

CHAPTER III

RESEARCH METHOD

A. Research Design

Based on the objective of the study, the type of this research is quantitative correlative research. According to Syofian Siregar, correlation research is a research that aims to know the relation of two or more variables. With this research, we can conclude a theory to explain, predict, and control an indication.¹ If two or more variables are highly related, scores on one variable can be used to predict scores on the other variable.

B. Population and Sample

1. Population

Ordinarilly, we know population as entire object of research. According to Sukardi, population is all members of well-defined class of people, events and objects.² While, the population of this research was all third semester students of Teacher Training and Education faculty of UIN Walisongo in academic year of 2015/2016.

These students are from ten different majors that had got English lesson. The ten different majors are Islamic Education Department, Arabic Education Department, Islamic

¹ Syofian Siregar, *Metode Penelitian Kuantitatif: Dilengkapi Perbandingan Perhitungan Manual & SPSS*, (Jakarta: Kencana, 2013), p. 7.

² Sukardi, *Metodologi Penelitian Pendidikan*, (Yogyakarta: Bumi Aksara, 2010), p. 53-54.

Educational Management Department, Islamic Primary School Teacher Education Department, English Education Department, Biology Education Department, Chemistry Education Department, Physics Education Department, Mathematics Education Department and Islamic Early Childhood Teacher Education Department.

2. Sample

Sample means apart of population that will be observed, whose characteristic can represent and describe the real population.³ The characteristics of a correlational study is that the study does not require too much subject of research, that is 50 to 100 research subjects can already be considered sufficient.⁴ If the research subject is large or more than 100, it can be taken between 10-15% or 20-25% or more.⁵ The total population of third semester students in Teacher Training and Education faculty in the academic year of 2015/2016 as 966. Here, researcher took 10% of them. Therefore, there would be 97 students as the sample of this research.

In taking research subjects, the researcher used proportional random sampling. it is one of techniques that all of individual in the population may have the same opportunity and

³ Sugiharto, *Teknik Sampling, 2nd Edition*, (Jakarta: Gramedia Pustaka Utama, 2003), p. 2.

⁴ Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: PT Rineka Cipta, 2010), p. 248.

⁵ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), p. 134.

had been chosen as the sample.⁶ As sample came from each subs of population, this technique considered as a way that giving more responsible generalisation base rather than without considering them.⁷

3. Variable and Indicator

Variable is a certain attribute, characteristic, value of human, object, or activity that has specific variation which has been determined by the researcher to be observed and concluded.⁸

There are two types of variables based on the term of causation:⁹

a. Independent variable (X)

Sugiyono said that, independent variable can be called *stimulus*, *predictor*, or *antecedent*. Independent variable is variable which has the influence or the cause of change or make the existence of dependent variable. So, the independent variable in this research is the emotional intelligence. the researcher measure it by giving questionnaire and the indicators are:

1. Knowing one's emotion
2. Managing one's emotion

⁶ Sukardi, *Metodologi Penelitian Pendidikan*, p.58.

⁷ Cholid Narbuko, Abu Achmadi, *Metodologi Penelitian*, (Jakarta: Bumi Aksara, 2013), p.115.

⁸ Suharsimi Arikunto, *Prosedur Penelitian*, p. 131.

⁹ Sugiyono, *Metode Penelitian (Pendekatan Kuantitatif, Kualitatif dan R & D)*, (Bandung: Alfabeta, 2009), p. 61.

3. Motivating oneself
 4. Recognizing emotion in others
 5. Handling relationship¹⁰
- b. Dependent variable (Y)

Dependent variable is variable which is influenced or became effect of the independent variable.¹¹ Dependent variable in this study is the foreign language anxiety of students in Teacher training and Education faculty. The researcher measured it by using *Foreign Language Classroom Anxiety Scale* (FLCAS). The FLCAS was developed by considering three sources of language anxiety, those are:

1. Communication apprehension
2. Test Anxiety
3. Negative evaluation¹²

C. Data Collection Technique

To get the accurate data, in this study the writer used two ways in the collecting data, they were as follows:

1. Questionnaire

Questionnaire is a list of questions provided to others who are willing to respond (respondents) as requested by the

¹⁰ Daniel Goleman, *Emotional Intelligence...*, p.65.

¹¹ Sugiyono, *Metode Penelitian...*, p. 61.

¹² Elaine K. Horwitz, et.al.,1986, "*Foreign Language ...*," p.127.

researcher.¹³ This questionnaire enable the writer to study the attitudes, conviction, behavior, and the characteristic of the respondents. Researcher used questionnaire to collect some data about respondents' emotional intelligence level. the questionnaire are made by researcher herself based on the concept of emotional intelligence of Daniel Goleman.

There are two kinds of questionnaire. In this case, the writer using enclosed questionnaire. Enclosed questionnaire is a questionnaire that presented in a form which the respondents were asked to choose one answer that suits the characteristics of him by giving the sign (x) or a checklist (√).¹⁴ the writer used questionnaire to know the respondents' emotional intelligence.

2. Foreign Language Classroom Anxiety Scales

Foreign Language Classroom Anxiety Scales (FLCAS) was an instrument that originally developed by Horwitz and her colleagues to meet the need of reseach community for a consistent way of measuring foreign language anxiety. The FLCAS contains 33 items whose responses are recorded along a 5-point of Likert scale, from “strongly disagree (1)” to “strongly agree (5)”. Within the total possible score range from 33 to 165.

¹³ Riduan, *Dasar-dasar Statistika*, (Bandung: Alfabeta, 2008), p. 52.

¹⁴ Suharsimi Arikunto, *Prosedur Penelitian.....*,p. 112.

3. Documentation

Documentation is needed to help the researcher run the research. According to Arikunto, the documentation method is used to look for the data concerning matters or the variable that took the form of the note, transcript, book, newspaper, magazine, inscription, notes of a meeting, agenda, etc.¹⁵ These documents are used to acquire data about the subject such as the number of students to determine the sample. The datum that the researcher got using documentation was a list of third semester students of Teaching Training and Education Faculty in the academic year of 2015/2016.

D. Data Analysis technique

The data analysis method which used in this research is quantitative analysis. Quantitative is concerned with the amount or number.

1. Introductory Analysis

Introductory analysis is to simplify the data in order to be able to be read and interpreted easily. There are two kind of data as follows:

a. Independent variable

The researcher categorized the scores resulted of questionnaire or also called independent variable (X) as follows:

¹⁵ Suharsimi Arikunto, *Prosedur Penelitian...*, p. 274.

Students's Emotional Intelligence level	Scores
A	5
B	4
C	3
D	2
E	1

b. Dependent variable

The dependence variable (X) was students' foreign language anxiety. The result of the instrument (FLCAS) was classified into the following criteria:

Students' Foreign Language Anxiety Level	Scores
Strongly Agree (SA)	5
Agree (A)	4
Neither agree nor disagree (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

2. Hypothesis Analysis

To analyze the data of students's emotional intelligence level (X) and Foreign Language Classroom Anxiety Scales (FLCAS) (Y), the writer firstly summed the score of both data. Than the writer accounted the coefficient correlation of the two variables by using the *Product moment* correlation formula with 5% and 1% significant level. The formula is used to find out whether there is a correlation between the emotional intelligence and foreign language anxiety:

$$r = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[n(\sum X^2) - (\sum X)^2][n(\sum Y^2) - (\sum Y)^2]}}$$

From the result above, the researcher will interpret that category based on the following:

0,90 – 1,00 means very high correlation

0,70 – 0,90 means high correlation

0,40 – 0,70 means enough correlation

0,20 – 0,40 means low correlation

0,00 – 0,20 means very low correlation.¹⁶

3. Futher Analysis

This analysis is used to make futher interpretation which is to determine the degree of significance. Furthermore, to take the conclusion and the result of correlation significance between X and Y variable the data acquired from r_o (r as result of observation) must compares to r_t (r from table) whether in both 5% or 1% degree of significance. If $r_{xy} > r_t$, (5% and 1%) so the hypothesis is accepted. On contrary, if $r_{xy} \leq r_t$ (5% and 1%) so the hyphothesis is rejected. Correlation coefficient is a number ranging from +1,000 through 0,000 to -1,000. A possitive correlation indicates that the score move together either increasing or decreasing. A negative correlation indicates that the score on one variable rise and score on other decrease, and on contrary of them.

¹⁶ Siregar, *Metode Penelitian...*, p. 251-252.