

CHAPTER III

RESEARCH METHOD

3.1 Research Design

The research design in this study was descriptive quantitative correlation research. Correlation quantitative research is research to help identify relationships between variables without manipulating them (Suryani, 2015). This research makes it easy to understand the strength and direction of the relationship between variables and develop theories to explain complex real-world relationships. In addition, this quantitative correlation research can provide objective data that can be communicated through statistics and allow for better knowledge and understanding (Sugiyono, 2015). By examining the level of speaking anxiety among female and male students in elementary schools, the researcher used quantitative correlation data collection methods to obtain concrete data. To support the quantitative data, the researcher also used qualitative data to generate hypotheses and theories for further testing and to validate the findings from the quantitative data. The researcher used field interviews as corroboration for this study.

3.2 Population and sample

The population in this study was all primary school students at Bannonsawan School Erawan District, Loei Province, Thailand. The researcher used a sample in this study by taking purposive sampling with the advice of the English teacher at Bannonsawan School. The sample selected was in accordance with the criteria to be studied by the researcher. Therefore, the subject that was successfully selected 55 students consisting of 31 male and 24 female.

3.3 Focus of the Research

This research focuses on anxiety, specifically speaking anxiety that may occur among elementary school students in Loei province who are English as a foreign language (EFL) learner. This research also focuses on whether there is a correlation between speaking anxiety and gender.

3.4 Research Instruments

In this study, researchers used a questionnaire and interview. Researchers use questionnaires to obtain information about the thoughts, feelings, attitudes, beliefs, perceptions, values, personality, and behavioral intentions of research participants. In this study, the researcher adapted "The Foreign Language Classroom Anxiety Scale" questionnaire by (HORWITZ et al., 1986) which will be interpreted in Thai, this is because elementary school students in Loei Province do not understand English and so that there is no misunderstanding in filling out the questionnaire. Regarding grammar has been checked by an expert teacher. The latest validity and reliability tests state that the instrument is very easy to understand and effective to use and has a scale of 0.90 on the Cronbach's alpha coefficient test that have been carried out by (Paneersevam 2021). Researchers used this questionnaire because it would be more helpful, effective, and efficient. in addition, this questionnaire has been tested for validity and reliability so that the researcher does not need a new questionnaire and also because the use of this questionnaire can help in collecting data systematically and identifying the factors that cause anxiety in students, so that it can also develop strategies to reduce students' anxiety in foreign language learning in the classroom.

The following are some of the FLCAS specifications contained in the 3 aspects, specification table as follows:

Table 1 The Specifications of FLCAS

No.	Aspect	Number of Items	Percentage
1.	Test Anxiety	5,8,10,11,12,16,17,21,22,25,26,28,30,33	21%
2.	Communication Apprehension	1,4,6,14,15,27,29	42%
3.	Fear of Negative Evaluation	2,3,7,9,13,18,19,20,23,24,31,32	37%
	Total	33 items	100%

Researchers also used interviews as an additional instrument to make this research more accurate. An interview is a meeting of two people to exchange information and ideas through questions and answers, so that they can be constructed on a particular topic. Interviews are also a means for researchers to gain a deeper understanding of how participants interpret situations or phenomena obtained through observation (Bungin, 2019).

3.5 Data collection

The method for data collection in this study used a questionnaire as the main tool. In this study, the researcher adapted the "The Foreign Language Classroom Anxiety Scale (FLCAS)" questionnaire by (HORWITZ et al., 1986). This questionnaire will be translated into Thai to make it easier for students to answer. This questionnaire will be conducted before conducting interviews. This is to get responses from students that indicate their level of anxiety. The questionnaire contains thirty-three questions with a closed question format which will then be analyzed to determine the level of students' speaking anxiety. The items in the FLCAS questionnaire describe specific situations that can cause anxiety for students. The analysis begins by calculating the percentage of each item. There are 33 questionnaire items that describe these criteria. This questionnaire has 5-degree options namely strongly agree, agree, disagree or less agree, disagree, and strongly disagree. The scale used in the questionnaire was between 1 to 5. The researcher gave a score of 5 for those who chose to agree, a score of 4 who chose to agree, a score of 3 who chose to disagree or disagree less, a score of 2 for students who chose to disagree, and a score of 1 for students who chose to strongly disagree. Up to manually calculated data with a score range of 33 to 165 taken from the total answers to the questionnaire that has been given by the researcher. So that the high and low scores will show the level of anxiety. If students score 33 to 98, then they have low anxiety. Meanwhile, if students score 99 to 165, then they have high anxiety. After the percentage is collected, the data obtained will be described which will produce conclusions on how the level of anxiety of students when speaking English.

The researcher used the "low" and "high" levels without the "medium" level because the level range already exists in the questionnaire used by the researcher. Not only that, researchers also argue that use "low" and "high" it simplified the information and improved readability and facilitated quick comprehension. By presenting only two levels, the author was able to accentuate the extreme differences and highlight clear contrasts between the available options. In addition, the omission of the "medium" level can be due to a desire to avoid ambiguity or unclear interpretations. The level of "medium" can often be relative and dependent on each individual's frame of reference. By excluding the option "medium," writers can avoid confusion and ensure that readers have a sharper understanding of the choices being presented. Sharp and clear word choice can help simplify the message without sacrificing unnecessary complexity. Thus, the use of "low" and "high" levels can be articulated as a deliberate communication strategy to achieve the goal of effective and efficient message delivery.

After the questionnaire, the researcher conducts an interview that lasts 15-20 minutes. The interview will be conducted using English and recorded with the subject's permission. There are many benefits of recording the interview, such as, the actual language will be preserved, the interview process will be very natural, the researcher's contribution can be recorded, and the data can be checked again when the interview is completed. After the interview, the data will be analyzed and transcribed comprehensively, then from the data each question will be explained to describe the students' anxiety that arises when speaking English and the factors that cause the anxiety. After all the data has been explained, the conclusion of the data will be drawn to describe the students' speaking anxiety.

3.6 Data Analysis

In this section, the major part is explained to answer questions one and two. Question one is what is the level of foreign language speaking anxiety of elementary school students in Loei province, Thailand? And for the second question, Is there a correlation between speaking anxiety level and gender (male & female). Data analysis on the first question is calculated manually and described into levels of

anxiety speaking a foreign language. Data analysis on the second question is calculated using Spearman correlation analysis and using the results of interview data as reinforcement of the data that has been collected. The results of all this data will then be described to determine whether there is a relationship between speaking anxiety and gender (male & female).

3.6.1 To see the anxiety level of speaking a foreign language in elementary school students, the researcher uses a questionnaire by (HORWITZ et al., 1986) which will be interpreted in Thai that will be calculated manually and described into levels of anxiety speaking a foreign language. Up to manually calculated data with a score range of 33 to 165 taken from the total answers to the questionnaire that has been given by the researcher. So that the high and low scores will show the level of anxiety. If students score 33 to 98, then they have low anxiety. Meanwhile, if students score 99 to 165, then they have high anxiety.

3.6.2 To see if there is a correlation between speaking anxiety and gender (male & female), reseacher used Spearman's analysis which is a non-parametric statistic. The data was measured using the interpretation of the correlation coefficient. As (Ary, 2018)stated as follows:

0.00 – 0.199 = very low

0.20 – 0.399 = low

0.40 – 0.599 = moderate

0.60 – 0.799 = strong

0.80 – 1.00 = very strong

After knowing the type of correlation, then finding the significant value will be measured using a specific number, H_0 is accepted if the significant value is > 0.05 , but H_0 is declined if the significant value is < 0.05 . the final score was used to answer if there was a significant or not between foreign language speaking anxiety and gender (male & female).