

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the researcher would like to discuss about the methodology of the study. Some materials are included as the methodology of the study. Those discussed materials are stated as the following: research design, research setting, participant, data, technique of data collection and data analysis.

#### **A. Research Design**

This study used the qualitative research method with case study approach. Seliger and Shohamy (1989) define descriptive research as a study which have purpose to explain, specify, describe, and explore the occurred phenomenon without experimental manipulation. As argued by Ary (2006), “Qualitative research focuses on understanding social phenomena from perspective of human participants in the study.” Qualitative method was chosen because this study aims at providing an insight into the case of language anxiety in the twelfth grade of SMAN 1 Alalak, specifically anxiety in speaking English. According to Fraenkel and Wallen (2009), case study is a qualitative study approach that studies a single individual, group, or important example to formulate interpretations to the specific case or to provide useful generalization. Therefore, the study case approach allowed the writer to study particular students in an attempt to understand the case of language anxiety. As stated in the research question, this study was conducted to know the kinds of anxiety the students have in speaking English at SMAN 1 Alalak. This research uses descriptive qualitative method. This means that the data

in this study are in the form of words and sentences. The researcher does observation to SMAN 1 Alalak and does observations on the learning process. Then the researcher conducted interviews with teachers and students, because currently there is a Covid-19 pandemic and it is not possible to visit students one by one to their respective homes due to time constraints, the researcher conducted interview with students using WhatsApp application. Then the researcher analyzes the data, after which the researcher can find out the results and make a conclusion.

### **B. Research Setting**

This research was conducted at SMAN 1 Alalak. This school is located in Alalak, Barito Kuala, South Kalimantan. The researcher chose SMAN 1 Alalak because in the author's experience is proved that most of students' experience anxiety in speaking English, this is found by author when the teacher training at SMAN 1 Alalak. The time for this research was carried out by researcher since the date of the issuance of the research permit in a period of more than 2 (two) months from September 7<sup>th</sup> to November 7<sup>th</sup> 2021, 1 month of data collection and 1 month of data processing which includes display in the form of a thesis and the guidance process takes place.

### **C. Participants**

The researcher takes the twelfth grade students at SMAN 1 Alalak as the subject of the study. The participants are all of the students in class XII MIA 1 who is estimated to be anxious in English class. The students in class XII MIA 1

consist of 28 students. Based on the characteristics of anxious students illustrated by Oxford such as:

- General avoidance: Showing carelessness, low levels of verbal production, lack of volunteering in class, seeming inability to answer even the simplest questions.
- Physical actions: Squirming, stuttering or stammering, displaying jittery behavior, conversational withdrawal, lack of eye contact, image protection or masking behavior (exaggerated smiling, laughing, nodding, joking), and being unable to reproduce the sounds or intonation of the target language even after repeating. (Oxford, 1999)

According to Creswell (2012), purposeful sampling is aimed to learn or understand the central phenomenon by selecting individuals and sites intentionally. Based on the characteristic above, the researcher will select the students who show those characteristics as the participants.

#### **D. Technique of Data Collection**

To obtain the data, the writer used two techniques of data collection. Since the study is a case study, therefore primary technique is followed by classroom observation for a validity check then writer use in-depth interview technique.

##### **1. Observation**

Data collection technique is observation. According to Bungin, observation is a data collection technique used to collect research data through

observation and sensing (Bungin, 2007). In this case, the observation conducted by observing students' behavior during teaching and learning.

The writers' role in the observation is non-participant. He observes all of the students in class XII MIA 1 especially nine participants that will be interviewed by the writer. In three meetings there will be three observations. Each observation lasts approximately 60 minutes, following the duration of a meeting. The writer observes the signs of speaking anxiety as suggested by Oxford (1999) that appeared in every single phase of English learning take place in the classroom. Furthermore, the observation will be used to find out then students who look anxious and in what situations that might trigger their anxiety in English classroom.

## **2. Interview**

Interview is a data collection technique by way of interviewing selected individual as a respondent. Furthermore, it is a direct face to face attempting to obtain reliable and valid measures in the form of verbal responses from one or more respondents. According to Bungin (2007), in-depth interview is a process to obtain information for the purpose of researcher by face to face questioning between the interviewer and informant or interviewee, with or without the use of an interview guide. Before conducting the interview, the writer observes the class in order to find anxious students as the participants. The observation guide is followed, using the signs of language anxiety by Oxford, as explained on the previous page.

Students who show the signs of speaking anxiety will be asked if they ever experienced anxiety in English classrooms. The first step in conducting the interview is to obtain a poll of the students who considered themselves to be anxious in English classrooms and willing to be interviewed.

During the initial process with the students, the writer explains the nature of the study and all interviews will be conducted in Bahasa, students' first language, to elicit answers without limiting or inhibiting the students. Those who indicates a willingness to participate are scheduled for an interview.

Later on, 9 participants will be interviewed. The teacher also will be interviewed to support the data of interview. All the participants are students in class XII MIA 1 at SMAN 1 Alalak. Each interview will spend for about seven minutes and with participants' permission. The interview guide is adapted from price focusing on foreign language anxiety.

#### **E. Data Analysis**

According to Moelong (2001), analyzing the data is called as process of organizing and arranging the data into pattern, category and a set of basic classification to find the theme and to formulate the research hypothesis as what the data advised. In qualitative research, techniques of analyzing the data were used in order to synthesize the data collecting from various sources into a coherent description of what the researcher had been observed and discovered. Regarding with this research, the researcher used data analysis based on Miles and Huberman Model (1984). The process of data analysis fell into three major phases following the framework of qualitative analysis developed by Miles and Huberman: data

reduction, data display, and conclusion and verification. (Miles and Huberman, 1984)

### **1. Data Reduction**

The mass of the data will be organized and somehow meaningfully reduced or reconfigured. According to Miles and Huberman, data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data. (Miles and Huberman, 1984). Data display is the second phase in Miles model of qualitative data analysis. This phase provides an organized and composed assembly of information that permits for conclusion drawing.

In reducing the data, the writer chooses which aspects of the data that appear in the interview transcriptions and field notes, should be emphasized, minimized, or set aside completely for the purposes of the research. The researcher displays the data that have been reduced in order to facilitate for data interpretation. It displays the basic categories such as factors contribute to language anxiety. Then, the writer examined all the relevant data sources for description and themes which will be used for the research findings.

### **2. Data Display**

Data display is the second phases in Miles and Huberman's model of qualitative data analysis. This phase provides an organized and compressed assembly of information that permits for conclusion drawing.

Data Display is used to display the qualitative data from data reduction in order to know the pattern of data so that it is an easy to understand. The researcher displays the data that have been reduced in order to facilitate for data interpretation. It displays the basic categories such as factors contributing to speaking anxiety.

### **3. Conclusion Drawing and Verification**

Conclusion drawing involves stepping back to consider what analyzed data analysis mean and to assess their implication for the research question. In this phase, the writer draws meaning from the data in a display.

Furthermore, the data is checked for their sturdiness and confirmation. The writer checks the validation of the data using triangulation strategy. According to Miles and Huberman, triangulating is tactic for verifying or confirming findings by using multiple sources and modes of evidence. The writer exams multiple sources, such as interview responses and observational data as many times as necessary to obtain the valid findings of the study.