

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research design

In this research, quantitative approach is used by the writer. “Quantitative research is explaining phenomena by collecting numeral data that are analyzed using mathematically based methods (in particular statistics)”, Muijs, (2004:13). It means that the data which are analyzed and the data analysis result have the form of phenomenon descriptive by nominal form. In addition, the problems which observed in this research were defined holistic, and dynamic. A list of numbers would be adequate enough to represent it. It needs a deep analysis to find hidden reason and meaning behind the problems. Those are the reason of why the quantitative research was applied in this research. The type of research in this study was descriptive research. The writer uses descriptive method in which this method is to describe what actually happens to procedures about method which is useful in research. It will be used as guidance to conduct the research from the beginning to the end of the work. The description of students' anxiety in presentation performance was exploring using this method.

The focus of this study was on students' anxiety (levels of anxiety, anxiety factor, and students' strategies to reduce their anxiety) in presentation performance. As the data, this research took from two kinds of questionnaire (open ended and closed questionnaire). For this reason, the researcher applied descriptive quantitative study as the research design.

3.2. Location and time of the Research

ISLAMIC UNIVERSITY OF RIAU was considered as the place of research since it has one of credible institution in Riau. The institution located in Kaharudin Nasution Street No. 113 of Pekanbaru. The location of campus was strategic which near with central town of Pekanbaru, and suitable for teaching learning process. Besides the supporting environment, in order to create conducive situation of teaching and learning process, ISLAMIC UNIVERSITY OF RIAU had also provided the complete facilitation.

3.3. The Population and Sample of the Research

3.3.1. Population

Muijs states that, population is the group of people which want to *generalize*. (Muijs, 2014:28). Population is the whole of the subjects investigated, Arikunto, (2002:130). Whereas, according to Encyclopedia of Educational Evaluation (cited in Arikunto, (2002:130) explain that “population is a set (or collection) of all elements possessing one or more attributes of interest”. It means that, in this study the population is all of the Third semester student of English study program. There are six classes and the total numbers of population from all of them are 190 students in this population. They were chosen as respondents in consideration that they have learn English for several years and have many experiences in presentation performance during teaching and learning process. In addition, they are capable to represent their opinion related to the research question.

3.3.2. Sample.

Sample is part of population that represents the whole population. If the member of subject is less than 100 subjects, the researcher can take entire subjects. However, if the number of subject in research is more than 100 persons, the researcher takes 10-15% or 20-25% of the population, cited in Arikunto (2002:134). There are 38 students who chosen as the sample of the research from D class

Table 3.1

Class	Total
3D	38

3.4. Instruments

3.4.1. Documentation

The researcher also collects some materials from books concern students' anxiety and to give Suggestion for better understanding and learning . As Arikunto (2006 : 158) says that documentation means written objects, is way to gain the data from written objects such books, magazines, documents, ordinances, notes, diaries or other documentations.

3.4.2. Questionnaire

The questionnaire is the main instrument to collect data. By using this method, the writer can device the data from two kinds of questionnaire.

a. Close Questionnaire

Maria Teresa Siniscalco and Nadia Auriat state that Closed (or multiple choices) question sareask the respondent to choose, among a possible set of answers, the response that most closely represents his / her viewpoint. The respondent is usually asked to tick or circle the chosen answer. They may also require that the respondent chooses among several answer categories, or that he/she uses a frequency scale, an importance scale, or an agreement scale, (Siniscalco:23).

FLCAS is kind of close questionnaire that given to the respondents, they have same opportunities to select and choose the possible answer that describes how generally respondents are feeling. This questionnaire aimed to find out the students' anxiety level in presentation performance. FLCAS consists of three main types of language anxiety in its questions that are communicative apprehension were number 1, 4, 11, 19, 22, 29, 30, 33, fear of negative evaluation were number 2, 3, 6, 7, 9, 12, 18, 20, 24, and the last is test anxiety were number 5, 8, 10, 25, 27. This is a list of FLCAS questionnaire about students' anxiety that given for students in 3rd semester students to find out the level of students' anxiety.

3.5. Data Collection Technique

Data collection is considered as the most prominent step in a research due to the fact that the main purpose of conducting a research is to obtain needed data. In a quantities research, data can be taken from archival documents, written or oral expressions of people or their behavior, etc (Moleong, 2010:157).

In collecting the data, the writer uses two kinds of questionnaire instrument. By using this method, the writer can collect the data needed from two kinds of questionnaire. The first questionnaire is closed questionnaire that is FLCAS (Foreign Language Classroom Anxiety Scale) who proposed by Horwitz (1986) which are make to gain the levels of students' anxiety.

questionnaire used open ended questionnaire, it is questionnaire about students' experiences in presentation performance, and it purposed to identify the factors behind students' anxiety and their strategies for coping of anxiety.

Firstly, the questionnaires were distributed to students started from January 17th, 2014 in out of class randomly after they have finished the final examination. The questionnaires were distribute in out of class by reason that to anticipate the same answer among the students when it was distribute in classroom, So, the writer can collect the variation of data from respondents in each of psycholinguistics class. The respondents take from each class of psycholinguistics because of every class has different course of human intelligent and attitude, it is the reason why the writer conduct the respondents randomly.

After that, the data were collected and the writer got 23 students' answers as data respondents. The next step is analyzed and categorizing the data based on the theory. Finally, the writer presented the result for answer the research questions in chapter I.

3. 6. Data Analysis Technique

The writer takes 3rd semester students as respondents who join in psycholinguistics, it is around 28 students. The data was collected by the writer then the writer

analyzes students' anxiety level use FLCAS proposed by Horwitz. FLCAS consists of 33 question statements, it uses answers response ranged options from Strongly Agree, Agree, Neither Agree or Nor Disagree, Disagree and Strongly Disagree. The FLCAS divided into two kinds of statement that is negative and positive statement. The scoring of positive statement range from 1 - 5, while the negative statement will be ranking from 5 - 1. This is number of positive and negative FLCAS questionnaire:

-The 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

-The positive statement in numbers: 2, 5, 8, 11, 14, 18, 22, 28, 32.

To avoid students' misunderstanding of the questionnaire, the positive and negative statements were arranged together. Therefore, the negative statements were number 1 - 24 and then the positive statements were number 25 - 33, then three main types of language anxiety that are communicative apprehension were number 1, 4, 11, 19, 22, 29, 30, 33, fear of negative evaluation were number 2, 3, 6, 7, 9, 12, 18, 20, 24, and the last is test anxiety were number 5, 8, 10, 25, 27. This is a list of FLCAS questionnaire about students' anxiety that given for students in 7th semester students to find out the level of students' anxiety.

Table 3.2
FLCAS Questionnaire

No	Statement	Strongly Agree	Agree	Neither Agree/Nor Disagree	Disagree	Strongly Disagree
1.	I never feels quite sure of myself when I am speaking in my foreign language class.					
2.	I tremble when I know that I'm to be called on the language class.					
3.	I keep thinking that the other students are better at languages than I am.					
4.	I start to panic when I have to speak without preparation in language class.					
5.	I worry about the consequences of failing my foreign language class.					
6.	It embarrasses me to volunteer answer					

	in my language class.					
7.	I get upset when I don't understand what the teacher is correcting.					
8.	I am afraid that my teacher is ready to correct every mistake I make.					
9.	I can feel my heart pounding when I'm going to be called on my language class.					
10.	The more I study for presentation, the more con-fused I get.					
11.	I get nervous and confused when I am speaking in my language class.					
12.	I am afraid that the other students will laugh at me when I speak the foreign language.					
13.	It frightened me when I don't understand when the teacher is saying in the foreign language.					
14.	During language class, I find myself thinking about things that have nothing to do with the course.					
15.	In language class, I can get so nervous I forget things I know.					
16.	Even if I am well					

In

previous research, Tesalonika Mayangta (2013) and Jean T, Stephenson Wilson wasuse FLCAS to gain the levelsof anxietyin their thesis.



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