

Chapter Three

Research Methodology

This chapter discusses the methodology used by the researcher in this research on foreign language anxiety in listening. This chapter includes the research design, research population and sample, data collection method, and data analysis. The researcher also mentions the reasons why the researcher uses the methodology, the setting, the respondents, and the instrument. Afterwards, the researcher explains the data collection method and data analysis of this research.

Research Design

The researcher employed quantitative methodology since the purposes of this research are to reveal the characteristics of students' foreign language anxiety in listening and to find out the factors causing foreign language anxiety in listening. According to Creswell (2012), quantitative is a research design where the researcher seeks to describe trends by asking specific and narrow questions among people to get observable data on variables using an instrument to calculate the variables, and then the data will be analyzed statistically. Quantitative research design was suitable design for this research because this research attempts to find out the trends of characteristics and factors of foreign language anxiety in listening.

The method under quantitative research used in this research was survey design. According to Creswell (2012), survey design is a procedure in quantitative research to investigate a sample or large population, to find out opinions, attitudes, or characteristic and the data will collected using a questionnaire.

Therefore, survey design was appropriate for this research because it helped the researcher to investigate foreign language anxiety in listening in large population.

Research Setting

The researcher conducted this research at one English Department of private university in Yogyakarta. The reason why the researcher decided to choose this department was because this is an English department and it provides more listening courses rather than the other departments. Another consideration why the researcher chose this department was because some students underwent listening anxiety as mentioned earlier in the background of this research. The researcher also had an easy access to this department and it helped the researcher to collect the data. Lastly, the researcher conducted this research started from July 2017 to April 2018.

Research Population and Sample

Population. The first important aspect in doing a research in quantitative is deciding the population. According to Creswell (2012), a population is a group of people who have same characteristic that differentiate them from other groups. However, the researcher narrowed the research into smaller population and it was called target population. In this research, the target populations was students of batch 2017 of English Department in a private university in Yogyakarta. The students of batch 2017 was suitable to be the respondents because they had several listening and speaking courses such as listening and speaking for Academic Purposes and Career Development. The other reason the researcher chose the students batch 2017 was because they were students in the first year and

their listening was in real listening context. The researcher did not choose the senior students because their listening classes are more focused on listening proficiency test. Meanwhile, the researcher focused to find the population who experienced anxiety in the real listening context.

Sample. The researcher used total target sampling in this research.

According to Creswell (2012), sample consists of individuals who are going to be studied. All students of batch 2017 at English Department of one private university in Yogyakarta became the sample of this research. The total numbers of students batch 2017 who took listening course were 217 students. Since the researcher wanted to get rich data, the researcher used total sampling.

Data Collection Method

The researcher distributed the questionnaire of this research to the 217 students batch 2017 at English Department of a private university in Yogyakarta. At first, the researcher planned to distribute printed-out questionnaires to the students directly. However, considering the time, the researcher used an online questionnaire. The questionnaire used Google Form and was distributed by sharing the link via Whatsapp and Line to group chat. The researcher did two ways to collect the data. The first, the researcher contacted the chiefs of the classes and asked permission to join group chat in Whatsapp and Line, then the researcher shared the link via group chat to three classes. The second, the researcher attended other three classes after getting the lecturer's permission and requested the admin of the Whatsapp to invite the researcher to join the group chat and shared the link of questionnaire into the group chat. The researcher waited in

the classroom until the respondents finished filling the questionnaire. The reason why the researcher just attended the three classes because the other three classes did not respond the researcher's message. Thus, the researcher reached the respondents by coming to their classroom. However, there was no problem for the researcher to collect all the data because the researcher stayed in the group until all the data were collected and ensured they filled in all the items in the questionnaire. Afterwards, the researcher checked again the questionnaire and listed the students who did not fill in the questionnaire and shared the link through personal chat to the respondents. It took three days started from 5 to 7 April 2018 for the researcher to gather the data of the questionnaire from the respondents.

Instrument of the Research

The researcher had two objectives in this research. The first question is to scrutinize the characteristics of foreign language anxiety in listening and the second is to reveal the factors influencing foreign language anxiety in listening. The researcher used a questionnaire as the appropriate instrument of this research to obtain the data. The questionnaire was adopted from Stawiarska (2013) to answer the research question about students' characteristics in foreign language anxiety in listening and Kim (2000) to answer the research question about factors causing foreign language anxiety in listening. According to Creswell (2012), questionnaire is a form which is used in a survey research design in which respondents fill in and return it to the researcher. Questionnaire is mostly used and useful instrument to collect survey information. It provides structured questions and usually gets numerical data (Cohen, Manion, & Morrison, 2011). The

researcher adopted the questionnaires by five-point scales starting from “strongly disagree, disagree, neutral, agree, and strongly agree”. Scoring of the questionnaire’s response mode is described in table 1 and 2 below.

Table 1	
<i>Scale of characteristics and factors causing foreign language anxiety in listening</i>	
<u>Score</u>	<u>Alternative answer</u>
1	Strongly Dissagree
2	Dissagree
3	Neutral
4	Agree
5	Strongly Agree

There were twenty questions in this questionnaire consisting of two different topics. Ten questions were about the characteristics of students’ anxiety. The other ten questions were about the factors causing listening anxiety. In order to ease the respondents to understand and to answer the question, the researcher translated the questionnaire into Indonesian language which is the respondents’ native language. Before distributing the questionnaire, the researcher did expert judgement which means the researcher consulted the questionnaire to the lecturers at English Department of one private university in Yogyakarta as the experts to validate the translation. Furthermore, the researcher tested the validity of the questionnaire because the questionnaire was translated into Indonesian language and the researcher checked the reliability of the questionnaire.

Validity. Validity is a part of instrument. This aimed to ensure that the questionnaire is already clear to make the respondents easy in filling the questionnaire. Also, it is an essential step to know which items in the questionnaire that can be used and which questions are not used. According to Cohen et al. (2011), validity is a part of the instrument to assess what is intended to describe its aims, and to provide the appropriate instrument and data statistical treatments. The validation process was done by having three experts to judge the validity of questionnaire. The experts were three lecturers of the English department at one private university in Yogyakarta. The result of validity test is described in the table 2 below.

Table 2									
<i>Validity for the questionnaires of characteristics foreign language anxiety in listening and factors causing foreign language anxiety in listening.</i>									
<u>Q item</u>	<u>Rater 1</u>	<u>Rater 2</u>	<u>Rater 3</u>	<u>s1</u>	<u>s2</u>	<u>s3</u>	<u>Σs</u>	<u>V</u>	<u>Validity</u>
Q1	4	4	4	3	3	3	9	1,00	High
Q2	4	4	4	3	3	3	9	1,00	High
Q3	4	4	4	3	3	3	9	1,00	High
Q4	4	4	4	3	3	3	9	1,00	High
Q5	4	4	4	3	3	3	9	1,00	High
Q6	4	4	4	3	3	3	9	1,00	High
Q7	4	4	4	3	3	3	9	1,00	High
Q8	4	4	4	3	3	3	9	1,00	High
Q9	4	4	4	3	3	3	9	1,00	High
Q10	4	4	4	3	3	3	9	1,00	High

Q11	4	4	4	3	3	3	9	1,00	High
Q12	4	4	4	3	3	3	9	1,00	High
Q13	4	4	4	3	3	3	9	1,00	High
Q14	4	4	4	3	3	3	9	1,00	High
Q15	4	3	4	3	2	3	8	0,89	High
Q16	4	4	4	3	3	3	9	1,00	High
Q17	4	3	4	3	2	3	8	0,89	High
Q18	4	4	4	3	3	3	9	1,00	High
Q19	4	4	4	3	3	3	9	1,00	High
Q20	4	4	4	3	3	3	9	1,00	High

The table showed that the score of all items were 0,89 to 1,00. It means, all the items are valid. According to Retnawati (2016), the items cannot be called valid if the score is less than 0,4 which means that the items is not valid or low validity. The score between 0,4 to 0,8 is medium validity or moderate, and the score more than 0,8 means that the items valid or have high validity.

Reliability. Reliability is essential to know how reliable the questionnaire items for data collection. The questionnaire was reliable if its Cronbach alpha is 0,70 or higher. To test the reliability of the questionnaire, the researcher did piloting. Piloting is trial test to check that the questionnaire is reliable or not (Cohen et al. 2011). The researcher shared the link of the questionnaire to 21 respondents and the respondents for piloting were the students batch 2014 and 2015. The researcher measured the reliability by using SPSS application version 17.0. In processing the data, the data was put to the SPSS application and the

result of the reliability test showed that the cronbach alpha score is 0, 739. It means that all items of the questionnaire in this research was reliable.

Table 3 <i>Result of Reliability Test</i>	
<u>Cronbach's Alpha</u>	<u>N of Items</u>
.739	21

Data Analysis

In this part, the researcher explained how the researcher analyzed the data and reported the results of the research. The researcher used descriptive statistic to analyzed the data. According to Cohen et al. (2011), in descriptive statistic, the researcher only describes and shows the data, and then researcher evaluates and infferes the meaning of the description. Descriptive statistic includes mean, mode, median, max, min, range, variance, and standard deviation. However, the researcher only used mean score to identify the result of this research. This type of statistic was suitable with the purpose of this research which aimed to describe the characteristics and factors of students' anxiety in foreign language listening. The descriptive statistic in this research was used to answer the first and second research questions.

The researcher analyzed the data using measure of central tendency. Based on Cohen et al. (2011), "the central tendency of a set of scores is the way in which they tend to cluster round the middle of a set of scores, or where the majority of scores are located" (p. 627). Thus, the researcher looked at the mean score of every items which describe the data. Afterwards, the researcher was able to know

the students' characteristics of foreign language anxiety and the factors which cause foreign language anxiety in listening. In analyzing the data, the researcher created mean criteria. The mean criteria is shown in table below.

Table 4	
<i>Mean criteria for questionnaire characteristics and factors of foreign language anxiety in listening</i>	
<u>Mean score</u>	<u>Criteria</u>
1 – 2	Never
2,1 – 3	Rarely
3,1 – 4	Moderately
4,1 – 5	Frequently

Reporting. The researcher reported the data in numerical and described the results by using words description. Furthermore, review of previous research was also presented to support the results. There were two results in this research. The first result was about the characteristics of foreign language anxiety in listening experienced by the students. The second result was about factors causing foreign language anxiety in listening amongs students batch 2017 in a private university of Yogyakarta.

