CHAPTER III

RESEARCH METHOD

This chapter presents the researcher research method and design. In this method the major components include, Research Design, Variables, Population and Sample, Research Instrument, Validity and Reability Testing, Data Collecting Method, and Technique of Data Analysis.

A. Research Design

Research design is the way to finish and complete the data and find out the result of this research. It is about the activity done to know the aim of this research.

According to (Creswell, 2014) quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can then measured using instruments, so that numbered data can be analyzed using statistical procedures. In this research, the researcher wants to know the correlation between students' social anxiety disorder and their speaking ability by filling the questionnaire. Thus, to know the relationship the researcher use quantitative research with design focus correlational research design because the data produced is ordinal (number) and processed using statistics. Correlational research design chosen because the aim of this research is to make a prediction of linkage between students' pshycological aspect which is social anxiety disorder and their ability in

speaking English as a foreign language. In this research, researcher concern on two variables, those are student's scale of social anxiety and about their acquisition and proficiency in speaking English. That is about student's psychological condition in learning a foreign language and also student's result of speaking english as a foreign language.

To know the student's scale of social anxiety in speaking foreign language, the researcher need an instrument as a tools to collect data. In this research, researcher does not make an instrument by her own, but the researcher take a theory whose was introduced by *Dr. Michael R. Liebowitz Liebowitz* called *Social Anxiety Scale for Children and Adolescents, self-report version (LSAS-CA-SR).* From the questionnaire, we will know the level of student's social anxiety after the researcher sum the score of each number.

LSAS-CA-SR is a sheets of questionnaire that consist of 24 items of statements. From the questionnaire, we will know the level of student's social anxiety after we sum the score from each number.

Next, the researcher get score of the student's speaking performance when they asked to perform with the teacher in their speaking class. To get the proper and reliable data, the material use to asses are depends on the teacher decision. The teacher will have some criteria to score the student's such as the fluency, pronunciation, intonation. It will make the teacher easier to score and the result also can be objective.

B. Variables

Variable is one of key terms in any research. Variable is the focus of a study. (Satishprakash S. Shukla, 2018) defined variable as a characteristic under study of which an identity or value changes or may change per unit. In statistical modeling, the predictor variable is analogous to an independent variable and is used to predict an outcome. The outcome itself refers to the dependent variables. In this research, researcher have two variable which are Students' social anxiety disorder and Students' speaking ability. Students' social anxiety disorder as predictor in this research because this variable is the one affecting students' speaking ability while students' speaking ability is the outcome variable because it is the one affected by students' social anxitey disorder.

C. Population, Sample, and Sampling

1. Population

The term "population" refers to all members of a well-defined group of individuals, activities, or objects (Ary, 2010). Thus, population is all subject in a study that will be observed by researcher. In this research, the population taken by researcher is all first grade students of MA Ma'arif Bakung Udanawu Blitar.

2. Sample

According to Kenton (2019), a sample is a smaller, more manageable version of a larger group. Thus, it can be concluded that

sample is a subset of the population to be analyzed. In this research, researcher take the first grade students in 10 MIPA 3 class of MA Ma'arif Bakung Udanawu Blitar as sample.

3. **Sampling**

According Webster (1985) sample is a discrete portion of a statistical population whose characteristics are investigated in order to learn more about the whole. Non-probability sampling is applied in this research. This type of techniques is useful because that is the technique of taking samples which does not rely on random sampling procedures. In this technique, there is no assurance that every individual being selected. The major types of non-probability sampling itself divided into convenience sampling and purposive sampling. In this research purposive sampling is useful especially when studying a sensitive topic that people might not openly and willingy talk about. (Crossman, 2017; Crossman 2018).

In this research, the process of taking subject used is non-probability sampling where the probability of any member being selected for a sample can not be calculated. Even deeper, researcher use purposive sampling types where the purpose of research is to know the correlation between student's social anxiety disorder and their speaking ability. Thus, the sample taken by the researcher purpose.

D.   Research Instrument

In this research, instrument have an important roles to help researcher in gathering data. Therefore, the researcher must choose the appropiate instrument in the process of collecting data. Research instrument is a tool in collecting data that should be valid and reliable.

According to (Arikunto, 2006) the device the researcher used to collect data is called instrument. Besides the important function, instrument become one of the significant steps in conducting this research. The effectiveness of the analysis is determined by the instrument used, since the data needed to answer the research question and test the hypothesis is collected via the instrument. The instrument that used in this research is difined into two kinds, they are speaking test score and questionnaire called *Liebowitz Social Anxiety Scale for Children and Adolescents, self-report version (LSAS-CA-SR)* by *Dr. Michael R. Liebowitz.*

1. Speaking Test

Test is a set of questions or exercises used to assess an individual's or a group's competence, expertise, intellect, and capacity (Arikunto,1998). This speaking test was given to get the scores of the students in foreign language class, especially, English. For the speaking test the researcher can not conducting the test by herself because to make sure the capability of the students' in speaking English language we need an expert to doing the assessment. Here, expert is the teacher. Thus, to take students' result in speaking test, the researcher makes an cooperation

with the teacher in speaking class. The researcher collects the data of students' score from the teacher when they are conducting daily test, so the researcher take students speaking daily scores as the data because speaking test held when they have the material which emphasize speaking ability like expression or talking about something.

The teacher give and explain the material to be used for the test, and then asking the students to write down their own conversations based on the material has been given and memorize it. For the next, the students are told to perform in front of the class while the teacher assesing by considering speaking aspect like accuracy, fluency, and appropiateness.

From some data that gotten, the writer start to sum and make them in numeric data to process more, search the correlation between two variables, students social anxiety number and their speaking test score.

2. **Social Anxiety Scale**

Instrument that researcher used after speaking test score is *Liebowitz Social Anxiety Scale for Children and Adolescents, self-report version (LSAS-CA-SR)* by *Dr. Michael R. Liebowitz.* 12 items are social interaction situations, and the other 12 are performance situations. This scale used to measure the level of student's social anxiety that might affect the student's speaking ability. Each item assesses the fear level and the avoidance level on a Likert type scale: Clinician ratings of anxiety (0= none, 1= mild, 2= moderate, 3= severe) and avoidance (0= never, 1= occasionally, 2= often, 3= usually). It provides seven scores: (1) anxiety

related to social interaction, (2) performance anxiety, (3) total anxiety, (4) avoidance of social interaction, (5) avoidance of performance situations, (6) total avoidance, and (7) a total score.

Table 3.1 LSAS-CA-SR questionnaire

Liebowitz Social Anxiety Scale for Children and Adolescents, self-report version (LSAS-CA-SR) by Dr. Michael R. Liebowitz questionnaire

Fear of anxiety	Avoidance
0 = None	0 = Never (0%)
1 = Mild	1 = Occasionally (1%-33% of the time)
2 = Moderate	2 = Often (33%- 67% of the time)
3 = Severe	3 = Usually (67%-100% of the time)

No	Situations	0	1	2	3	0	1	2	3
1.	Talking to classmates or others on telephone								
2.	Participating in work groups in the classroom								
3.	Eating in front of other (e.g. school, cafetaria, restaurants)								
4.	Asking an adult you don't know well, like a store clerk, principal, or policeman for help (e.g. for directions or to explain something that you don't understand)								
5.	Giving a verbal report or presentation in class (e.g. show and tell for younger children)								
6.	Going to parties, dances, or school activities								
7.	Writing on the chalkboard or in front of others								
8.	Talking with other kids you don't know well								
9.	Starting a conversation with people you don't know well								
10.	Using school or public bathrooms								
11.	Going into a classroom or another place (e.g. Church, food court seating) when others are already seated								
12.	Having people pay close attention to your or being the center of attention (e.g. your own birthday party)								
13.	Asking questions in class								
14.	Answering questions in class								
15.	Reading out loud in class								

Continued

Continuation **Table 3.1 LSAS-CA-SR questionnaire**

16.	Taking test							
17.	Saying 'no' to others when they ask you to do something that you don't want to do (like borrow something or look at your homework)							
18.	Telling others that you disagree or that you angry with them							
19.	Looking at people you don't know well in the eyes							
20.	Returning something in a store							
21.	Playing a sport or performing in front of other people (e.g. gym class, dancing school recital, musical concert)							
22.	Joining a club or organization							
23.	Meeting new people or strangers							
24.	Asking a teacher permission to leave the classroom (like to go to the bathroom or the nurse)							

E.   Validity and Reliability Testing

Validity explain how well the collecting of data shielded the actual area of investigation (Ghauri and Gronhaug, 2005). Validity basically means "measure what is intended to be measured" (Field, 2005). The main objective of questionnaire in this research is to obtain relevant information in most reliable and valid manner. As a result, validity and reliability, as well as the correctness and consistency of the questionnaire researcher used as the important aspects of research methodology.

Reliability concerns the extent to extent to which a measurement of a phenomenon yields a steady and consistent result (Carmines and Zeller, 1979), It means that reliability is also refers to repeatability. It is important to check the validity and reliability of the instrument used to avoid any

mistakes, misinterpretation and several things that can make the research data inaccurate.

Liebowitz Social Anxiety Scale for Children and Adolescents, self-report version (LSAS-CA-SR) **t**he psychometric properties of the self-report version of the LSAS-CA(LSAS-CA-SR) have been administered in several different countries and also presents a good concurrent validity. For examples, this instrument was administered to 442 students from elementary and high school in Spain (Jose Olivares, Raquel Sanchez-Garcia and Jose Antonio Lopez-Pina, 2009). Similarly, in French this instrument also administered to 1.343 teenagers from secondary schools aged between 14-18 years (Emilie Schmits, Alexandre Heeren, and Etienne Quertemont, 2014). In Pakistan LSAS-CA-SR was administered to 450 high school students aged 14-17 years (Syeda Ayesha Farooq, 2017).

According to the first psychomeric investigation (Masia-Warner et al, 2003) based on seven dimensions (An overall scores, separate anxiety and avoidance scores and four separate scores for performance anxiety, performance avoidance, social anxiety and social avoidance) reported a high internal consistency (α= .83-.97) and strong correlations between the overall score and the subscale scores (r = .78-.99).

(Masia-Warner et al, 2003 and Storch et al, 2006) evaluated the psychometric properties of the LSAS-CA-SR in a clinician administered format. They found that is a reliable and valid instrument for assessing social phobia in youngsters. The scores showed excellent internal consistency for

the total score as well as for the specific subscale scores. According to the report from (José Olivares, Raquel Sánchez-García and José Antonio López-Pina) proposed a one-dimensional solution for anxiety and avoidance scales, which best fitted to their results and demonstated good reability and validity (in terms of concurrent validity, internal consistency with α= .81 to .94, and correlations).The France LSAS-CA-SR showed eduqate internal consistency (α= .93) in the present sample, with total scores ranging from 0 to 112 (*M*= 27.73, SD= 19.79) which showed that all the items in the instrument maintained high internal reliabilities and validity.

F.   Data Collecting Method

Opened questionnaire give opportunities to the respondents to answer the question using their own words, while closed questionnaire serves the answer , that the respondent just need to choose on of the available options. The researcher will gets some data by closed questionnaire sheet. The questionnaire taken from Liebowitz Social Anxiety Scale for Children and Adolescents, self-report version (LSAS-CA-SR) by Dr. Michael R. Liebowitz.

The participants are asked to respond to the 24 LSAS-CA-SR items referring to their feelings of social anxiety experienced during the teaching-learning activities in their English class or school society.

LSAS-CA-SR, the responses will given on a 0-3 Likert scales. Where 0=none/never it indicated that the students never (0%) avoid the situations

statement so fear or anxiety they have is become none, and 3- severe/usually

it indicate that the students (67%-100%) severe/usually avoid the situations

statement so fear or anxiety they have become severe.

Table 3.2 LSAS-CA-SR scales

Fear or anxiety	Avoidance
0=none	0= Never (0%)
1= Mild	1= Occasionally (1%-33%)
2= Moderate	2= Often (33%-67%)
3= Severe	3= Usually (67%-100%)

The LSAS-CA-SR questionnaires are distributed to all students in 10

MIPA 3 class of MA Ma'arif Udanawu Blitar and asked them to fill or give

check for the statements. The researcher give the translation of each

statements that have been checked and approved by the teacher class to make

them easier to understand and answer the questionnaire properly. After the

students finished the work to answer the questionnaire about social anxiety,

the researcher collected the questionnaire sheet from them and doing scoring

using SPSS.

For the speaking test, as the researcher said above, the score come from

collecting the teacher data by doing practice. There is score that the teacher

will have which is students speaking practice. After got student's speaking

score, the researcher will calculate the total number of speaking and LSAS-CA-SR scores to get the mean as the final result.

G. **Normality Testing**

In quantitative research, it is important to know the normality of data. An assessment of the normality of the data is a prerequisite for many statistical tests because normal data is an underlying assumption in parametic testing. The researcher will find out whether the data is normal or not by using SPSS program.

Hypotesis testing:

1. Ho accepted if N. Sig >0,01

2. H1 Rejected if N. Sig < 0,01

The data get will be compared with 0,01 (1%) to take the decision based on:

1. The precentage of the significance (Sig.)/probality >0,01 it means the distribution data is normal.

2. The precentage of the significance (Sig.)probality <0,01 it means the distribution data is not normal.

H. **Data Analysis**

The purpose of this research is to measure the correlation of student's social anxiety and their speaking performance in speaking class. The data of the study will analyzed by using statistical analysis. Statistic technique for

determining relationship between pairs of score known as correlative procedures (Ary, 2002).

To measures the correlation both the two variables, the researcher will use SPSS in processing the data to get the correlation both of the variable. A t-table will be applied to answer the research question about the differences on student's level of social anxiety with student's speaking scores. The researcher determined the table interpretation of product moment scales, as follow:

Table.3.3 Interpretation correlation by Arikunto

Correlation value(r)	Interpretation
0,000-0,200	Very low correlation
0,200-0,400	Low
0,400-0,600	Moderate
0,600-0,800	Enough
0,800-1,000	High correlation

From this formula, it could be gotten the correlation coefficient value (r) of the two variables. Those variables are variable X that is students' social anxiety and variable Y that was students' speaking score. By the interpretation table, the researcher can conclude the strength of the correlation.