

CHAPTER III

METHODOLOGY

This chapter presented methodology of this research such as; research design of the study, settings, participants of the study, technique of data collection, and also followed by technique of data analysis.

3.1 Research Design

In this present study, the researcher used a qualitative design, which focuses on determining the factor of EFL students' anxiety in speaking classrooms. This qualitative research design aims to explain some factors that cause EFL students' anxiety in speaking. According to Creswell (2012), qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social human problem.

3.2 Settings and contexts

This study was conducted in the first semester of the academic year of 2022/2023. The participants were majored English Education Department at one of the institutions in Kendari. The researcher said that the student's anxiety was still high when the student attempted to speak in class especially in the first semester. The problems they faced included afraid making mistakes, lack of vocabulary, and poor pronunciation. In addition, their age was vulnerable to psychological control between negative and positive, which affects student learning. The researcher also found that the speaking class learning strategy was still dull. The class is the first level of speaking classes during participants study in the college. The levels consist of speaking 1 until speaking 4. In this speaking

class mostly talked about basic skills and theme in English speaking. Then, all the students were still new to this speaking subject since this was their first experience in learning to speak, and when they were in senior high school, the students did not find the speaking subject. Through this study, the researcher attempted to discover the factors influencing students' Anxiety in speaking class.

3.3 Participant of the Study

The participants in this research use English Education Department students in speaking class in the first semester in class B. They were in their first year at university. In this research, the researcher used purposive sampling to get the participants. According to Creswell (2012) purposeful sampling is aimed to learn or understand the central phenomenon by selecting individuals and sites intentionally. The researcher chooses five participants for this study.

In this study, the researcher used purposive sampling as a technique to get the participants. Gay and Airasian (2000) state that purposive sampling referred to as judgment sampling, the researcher selects a sample based on his or her experience or knowledge of the group to sample. Researcher contacted lecturer who teach speaking class to get information about students who looked very anxious in class. The lecturer provides information about student anxiety. Based on the report, students with high pressure when speaking in class. They were also rarely active or afraid to talk because these students had high anxiety and also student who have distinctive dialect that makes them afraid to speak, especially when pronouncing words. So the researcher took these participants.

Table 3. 1 Participants Profile

Participants	Gender	Age	Semester
P1	Female	19	1
P2	Female	18	1
P3	Male	18	1
P4	Female	18	1
P5	Female	18	1

3.4 Data Collection

There were several steps of data collection methods that the researcher used to obtain data about EFL students' anxiety in speaking classrooms. Further, to observe data about the EFL students' anxiety in the speaking classroom, in this present study, the researcher used a questionnaire and reflective journal to collect the data from the participant. The questionnaire and reflection designed in Google form so that the researcher shared the link to the class Whatsapp group. Djeno (2015) portrayed the use of Google Form as a useful media for assessment.

3.5 Instrument of Study

This present study used a questionnaire and a reflective journal.

3.5.1. Questionnaire

Questionnaire is a technique of collecting data by providing a set of questions or written statements to respondents. The questionnaire explains several questions for respondents who are faced with speaking anxiety. The questionnaire that the researcher used was Foreign Language Classroom Anxiety Scale

(FLCAS). The questionnaire contained three indicators: communication apprehension, anxiety in speaking tests, and fear of negative evaluation. In communication apprehension, there are five statements. In the anxiety in speaking test indicator, there are four statements. In fear of negative evaluation indicators, there are four statements. The questionnaire was made in English. The questionnaire is adapted from Horwitz, Horwitz and Cope (1986)'s and Angelia and Listyani (2019) study.

Table 3. 2 Indicators of Questionnaire

No	Indicators	Number Items.	Total Items
1	Communication Apprehension	1, 2, 3, 4, 5.	5
2	Test Anxiety	6, 7, 8, 9.	4
3	Fear of negative evaluation	10, 11, 12, 13.	4

3.5.2 Reflection Journal

The Reflection journal referred to EFL students' anxiety in speaking classrooms. The guidelines of the reflective journal were adapted from Akkakoson and Mongkut (2016). In this reflective journal, this focused on three questions related to this study. The students answered those three questions using language that made it easier to express their thoughts. The questions in this present study specify what the students are most anxious about when speaking and are asked to explain in detail. And also on the last question which is about their efforts to overcome anxiety when speaking in speaking class.

3.6 Data Analysis

In analyzing the data, this study used several steps such as; collecting data, preparing data for analysis, coding the data, and creating a description to be used in the research paper. This was in line with Creswell (2010) which are: (1) collecting data, (2) preparing data for analysis, (3) reading through the data, (4) coding the data, (5) and coding the text for themes and description to be used in the research paper.

The study analyzed the data by coding. The researcher gave code to the students' reflections to collect the data. After thoroughly analyzing the data from the reflection journal, a conclusion was presented systematically. Coding did not constitute the totality of data analysis; however, it was only used to organize and interpret the data to underlying messages to become clearer to be a complete research. The kind of coding data is used to do a description to be used in the research paper.

Coding the data there are many kinds of coding in qualitative research, but in this study, the researcher used Thematic Coding (thematic analysis). Thematic coding is a way to analyze the data to identify patterns or to find themes through data collected by the researcher (Braun & Clarke, 2006). Students' answers and colors were categorized based on the theme the researcher chose. Furthermore, each statement has been coded and classified according to the category that has been colored. Codes are collected according to color. That way, the researcher can summarize the analysis obtained from the coding.

Then in analyzing the questionnaire the researcher used Likert Scale to measure attitudes, opinions, and perception of a person or group of people about

social phenomena, Likert Scale a graduation from very positive to very negative. The checklist is given on the available column and the statements is in accordance with the alternative subject state the answer use is Strongly agree (SA), agree (A), neutral (N), disagree (D), Strongly Disagree (SD). Total the score based on the response category. The example of the data questionnaire:

Table 3. 3 Example of Questionnaire

No	Transcripts	Indicator
1	I am worried about my vocabulary when I speak. And I am afraid my teacher asked me to speak about the material.	Communication apprehension
2	I'm worried and afraid about the pronunciation and determination of vocabulary when I speak. I always think that I will failure when my teacher asks me to speak.	Test anxiety
3	My vocabulary was still lacking and I was also worried and afraid that the word order was not appropriate. So that, my teacher corrected my mistake.	Fear of negative evaluation