Thus, the researcher believes that it is relevant to the study that was conducted by the researcher. This research was conducted in September until October 2021.

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D. Research Participants/Subjects

The focus of the study was the analysis of speaking anxiety during online learning to grade XII of SMK N 1 Batealit. The researcher known the speaking anxiety that experienced by students during online learning also determines the level of the speaking anxiety. The researcher has chosen 30 students to fill in the questionnaire and take 10 participants to be interviewed.

E. Instruments and Data Collection Technique
1. Instruments

This study uses three instruments to collect data: a questionnaire, an interview guide and documentation. Questionnaire sheets were useful in obtaining the information about the data that relate to the topic based on the situation. Meanwhile, the researcher uses interviews to get the data in depth and to conduct interviews with the participants.

The main instrument of collecting data in this research is questionnaire. Questionnaire is the way to collect the data using a list of several questions designed to gain the information. According to Creswell A questionnaire is a survey design that study participants complete and return to the researcher. According to Sugiyono a questionnaire is a data collection technique in which participants are asked to answer a series of questions or written statements.[4] Questionnaires can include closed or open questions/statements. Closed questions are those in which the researcher has supplied and specified the answers, and the participants only choose one of the options offered. The open questions are short questions which require more elaboration to answer.

The level of anxiety during online learning will be examined using a close questionnaire in this study. The researcher adapted and translated of Foreign Language Classroom Anxiety (FLCAS) in order to assess the level of speaking anxiety during online learning. This close

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

questionnaire was developed by Horwitz, Horwitz, and Cope (1986). FLCAS consists of 33 questions with five options ranging from 1-5. Likert's scale has five points: Strongly Agree (SA), Agree (A), Neither Agree or Disagree (NOR), Disagree (D), and Strongly Disagree (SD).

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, 24, 25, 26, 27, 29, 30, 31, 33) and positive statements in numbers (2, 5, 8, 11, 14, 18, 22, 28, 32).

2. Data Collection Technique

The researcher collected the data for this study by conducting questionnaire sheets, carrying out interviews, and documentation. This research was conducted from the quality of data collection which is the accuracy of the method used to collect data. The data collection techniques were used in this study: questionnaire, semi-structured interview and documentations.

a. Questionnaire

Questionnaire is a data collection technique by asking participants written questions. This technique was effective if the researcher is confident of the variables to be assessed and what the responder should expect. The following guidelines should be followed while creating a questionnaire: the questions' content and purpose, the language used, the types and forms of questions, the questions are not ambiguous, do not ask those who have forgotten. The FLCAS (Foreign Language Classroom Anxiety Scale) was utilized by the researcher in this questionnaire. The measurement is using likert's scale which contains statements about

speaking anxiety, language and attitudes towards foreign language learning in general.[5] This FLCAS was developed by Horwitz and friends. Because the class is conducted through online learning, the questionnaire was made using Google form and given the the students' through WhatsApp group. The data is analyzed to find out the level of students' speaking anxiety during online learning.

The researcher first asks for validation from experts (experts lectures/teachers) before the researcher distributes the questionnaire to the subject, This validation is used with considerations: (1) the suitability of the contect or material, (2) construction, (3) the language used. There is also validation display and evaluation rubric which can be seen in the attachment. The criteria for the assessment of the speaking anxiety level questionnaire instrument are as follows:

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

3.1
The criteria for the Validation

The speaking anxiety level questionnaire instrument can be used if the assessment results from the validator are good and very good. The result of the validation of the speaking anxiety level questionnaire can be seen in the following table:

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[5] Lourdes Ortega, *Understanding Second Language Acquisition* (New York: 2009), p.200

No	Rated Aspect	Validator Rating		
		I	II	III
1.	Suitability of content/material	10	10	8
2.	Contruction	10	10	8
3.	Language Used	8	8	8
Total Score		**28**	**28**	**24**
Average		**26, 666**		

3.2
The result of speaking anxiety level
Questionnaire Validation

Based on the table above, the results of the validation of the speaking anxiety level questionnaire got an average of 26,666, so it can be saida that the questionnaire is very good. So that, the questionnaire instrument can be used by the researcher. For a more complete view of the speaking anxiety level instrument, see the attachment.

b. Interview

The interview is a data collection technique used by the researcher to identify problems that must be researched. For the researcher to fully understand the responses in.[6] The researcher uses semi-structured interviews. The researcher already knows the information that was obtained from the interview results. The interview data used to find out the factors of speaking anxiety in online class. The type of interview is direct interview by applying health protocol. Before conducting the interviews, the researcher has prepared an interview guide in order to organize the point of information that the researcher needs. The researcher understands the conversation and record it then use it as data of the study.

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[6] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D,* (Bandung: Alfabeta, 2015), p.137

The data of interviwee (teachers)

No	Name	Position	Institution
1.	Ari Rahmawati, S.Pd.	English teacher	SMK N 1 Batealit
2.	Nur Faizah, S.Pd.	English teacher	SMK N 1 Batealit
3.	Nur Lailatul Izzah, S.Pd.	English teacher	SMK N 1 Batealit

The data of interviwee (students)

No	Name	Position	Institution
1.	RF	Student	SMK N 1 Batealit
2.	RAVS	Student	SMK N 1 Batealit
3.	NISS	Student	SMK N 1 Batealit
4.	RDP	Student	SMK N 1 Batealit
5.	VRW	Student	SMK N 1 Batealit
6.	DPM	Student	SMK N 1 Batealit
7.	SN	Student	SMK N 1 Batealit
8.	DAPU	Student	SMK N 1 Batealit

c. Documentation

Getting the data of this research, the researcher uses documentation techniques. The researcher captures some screenshots of the result of the questionnaires and some photos of the result of the interview.

F. Research data Validity

The degree of accuracy between data that occurs in the object of study and data reported by researchers is defined as validity.[7] As a result, legitimate data is data "that is not dissimilar" between data reported by researchers and data that truly occurs in the topic of investigation. According to Sugiyono, there are some techniques in checking the data validity such as extension of researcher attendance, persistence improvement of the researcher, triangulation, negative case study, referential sufficient, and member checking.[8] Furthermore, the researcher used several techniques of investigation including persistence improvement of the researcher and triangulation.

1. Triangulation

Sugiyono defines that triangulation is validity data checking by sharing resources in several ways and times. By the definition above, it can be concluded that triangulation method is a method of checking data validity by using other resources in order to check or to compare the data. Triangulation can be classified into three types: source triangulation, technique triangulation, and temporal/time triangulation. The researcher employs source triangulation and technique triangulation.

a. Source Triangulation

Source triangulation is checking data validity by checking and comparing the data that has been obtained from several sources.[9] In this study, the researcher used questionnaire and interview data from different participants.

b. Technique Triangulation

Technique triangulation is used to test data validity by checking the data from the same resource with different techniques.[10] In this study, the researcher checks the data validity by using different data

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[7] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D, p.267*

[8] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D, p.270*

[9] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D,* (Bandung: Alfabeta, 2015), p.274

[10] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D,* p. 274

collecting, such as questionnaires, interviews, and observation.

G. Data Analysis Technique

The data analysis technique is carried out after collecting data from all participants or other data sources. This data analysis technique incorporated statistical methods as well as triangulation.

Step 1   the researcher summarizes the students' FLCAS responses.

Step 2   the researcher categorized each statement into negative and positive statement

Step 3   the researcher calculated the proportion of students' preferences for 33 FLCASS items.

Step 4   the researcher evaluated and categorized the data based on the idea of answering the factors of students' anxiety during online learning

Step 5   the results of each step of this research are provided in chapter IV. Statistical method and triangulation.

The most commonly used tool to analyzed students' speaking anxiety is FLCAS developed by Horwitz et al. the questionnaire consisted of 33 items with 5 point of likert scale. They were divided into two types (negative and positive) statement. The score for positive statements range from 1-5, while the negative statements range from 5-1. The data was calculated manually with the score ranged from 33-265.

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Statement	Scoring				
	Strongly Agree (SA)	Agree (A)	Nether (N)	Disagree (D)	Strongly Disagree (SD)
Positive	1	2	3	4	5
Negative	5	4	3	2	1

Table 3. 3
The Likert Scoring

H. Research Ethical Considerations

The following ethical considerations are put into place for the period of research:
1. The researcher protects the students' privacy and well-being times.
2. The data of the research remains confidential during the research
3. The researcher is allowed to use the student's initial name in order to support the researcher.

In the following are explanatory statements and consent form to make sure that the researcher participants decide to participate in this research participants regarding the study.

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