# CHAPTER III
# METHOD OF THE RESEARCH

## A. Research Design

This research was a correlational research. According to Creswell, this research is a quantitative method of research in which investigators measure the degree of association or relation between two or more variables using the statistical procedure of correlational analysis.[1] The type of correlational design is the explanatory design.

This research consisted of two variables. Students' anxiety was independent variable symbolized by "X", while the students' achievement in learning English was dependent variable symbolized by "Y".

## B. The Location and Time of the Research

This research was conducted at MA Al-Qasimiyah Sorek Satu Pelalawan, especially at the first year students. This research was conducted in January 30th, 2014.

## C. Subject and Object of the Research

### 1. The Subject of the Research

The subject of this research was the first year students of MA Al-Qasimiyah Sorek Satu Pelalawan.

### 2. The Object of the Research

The object of this research was the correlation between students' anxiety and their achievement in learning English.

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[1]John W Creswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. 3rd ed.* (New Jersey: Pearson Prentice Hall. 2008), p 356

## D. Population and Sample

The population of this research was the first year students of MA Al-Qasimiyah Sorek Satu Pelalawan. There were two classes of the first year students, class 1A (18 students) and class 1B (20 students), so the number of population was 38 students. Because the number of population was less than 100, then the writer took all of population as respondents.

**Table III. 1**

**Sample of the research**

| No | The number of students | | | | Sample |
|---|---|---|---|---|---|
| | Class | Male | Female | Total | |
| 1 | IA | 8 | 10 | 18 | 18 |
| 2 | IB | 8 | 12 | 20 | 20 |
| Total | | | | 38 | 38 |

## E. The Technique of Collecting Data

In order to get some data that needed to support this research, the instrument that used were:

### 1. Questionnaire

In order to get data of the students' anxiety, the writer used a set of questionnaire. The form of the questionnaire was the Foreign Language Classroom Anxiety Scale (FLCAS) adopted from Horwitz consists of 24 items. This scale was chosen for this research because of its effectiveness in identifying respondents' perception of foreign language anxiety. The questionnaire dealt with respondent's opinions in responding to following options based on the Likert' - scale:

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree

**Table III. 2**

**Matrix of Students' Anxiety**

| VARIABLE | INDICATORS | ITEMS |
|---|---|---|
| Students' Anxiety (x) | 1. Communication Apprehension | 1, 3, 4, 7, 10, 14, 18, 22 |
| | 2. Test Anxiety | 6, 8, 11, 12,15, 17, 20, 24 |
| | 3. The Fear of Negative Evaluation | 2, 5, 9, 13, 16, 19, 21, 23 |

**2. Documentation**

The documentation was used to get information about students' learning achievement. Since the data about the students' achievement in learning English were obtained through the examination conducted by the school, the writer interpreted the students' score or achievement into some measurable categories as follows:

**Table III. 3**

**The Category of Students' Achievement**

| Scores | Category |
|---|---|
| 82 – 100 | Excellent |

| | |
|---|---|
| 66 – 81 | Good |
| 50 – 65 | Fair |
| 0 – 49 | Poor |

## F. The Technique of Data Analysis

In order to find out whether there was a significant correlation between students' anxiety and their achievement in learning English, the data were analyzed statistically. In analyzing the data, the writer used the Pearson Product-Moment Correlation Coefficient (r) by using SPSS 16.0 program. By considering the degree of freedom (df) = N – nr; (N= number of sample, nr= number of variable)

Statistically the Hypotheses are:

$H_a : r_o > r_{table}$

$H_o : r_o \leq r_{table}$

$H_a$ is accepted if $r_o > r_{table}$ or there is a significant negative correlation between the students' anxiety and their achievement in learning English.

$H_o$ is accepted if $r_o \leq r_{table}$ or there is no significant correlation between the students' anxiety and their achievement in learning English.

## G. Validity and Reliability of Instrument

To obtain the data from the respondents, the writer made try out the questionnaire to determine the validity and reliability of the instruments.

**1. Validity**

Creswell stated that validity is the individual's scores from an instrument make sense, meaningful, enable you, as the researcher, to draw good conclusions from the sample you are studying to the population.[2] It means that validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment.

To analyze the validity of data, the writer used SPSS 16.0 program. The following table is the criteria of items validity.

**Table III. 4**

**The criteria of items validity**

| R | Interpretation |
|---|---|
| 0,80 < r ≤1,00 | Very High |
| 0,60 < r ≤ 0,79 | High |
| 0,40 < r ≤ 0,59 | Average |
| 0,20 < r ≤ 0,39 | Low |
| 0,00 < r ≤ 0,19 | Very Low |

Based on the try out result of the instrument validity to the 24 items, it showed that all of the items were valid. It means that the instrument could be used in this research. In the following table is the result of the instrument validity.

[2] Creswell. Ibid. p.169

**Table III. 5**

**The analysis of FLCAS questionnaire validity**

| Item | R | Interpretation of Validity | Status |
|---|---|---|---|
| 1 | 0.48 | Average | Valid |
| 2 | 0.58 | Average | Valid |
| 3 | 0.43 | Average | Valid |
| 4 | 0.52 | Average | Valid |
| 5 | 0.47 | Average | Valid |
| 6 | 0.48 | Average | Valid |
| 7 | 0.72 | High | Valid |
| 8 | 0.57 | Average | Valid |
| 9 | 0.48 | Average | Valid |
| 10 | 0.61 | High | Valid |
| 11 | 0.49 | Average | Valid |
| 12 | 0.60 | High | Valid |
| 13 | 0.53 | Average | Valid |
| 14 | 0.43 | Average | Valid |
| 15 | 0.56 | Average | Valid |
| 16 | 0.43 | Average | Valid |
| 17 | 0.44 | Average | Valid |
| 18 | 0.47 | Average | Valid |
| 19 | 0.57 | Average | Valid |
| 20 | 0.62 | High | Valid |
| 21 | 0.51 | Average | Valid |
| 22 | 0.62 | High | Valid |
| 23 | 0.63 | High | Valid |
| 24 | 0.47 | Average | Valid |

**2. Reliability**

Brown says that reliability has to do with accuracy of measurement. This kind of accuracy was reflected in obtaining of similar results when measurement was repeated on different occasion or with different instruments or by different person. The characteristic of

reliability was sometimes termed consistency.[3] The following table is the level of internal consistency of Cronbach Alpha.

**Table III.6**

**A commonly accepted rule of thumb for describing internal consistency by using cronbach alpha**

| Cronbach Alpha | Internal Consistency |
|---|---|
| $\alpha \geq .9$ | Excellent |
| $.9 > \alpha \geq .8$ | Good |
| $.8 > \alpha \geq .7$ | Acceptable |
| $.7 > \alpha \geq .6$ | Questionable |
| $.6 > \alpha \geq .5$ | Poor |
| $.5 > \alpha$ | Unacceptable |

To obtain the reliability of the questionnaire given, the writer used SPSS 16.0 program to find out whether or not the questionnaire is reliable.

**Table III. 7**

**Cronbach Alpha Table**

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .726 | 25 |

From the table above, it can be seen that the value of cronbach's alpha is that 0.726. Then, the writer compared $r_{11}$ to $r_t$. The $r_{11}$ = 0.726 was higher than $r_t$ at significant level 5%, is 0.325 and at 1% level of significance was 0.418 where $r_t$ (dk= N-1 = 37). It meant that the items

[3] H. Douglas Brown. Language Assessment: Principles and Classroom Practices. (New York: Pearson Education Inc, 2003), p. 19

were reliable, in which the value of internal consistency was $.8 > .726 \geq .7$, so the reliability of questionnaire was acceptable.