

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

This research used a quantitative approach with a survey design. According to Creswell (2018), the quantitative approach was a research method that collected and analyzed numerical data to understand specific phenomena. This approach was often used to test hypotheses or measure relationships between variables. It typically relied on structured and standardized data collection and focused on objectivity and the reproducibility of results (Creswell, 2018).

This study was conducted using a survey design, with data collected from large samples utilizing questionnaires to measure and analyze certain factors. The surveys were done either cross sectionally (at a single moment in time) or longitudinally. This design was chosen to focus on measuring data and detecting broad patterns within a wider population using statistical inference.

3.2. Research Focus

The focus of this research was the investigation of foreign language speaking anxiety (FLSA) among junior high school students in an English as a Foreign Language (EFL) classroom setting. The study aimed to explore how students experience anxiety when speaking English during classroom activities such as presentations, dialogues, or interactions with peers and teachers. This focus was chosen due to the observed reluctance and discomfort students often exhibit when asked to speak in English, which may hinder their language development and academic performance. By identifying the specific factors that contribute to speaking anxiety, the research seeks to provide insights that can help teachers create more supportive and effective language learning environments.

3.3. Population and Samples

3.3.1. Population

The population of this research consisted of 287 ninth-grade students

from a public junior high school in Tasikmalaya. This population was chosen because it represented the entire cohort of ninth-grade students at the school, making it relevant and accessible for studying foreign language speaking anxiety in a real classroom setting. The researcher used a convenience sampling technique due to the availability and accessibility of the participants during the data collection period. The sample consisted of students from 11 different classes, with each class comprising approximately 20 to 31 students.

3.3.2. Samples

In this study, the researcher used a convenience sampling technique to choose the sample. The sample was 35.9% of the population. Of the total sample, 57 (55.3%) were male and 46 (44.7%) were female. The sample distribution can be seen as follow:

Gender Distribution of the Sample (N=103)

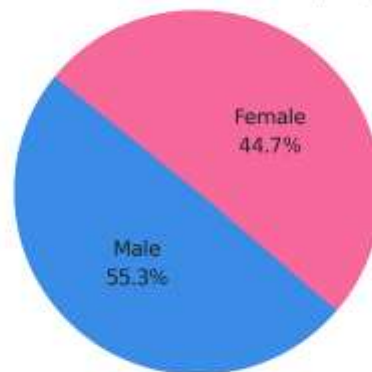


Figure 3.1. Sample of Gender Distribution

3.4. Data Collection

This study used questionnaires to collect the data. According to Creswell (2018), a questionnaire was a data collection tool in quantitative research that consisted of a series of written questions used to gather information from respondents. Questionnaires typically included structured questions that allowed respondents to provide answers based on scales or closed-ended options. This

enabled researchers to collect consistent and easily measurable data (Creswell, 2018).

Students were given a questionnaire consisting of 20 questions about how anxious they felt when speaking English at school. The questionnaire was adopted from Apple (2013) on Foreign Language Speaking Classroom Anxiety (FLSCA) and used a Likert scale from 1 (strongly disagree) to 4 (strongly agree). The distribution of the questionnaire was carried out using Google Forms, which was shared via a link that could be directly accessed by the students.

3.5. Data Analysis

In this study, a questionnaire was used as a tool to process data in the SPSS version 24 application. The aspects to be analyzed are mean, median, and standard deviation. The questionnaire data from students were calculated using the Likert scale below:

Table 1. Likert scale

Scale	Point
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

Based on the table above, if students answer questions with opinion with "Strongly Agree" they will receive a score of 4, if they answer with "Agree" they will receive a score of 3, if they answer "Disagree" they will receive a score of 2, and if they answer "Strongly Disagree" if they will receive a score of 1.

3.6. Research Schedule

The research time in question is the time span for the implementation of the research as outlined in the form of a table, as follows:

Table 2. Research Schedule

Description	Sep 2024	Oct 2024	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025	Jun 2025	Jul 2025	Aug 2025
Research Proposal writing												
Research Proposal examination												
Data Collection												
Data Analysis												
Report												
Thesis Result Seminar												
Thesis Examination												