

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher presents some points related to this research including research design, population, sample and sampling, research instrument, validity and reliability testing, data collecting method, normality testing and data analysis.

A. Research Design

The aim of this study is to identify the correlation between the students' anxiety level and their speaking performance. In this research the researcher used simple correlation, which is a measure used to determine the strength and the direction of the relationship between two variables X and Y. The correlational coefficient can range from -1 to 1. The researcher used the simple correlation design to investigate the correlation between two or more variables by using the statistical procedure of correlational analysis. As the independent variable students' anxiety level is symbolized as "X", while the students' speaking performance is symbolized as "Y" as the dependent variable.

The researcher collecting the score of the students' speaking performance from the teacher. So, the researcher did not conducting a speaking test for the students. It is caused, to get the students speaking performances' score we can not only give them a test, but it's about on-going assessment or a test need. The teacher had some criteria to score the

students' speaking performance as ability, fluency, pronunciation and performance to make easier when scoring them and it also makes the score more objectives.

B. Population, Sample and Sampling

1. Population

Population is the largest group of participants. Creswell (2012:142) stated that population is a broadest level of participant which have a same characteristic that distinguishes group from the other. The population of this study was the whole students' of first grade at MA Mujahidin Ngadiluwih Kediri academic year 2018/2019 which consist of two classes (A and B). The whole population is 40 students as 18 males and 22 females.

2. Sample

Sample is a group which is selected from the broadest population that wants to be analyzed. Creswell (2008:152) claims that the one is the part of target population which the researcher plans to study for generalizing the target population. Means, sample is the part of population that taken to be as the representative of the broadest population in conducting a research. In this case, the sample of this research is the students of X-B class that consist of 20 students as 13 female and 7 male at MA Mujahidin Ngadiluwih Kediri in academic year 2018/2019.

3. Sampling

Sampling is the process of taking or selecting the subjects as the sample from the largest population. According to Gay (1993:123) sampling is the process of selecting a number of individual which the main goal is to find out the representative of the large group from which they were selected. The purposive sampling technique is used in this study. Means the sample which is not based taken from the random, strata or region, but it's based on their characteristics.

In this study, the participants of this research were the students's of the tenth grade. The researcher chooses the B class because of the English teacher suggestion. In addition, one of the factor that makes the teacher suggested B class is because of the B class students has a similar characteristic on their English speaking performance mastery. Besides that, the reason why choosing the tenth grade was because comparing with the students' XI and XII who possibility have a high English proficiency than grade X students. Students in the grade X have already learn English shorter than the other and they might have less exposure to English. Therefore, it was interesting to explore the students' anxiety level on the students' speaking performance of the tenth grade.

C. Research Instrument

Instrument is used to collect to data from the field. Aaccording to Frenkel (2012:111), instrument is the device such as: pencil-and-paper test, a questionnaire or a rating scale to collect the data. The requirement

of the instrument is valid and reliable. Means that the instrument is called valid if it measure what will be measured. To collect the data the researcher defined the instrument into two kinds; questionnaire and the result or the score of student's speaking performance.

1. Questionnaire

The questionnaire was used to collect the students' anxiety level. The one is from *Foreign Language Class Anxiety Scale* (FLCAS) which adopted from Horwitz. The questionnaire used five-point *Likert Scale* format ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). To prevent a misunderstanding about the content of the questionnaire, the researcher was administered in Bahasa because all of the participants learn English as the foreign language. The participants were given a 45 minutes to respond 30 items of the questionnaire. Which design to survey:

Table 3.1

Table of Foreign Language Classroom Anxiety Scale (FLCAS) Items

No.	Indicators	Items
1.	Communication Anxiety	1,9,14,18,24,21,29,28
2.	Fear of Negative Evaluation	3,7,13,15,19,23,25,26
3.	Test Anxiety	2,8,10,19,21
4.	Anxiety of English Class	4,5,6,11,12,16,17,22,19

2. Speaking test

Speaking test is a test which used to measure the students' speaking ability. According to Arikunto (1998:139) test is a part of questions or exercise, which used to measure the skill, knowledge, intelligence and ability of an individual or a group. This speaking test was given to collect the students' speaking score in English. In this research the researcher doesn't conducting a speaking test because the score that needed by the researcher is an on-going assessment. In addition, to get that score the researcher makes a cooperation with the English teacher. So, the researcher collects the students' speaking score from the teacher.

D. Validity and Reliability Testing

1. Validity Testing

An instruments is really important to be valid and reliable. Validity should be considered by the researcher before conducting a research when preparing an instrument. According to Fraenkel and Wallen (2006:150) claim that validity is the most important idea to be consider when preparing or selecting an instrument for use.

a. Content Validity

Content validity is a kind of validity testing which depends on carefull analysis of the language being tested and a particular test. There are two kinds of validity, validity of FLCAS (questionnaire) and validity of speaking test.

1. Questionnaire

In this research, the researcher used the content validity to validate the contents of the questionnaire. The one should be valid because the result of the questionnaire will be the representative of the students' anxious. This questionnaire was given to measure the students' of anxiety level. In terms of judging the questionnaire has content validity or not, the researcher need a skills' spesification to be tested. The researcher adopted this FLCAS questionnaire from Horwitz. FLCAS was the designed by Horwitz, Horwitz, and Cope (1986), which is the most commonly used for assessing FLA, the FLCAS is a 30-item individual self-report Likert scale that reflects three things; communication apprehension, test anxiety, fear of negative evaluation. FLCAS was designed to investigate students' language anxiety concerning communication apprehension, test anxiety, and fear of negative evaluation (Horwitz, Horwitz & Cope, 1991). The FLCAS has been rigorously validated for internal reliability, test-retest. reliability, and construct validity (Horwitz, 1991; Horwitz et al., 1986). Therefore this questionnaire is valid in terms of conten validity.

2. Speaking Test

Content validity is a kind of validity which depends on careful analysis of the language being tested and a particular test. The most proper role for achieving the content validity for the speaking test was to test the students' speaking performance directly. Content validity of the test was shown in the table below :

Table 3.2 content validity speaking test

Competence	Competence Indicator	Speaking Test
<p>4.6 Menyusun teks interaksi transaksional, lisan pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • The students are able to creat a spoken monologue texts of recount 	<ul style="list-style-type: none"> • Perform short recount text about personal experience in front of the class

b. Face validity

Face validity is hardly a scientific concept but it is very important. According to Ary (2010:228) face validity is refers to the content which examines believe the instrument is measuring what it is supposed to measure. In this research the researcher adopted the questionnaire from *Horwitz* to measure the students' anxiety level in their speaking performances by consulting with the English teacher of MA Mujahidin Ngadiluwih Kediri. This questionnaire also has been validated by the researcher's advisor.

2. Reliability

Table 3.3 Reliability Testing for Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
,644	30

After knowing the validity of the instrument, the next step was measuring the reliability of the instrument. Reliability of the instruments is about the measurement which explained the consistency of the instrument. The one is consistence if all of the items in the instrument have the same relative score although examined frequent. According to Richard (2009:157) reliability refers to the consistency of the score. Means the the consistency of the items for each responden

from a set of items to another or an administration of instrument to another. The researcher analyzed the reliability of the instrument in terms of the score that the students' got from the questionnaire. In this research, the researcher used IBM SPSS 21.0 to know the reliability of the instruments. According to Arikunto (2002:143), divided the criteria of the reliability instrument into five classes, they are:

- a. If the *alpha cronbach* score 0.000-0.200 means less reliable
- b. If the *alpha cronbach* score 0.210-0.400 means rather reliable
- c. If the *alpha cronbach* score 0.410-0.600 means enough reliable
- d. If the *alpha cronbach* score 0.610-0.800 means reliable
- e. If the *alpha cronbach* score 0.810-1.000 means very reliable

From the students' response in filling-out the questionnaire then the researcher analyzed the data using reliability testing on Cronbach Alpha as shown in the table 3.2. From the computation in IBM SPSS 21.0, it can be seen that the values of Cronbach Alpha is 0.644. According to the Cronbach scale above the result was placed on the Cronbach score between 0.61-0.80. So, it means that the instrument is reliable.

E. Data Collecting Method

Data collecting method is the technique to obtain the data. In this research, the researcher collecting the data from the tenth grade students at MA Mujahidin Ngadiluwih Kediri academic year 2018/2019. The schedule of the research will be shown as:

Table 3.4 the schedule of the research

No	Date and time	Activity
1.	February 9 th , 2019	Distributing the questionnaire
2.	February 14 th , 2019	Collecting the students' speaking score

The result of the data will be compared by using IBM SPSS 21.0 to know the correlation. The method of collecting the data can be shown as:

1. Distributing the questionnaire

Questionnaire is a written questions or statements which used to get the information from the respondent. The researcher adopted the questionnaire from Foreign Language Classroom Anxiety Scale (FLCAS) which developed by Horwitz (1986). The researcher used this questionnaire in order to know the students' level of anxiety in their speaking performance. The

questionnaire was distributed to X-B students. The respondent were asked to respond the 30 items of the FLCAS questionnaire about their feeling anxious. Besides that, the researcher also direct the students for not talking with their friends to make an agreement or cooperation. Each items of the questionnaire were given 5 point Likert scale. Every scale has a different meaning. 1 for strongly disagree, 2 for disagree, 3 for neither agree nor disagree (neutral), 4 for agree and 5 for strongly agree. Those scales are indicated the degree frequency of the respondents. After the students finished on responding the questionnaire, they were asked to collect the questionnaire sheet to the researcher. After analyze the data, the result showed that there are 65% of the students who lies on the 96-110 scale of anxiety. Means that the most students are placed on a moderate level of anxiety and it was the biggest percentage.

2. Speaking performance

For the student' speaking performance, the researcher got the data from the English teacher. The score that needed by the researcher is about on-going assessment, because we cannot judge the students' speaking ability in one test only. The speaking score was from all that the English teacher had. After the researcher got the speaking score, then calculated to know

the means of the students speaking score. The result was showed that there are 11 students (55%) who got the means among 81-90. As the interpretation, most of the students were lies on the moderate speaking score.

F. Hypothesis Testing

The hypothesis testing of this study can be seen as follows:

1. If the significant two-tailed (2-tailed) is bigger than level of significant (0.05), the alternative hypothesis (H_a) is rejected and the null hypothesis (H_o) is not rejected. It means that there is significant correlation between students' anxiety level and their speaking performances.
2. If the significant two-tail is smaller than level of significant (0.05), the alternative hypothesis (H_a) is not rejected and the null hypothesis (H_o) is rejected. It means that there is no significant correlation between students' anxiety level and their speaking performances.

G. Data Analysis

The purpose of this research is to find out whether there is a significant correlation between students' anxiety level and their speaking performance in English class. The data of this study were analyzed by using statistical analysis. According to Ary (2002:143) statistic technique for determining the relationship between the combinations of scores known as the correlative procedures. The result of the data are serve in

numerical form. To analyze the data from the questionnaire, the researcher used Likert scale. There are 30 items of it. Each item are scoring as 1 for strongly disagree, 2 for disagree, 3 for neither agree nor disagree (neutral), 4 for agree and 5 for strongly agree. Then the researcher analyze the two variables' score uses the Pearson Product Moment of IBM SPSS 21.0 program. After knowing the result, the researcher could be gotten the correlation coefficient value (r) of the two variables. The variables are students' anxiety level and the other is the students' speaking performance. Finally, after knowing the result and interpreting with the interpretation by Arikunto above. The researcher can concluded that the Hypothesis is rejected or accepted.