

CHAPTER 3

METHODOLOGY

This chapter provides a comprehensive description of the research methodology employed in the current study. The chapter covers the details of the population and samples, research instruments, data collection procedures, data analysis and statistical procedures.

3.1 Population and Samples

3.1.1 Population

The population of the study consisted of 563 grade 9 students studying in the second semester of the academic year 2015 at Burirampittayakom School in Buriram Province, Thailand.

3.1.2 Samples

The samples of this study were 119 grade 9 students of a lower secondary school from Burirampittayakom School. They were studying in the second semester of the academic year 2015 at Burirampittayakom School in Buriram Province, The sample were classify by the school programs types which were English program (EP), Intensive Communicative English program (ICEP) and Communicative English program (CEP). The samples were select by purposive and simple sampling techniques. The 29 students from EP and 40 students from ICEP program were selected by using purposive sampling while 50 students from CEP program were select from simple sampling techniques. The grade 9 students were studied English

with the native English teachers different periods per week as follows; English Program 19 periods per week, Intensive Communicative English Program 5 periods per week and Communication English Program 1 period per week.

Table 3.1

Details of the Surveyed Students' Demographic Information

Classification by Programs	Grade 9 students	
	Students (n=119)	Periods per week (hrs)
EP	29 (24.3%)	19
ICEP	40 (33.6%)	5
CEP	50 (42%)	1

Table 3.1 shows the 119 questionnaires used for data analysis. The participations were EP 29 (24.3%), ICEP 40 (33.6%) and CEP 50 (42%). The participants were divided into three levels consist of the periods per week that the students studied with the native English teachers.

3.2 Research Instruments

The research instruments in the study including quantitative data which was the Foreign Language Classroom Anxiety Questionnaires.

3.2.1 Foreign Language Classroom Anxiety Questionnaire (FLAQ)

The contents of the foreign language classroom anxiety questionnaire (FLCAQ) was adapted from the Relationship between Learning Anxiety in English Classroom and English Proficiency of Thai Vocational Students from Sa-Nguanpong

(2007) based on Foreign Language Classroom Anxiety Scale (FLCAS) of Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986).

It was designed to investigate English speaking anxiety of English program employed by grade 9 students. The questionnaire consisted of two parts: student's background and English language classroom anxiety. The first part contained student's information, gender, age, while the second part contained twenty statements regarding foreign language classroom anxiety. The participants were asked to rate their anxiety through the five point Likert scale ordered from 1 to 5 as follows:

5	=	Strong agreement
4	=	Agree
3	=	Neither agree nor disagree
2	=	Disagree
1	=	Strongly disagree

Additionally, the twenty items were grouped under four categories; communication anxiety, fear of negative evaluation, test, and anxiety of English adopted from the previous studies classes as follows:

3.2.1.1 Communication Anxiety

(1) I never feel quite sure of myself when I am speaking in my foreign language class.

(5) I start to panic when I have to speak without preparation in language class.

(8) I would not be nervous speaking the foreign language with native speakers.

(11) I feel confident when I speak in foreign language class.

(13) I feel very self-conscious about speaking the foreign language in front of other students.

(15) I get nervous and confused when I am speaking in my language class.

(17) I get nervous when I don't understand every word the language teacher says.

(19) I would probably feel comfortable around native speakers of the foreign language.

3.2.1.2 Fear of Negative Evaluation

(3) I tremble when I know that I'm going to be called on in language class.

(7) It embarrasses me to volunteer answers in my language class.

(12) I can feel my heart pounding when I'm going to be called on in language class.

(18) I am afraid that the other students will laugh at me when I speak the foreign language.

(20) I get nervous when the language teacher asks questions which I haven't prepared in advance.

3.2.1.3 Test Anxiety

(2) I don't worry about making mistakes in language class.

3.2.1.4 Anxiety of English Classes

(4) It frightens me when I don't understand what the teacher is saying in the foreign language.

(6) In language class, I can get so nervous I forget things I know.

(9) Even if I am well prepared for language class, I feel anxious about it.

(10) I often feel like not going to my language class.

(14) I feel more tense and nervous in my language class than in my other classes.

(16) When I'm on my way to language class, I feel very sure and relaxed.

The original questionnaires were translated from English into Thai by the researcher. After that, the researcher checked and corrected the questionnaire following the thesis advisors and the experts' comments. Based on their expert analysis, the statements in the questionnaire were corrected several times before the questionnaire was finalized. Therefore, it was confident that the instruments used in this research presented accepted validity.

The names of the three experts were as follow:

1. Dr. Surachai Piyanukool, English lecturer Faculty of Humanities and Social Sciences at Buriram Rajabhat University.
2. Assistant Prof. Sutamas Kotcharat, English lecturer Faculty of Humanities and Social Sciences at Buriram Rajabhat University.

3.3 Data Collection Procedures

3.3.1 Foreign Language classroom Anxiety Questionnaire (FLCAQ)

Foreign language classroom anxiety questionnaires (FLCAQ) were collected during the grade 9 students on the second semester of the 2015 academic year. To gain access to participants of the study, the letter asking permission to be allowed to describe the questionnaires. It was sent to Burirampittayakom director. After receiving approval, the researcher distributed the questionnaires to the students during classes' time. Before the students started to work on the questionnaires, the researcher presented an explanation in Thai. The research data was kept in confidential. A Thai consent form for taking questionnaires was distributed to all students of the three

programs. Only the students who agreed to participate in the study signed the forms. Then the participants completed the questionnaire. The students were allowed to ask the researcher about technical questions or unclear information in the questionnaire during the survey. The entire procedure of administering was about 30 minutes, including the time spend on instructions and consent forms.

3.4 Data Analysis and Statistical Procedures

3.4.1 Analysis of the Quantitative Data

Quantitative analyses were conducted using computer program software. The descriptive statistics include frequency, mean, standard deviation and one-way ANOVA of the questionnaire items. The interpretation FLCAQ was propose by Tasee (2009) which were divided into three groups to understand the avenge scores of the questionnaire. The three levels of interpretation of FLCAQ employed by Grade 9 students are presented in Table 3.3 below.

Table 3.2

Three Levels of Interpretation of Anxiety Level Proposed by Tasee (2009)

The Key to Understand Average of Usage Group		
High anxiety degree	Strongly agree	3.40 to 5.00
	agree	
Moderate anxiety degree	Neither agree nor disagree	2.60 to 3.39
Low anxiety degree	disagree	1.00 – 2.59
	Strongly disagree	

3.5 Summary of the Chapter

The focus of this chapter was described the research methods. In the next chapter, Chapter Four, the researcher turned to the most interesting and significant parts of this research, which were the major findings and results gained through the various instruments illustrated in this chapter.

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University