

CHAPTER III

Methods and Procedures

This chapter presents: (1) research methodology, (2) operational definition, (3) participant of the study, (4) data collection, (5) data analysis, and (6) trustworthiness.

3.1 Research Methodology

In this study, I used mixed method of research with embedded design. Creswell (2012) defines that embedded design is a design to collect qualitative and quantitative data where one form of data used as a supportive to other data form. I used this design because the major data collections were in the form of qualitative data to find out the factors that caused students' listening anxiety. Meanwhile, the quantitative data were only used to know whether or not students' listening anxiety affected students' listening performance.

3.2 Operational Definition

The title of this research is listening anxiety of undergraduate EFL students of UIN Raden Fatah Palembang. There are three keywords from the title that is going to be discussed to avoid misunderstanding such as, classroom condition, factors of listening anxiety, health condition, lack of concentration, lack of language competence, lack of time management, mood, quality of media, and seating position.

Classroom condition is the social climate, the emotional and the physical aspects of the classroom.

Factors of listening anxiety is the things that can cause someone anxious during listening process

Health condition is the *condition* of an organism or one of its parts in which it performs its vital functions normally or properly

Lack of concentration is a growing problem in an age of distraction.

Lack of language competence is the lack of unconscious knowledge of grammar that is not allow a speaker to use a language

Lack of time management is the lack ability to plan and control how someone spends the hours in a day to effectively accomplish their goals

Mood is the way you feel at a particular time

Quality of media is an essential thing of property that used in learning process

Seating position is the arrangement of where people will sit.

3.3 Participants of the study

In order to choose the participant of the study, I used purposeful sampling. Based on Creswell (2013), purposeful sampling means that the researchers select the sample by self for study. In this study, I choosed PBI A class to be observed. The reasons why I choosed PBI A class is based on the results of students responses toward FLLAS inventory, there were more number students who were in medium level of listening anxiety (20 students) and in high level of listening anxiety (2

students) than the other students in the other three classes. Furthermore, there were only 8 students who were willing to be interviewed in this research.

3.4 Data Collection

This research was used quantitative data by using questionnaire, and documentation and qualitative data by using observation, and interview.

3.4.1 Questionnaire

This research used “Foreign Language Listening Anxiety Scale (FLLAS)” by Kim (2000). The purpose of this questionnaire was to know the participant’s anxiety level. It was a liker scale questionnaire that would take 10-15 minute for participants to finish it. It consists of 33 questions where the participant would give the checklist in the table. There is 5-point scale, ranging from “strongly disagree” to “strongly agree”. These 33 questions divided into two components such as, tension and worry in items number 2, 4, 5, 7, 8, 9, 16, 17, 18, 23, 24, 26, 27, 29, 33, and lack of confidence in items number 1, 3, 6, 10, 11, 12, 13, 14, 15, 19, 20, 21, 22, 25, 28, 30, 31, 32.

The FLLAS has been validated by Kim (2000). The reliability was calculated .90 using Cornbrash’s Alpha and .91 using the standardized item alpha, the reliability coefficient in the test-retest procedure was .84 ($p < .001$) over four weeks. It indicates that the FLLAS was quite reliable and consistent and it could measure the level of listening anxiety in foreign language with high accuracy.

To take the students' general anxiety score, I summed his or her ratings of 33 items based on their choice in "strongly disagree" is one point; b) "disagree" is two; c) "neither agree nor disagree" is three; d) "agree" is four, and e) "strongly agree" is five. The possible higher score is 165 and the possible lower score is 33. If the mean score is 33-77, it means the student's level listening anxiety is low. It indicates medium if the mean score is 78-122. It refers to high if the mean score is 123-165. For more details, it can be seen in the table below:

Table 2 Listening Anxiety Interval Score

Level of Listening Anxiety	Interval Score
Low	33 – 77
Medium	78 – 122
High	123 – 165

Source: Adapted from Kim (2000)

During coding the data, the items number 6, 14, 25, 31 were reversed.

3.4.2 Documentation

In this research, I took the documentation of students' listening score from the lecture. The listening score was gotten from the daily listening tests that were done by the lecture to measure students' listening comprehension. I used the documentation because it was coherence with their syllabus in listening class. The purpose was to know their listening score. The score was compared to their anxiety level based on their answer in FLLAS, it was to see how high anxiety affects their listening score and vice versa.

3.4.3 Observation

Checklist observation was used in this study. Based on BBC (2008) checklist observation is a technique where observer uses a list of thing when observing a class. I used the checklist questionnaire because based on Infans & Toddler (2014) checklist questionnaire was quick and easy to use. Similarly, North Carolina State (1999) states that checklist questionnaire can be used to monitor student's behavior and progress. The list of checklist observation was adapted by Kim (2000) questionnaire. It was a yes or no scale.

The observation was done in order to see the possible factor that caused participant's anxious in listening process. It could be completed until the data that I need was complete and the note would be taken during the listening class.

3.4.4 Interview

This study used semi-structure interview in order to gain additional information. I used semi-structure interview to get the information more deeply from the interviewee. In addition, according to Creswell (2008), there are four types of interview such as, one-on-one interview, focus group interview, telephone interview, and electronic Email interview. In this research, I used one-on-one interview type and the participant was free to choose the language that was used (English or Indonesian). One-on-one interview is the way the interviewer getting the data by asking one interviewee at a time (Creswell, 2008). Video record was used to record the interview. There were ten questions and the interview was end after the interviewee finished answers the questions.

3.5 Data Analysis

To analyze listening anxiety of undergraduate EFL students of UIN Raden Fatah, FLLAS, students' listening score, observation, and interview was used.

3.5.1 Analysis of Quantitative Data

In analyzing of quantitative data, I used Foreign Language Listening Anxiety Scale adopted by Kim (2000), and documentation of students' listening score from the lecture. Both of the data was analyzed by using regression analysis. SPSS 20 was used in this study. Therefore, after I collected the data from students' responses of FLLAS and students' listening score, I used SPSS 20 to measure the normality and linearity. After the data distribution was normal and linear, I used regression analysis to see if there was significant influence between students' listening anxiety and students' listening performance. Finally, I made the interpretation about the data result to answer the research question number one.

3.5.2 Analysis of Qualitative data

In analyzing the qualitative data, I used observation, and semi-structure interview. Thematic analysis was used in this study. Thematic analysis is a qualitative analysis that used to analyze classifications and present themes that relate to the data (Alhojailan, 2012, p.10). Based on Braun and Clarke (2006) there were six steps of thematic analysis. First is familiarising yourself with the data. In this step, I tried to read all of my data carefully to make myself familiar with it. Second is making codes. In this step, I made some code based on the data gained from observation and

interview. Third is searching themes. In this step, I tried to looking for theme that appropriate with my code. Fourth is reviewing theme. In this step, I reviewed again the theme that I was gotten before. Fifth is defining and naming the themes. In this theme, I redefined and renamed the theme that I thought that was not really appropriate. Sixth is producing the report. In this step, I made the descriptive report or interpretation from the themes and codes

3.6 Trustworthiness

In this research I used triangulation to validate the accuracy of our research finding gained from qualitative data collection. Triangulation is corroborated evidence process by different individuals (Creswell, 2012). Subsequently, there are six techniques of triangulation such as, investigator triangulation, combined level triangulation, methodological triangulation, theoretical triangulation, time triangulation, and space triangulation (Cohen, Manion & Morrison, 2007, p.141). I used methodological triangulation technique in this study. Methodological triangulation is a technique that uses different method on the same object study (Cohen, Manion & Morrison, 2007, p.142). Thus, the data from observation was confirmed by the interview data and vice versa. Finally, those data was combined to corroborate each other.