CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used a descriptive quantitative method to answer the questions of the research. It was coherent with the objectives of this study. By using this method the description of students’ anxiety is explored offers deeply to see the issue experienced by the participant.

Arikunto (2013) stated that the quantitative method is a study that required using numerals, ranging from data collection, interpreted the data, and as well as the appearance of the result (p.27). A descriptive side aims to transform the raw data into a form that will make the reader easy to understand and interpret; rearranging, ordering, and manipulating data to generate descriptive information (Zikmund, 2003).

This research used a descriptive-quantitative method to reveal the phenomenon of students’ speaking anxiety at the seventh semester English Education Department of Antasari State Islamic University in the academic year of 2021/2022.

B. Research Setting

In this research, the researcher was conducted in the seventh-semester students at English Education Department of Antasari State Islamic University Banjarmasin. The campus is located on A Yani street km 4.5 Banjarmasin. This place was chosen by researcher based on the consideration that criteria of participants related to or suitable for this research. This research was conducted in two months, started in September until November 2021.
C. Participants

1. Population of The Research

The population in a study is in the area or target that researchers want to research. According to Sugiyono (2011, p.80) Population is a geographic generalization there is an object/subject has the quality and certain characteristics that are set by the researcher to learn then conclude.

The population of this research was the seventh-semester students in the English Department of Antasari State Islamic University in the academic year of 2021/2022, which consisted of 4 classes with a total number are 131 students.

<table>
<thead>
<tr>
<th>NO.</th>
<th>Class</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>32</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>33</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>33</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>33</td>
</tr>
</tbody>
</table>

Total = 131 Students

2. Sample of The Research

The sample is part of the population elements to be studied. The sample must be represented as one is to be able to generalize with confidence from the sample to the population. According to Arikunto (2006), if the population is more than 100, the research could take 20% or 25% from the population to become the sample of the research. To determine the sample, the research chooses 20% sample from the population using the formula:

Percent value = (percent value) x Frekuensi) /100.
25% X $\frac{131}{100}$

$25 \times 1.31 = 32.75$

32.75 rounds number is 33.

So the sample of this study is 33 from 131 populations

To choose 33 samples from populations, this research chooses using Convenience sampling. According to Sugiyono (2014, p. 124) sampling is to take the respondents as a sample by chance, that is anyone who happens to meet a researcher can be used as a sample. If it is viewed by the person who happened to be discovered as suitable a source of data.

The researcher chooses the seventh semester because students qualify the research criteria that the researcher wants about students’ anxiety in performing English speaking. The seventh-semester students have been through a lot of experience with speaking anxiety from the beginning of college admission. Moreover, they have taken speaking classes from the beginning of the lecture.

D. Technique of Data Collection

The technique of data collection is a researcher's way of collecting data in a study. In this study, researcher used 2 questionnaires to obtain data that would answer each research question. According to Marguerite (2010, p. 122), a questionnaire or survey is the main tool or instrument used to collect data in the descriptive survey research study. Because it is still in a pandemic condition the researcher used an online questionnaire through google form to collect data.

1. Questionnaire

For first research question the researcher used FLCAS (Foreign language Classroom Anxiety Scale) developed by Horwitz, & Cope (1986),
this questionnaire aimed to gain deeper pieces of information or responses from the students experienced about their speaking anxiety. This questionnaire used the Likert scale to measure the percentage of causes of anxiety faced by students in English speaking performance. According to Linda Woodrow (2006, p.311) stated that instrumentation to measure foreign language anxiety typically uses Likert-type scales to measure responses to stressors. FLCAS consists of 33 questions with a five-point scale. This scale provided five responses ranging from “Strongly Agree” (SA),” Agree” (A), “Neither Agree nor Disagree” (NA), “Disagree” (D) and “Strongly Disagree” (SD). The category of Likert's scale and the score could be seen in the following table:

<table>
<thead>
<tr>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>1</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Neither Agree nor Disagree</td>
<td>3</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>5</td>
</tr>
</tbody>
</table>

Based on FLCAS questionnaire classified there are three main types of causes of foreign language classroom anxiety commonly faced by students in performing English speaking such as: communication apprehension, test anxiety, and fear of negative evaluation.
For second research question this questionnaire was used to answer the second research question that is how students overcome anxiety in English speaking performance. The researcher used this type of closed-ended questionnaire to get data from sources deeper to get data to answer related research questions. Question items in this questionnaire are 15 items. Similar to the previous questionnaire to measure the percentage of this questionnaire also uses Likert scale. Strategies used by the students in overcoming their anxiety in speaking English analyzed by using five strategies categories developed by Kondo and Ying Ling (2004, p.262), there are preparation, relaxation, positive thinking, peer seeking, and resignation.

E. Data Analysis

Data analysis is the most important in this part of the research because there will be obtained important information in the form of research findings. In this research, for the data analysis, the researcher used descriptive statistics analysis. According to (Metler, 2012), descriptive statics is a mathematics procedure that purposes to present the data by summarizing and organizing the data using numeric.

After the data has been collected from both questionnaires, the researcher analyzed the data from the questionnaire. Because both types of questionnaires are the same using Likert scale to measure percentage, the researcher run out several steps as follows:

1. All of the data from both questionnaires were collected by the researcher through a google form.

2. Data from questionnaires were analyzed by measuring the percentage of the types of causes of anxiety faced by students in performing English speaking
and students’ strategies in overcoming their anxiety in performance English speaking using the Likert scale.

3. To determine the percentage of each statement from the questionnaire, the researcher used the formula based on the degree of attitude from the Likert scale (Gay, 1981: 126).

\[ P = \frac{F}{N} \times 100\% \]

P = Percentage
F = Frequency
N = The total number of sample