

## **CHAPTER III**

### **RESEARCH METHOD**

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

The qualitative research methodology with a descriptive qualitative approach was used in this research. This research used the qualitative methodology in order to get insight into the case of English learning anxiety in a twelve grade MAN 2 Tabalong student, specifically in online English learning anxiety. In qualitative study, the depth of data collected by researchers is focused. The better the quality of this qualitative study, the more comprehensive and in-depth the data acquired. Descriptive research is study that is done to define a variable, either one or more variables (independent) without making comparisons, or variables that are related to one another (Sugiyono, 2009). The study is descriptive qualitative design because it seeks to identify factors that caused students anxiety in online English learning during the Covid-19 outbreak at Senior High School.

#### **B. Research Setting**

This research took place at MAN 2 Tabalong, Jl. Desa Pudak Setegal kec. Kelua, Tabalong, South Kalimantan. To be more specific, this research was conducted on students twelve grade. The study conducted at MAN 2 Tabalong from 5 september to 5 oktober 2022, Researchers are interested in doing study in this area because

they want to know what variables caused student anxiety in using online learning as an alternate learning medium during the Covid-19 epidemic, which forced teaching and learning activities to be conducted virtually/online. This study was primarily performed through social media, with interviews, observations, and some documentation obtained. The researchers employed purposive sampling to choose participants for this study in order to better understand the phenomena being examined. Purposive sampling, according to Creswell, tries to learn or comprehend the fundamental phenomena by actively choosing persons and settings. The participants of the study were a number of MAN 2 Tabalong students in class 12 who were considered to be anxious in online English learning based on characteristics of anxious students illustrated by Oxford such as:

1. General avoidance: displaying carelessness, poor levels of verbal output, a lack of participation in class, and a seeming inability to answer even the most fundamental question.
2. Physical actions: Jittery conduct, conversational disengagement, lack of eye contact, image protection or masking behavior, squirming, stuttering, or stammering, and inability to produce target language sound or intonation even after repeated attempts. Learners which exhibited these characteristics were chosen as participants.

### **C. Participant**

The participant of this study are 6 students of MAN 2 Tabalong, the researcher obtained the data by observing and interview student's and teacher directly and online using whatsapp chat.

### **D. Data**

According to Mohajan (2016), data is normally structured but lacks information for use in specific contexts. The data in this research came in the form of written text in the form of field notes and interview transcripts. The importance of data in qualitative descriptive research cannot be overstated. The researcher gleaned information about student anxiety in online English learning at MAN 2 Tabalong from these data.

### **E. Technique of Data collection**

In this research, researcher were gained data in 7 September 2022 by interviewed few students to find what factors caused students anxiety with the methods as follows;

#### **1. Observation**

According to Ary et al. (2010), observation is a fundamental method for gathering qualitative data. The goal of the qualitative researcher is to provide a comprehensive description of behavior in a specific setting rather than a numerical summary of the frequency or duration of observed behaviors. The recent status of a phenomenon is determined by observed rather than asking in this observation activity. Because certain types of information can be

obtained through direct observations, observation makes an important contribution to descriptive research. This method was used to gather information about English students' progress in learning the language. The way in doing observation were: 1) The researcher prepared the observation sheet, 2) The researcher entered the classes, and 3) The researcher observed students' situations while learning English in the classes. This method was used to gather information about the factors that contributed to students' anxiety while learning English. This method was used to see firsthand what problems occurred in the online English learning for students in class XII A in MAN 2 Tabalong, as well as to observe directly by entered an online classroom in teaching and learning English language in order to determine the most appropriate strategies by three teachers.

## 2. Interview

One of the finest methods to learn or gain in-depth information from someone for a study is through an interview or question and answer session. interview is a conversation which aim to elicit information from the object's life description in relation to the interpretation of the meaning of the 'phenomenon described' (Kvale, 1996) stated in (Burkard 2009). The researcher used structured interviews with six students at MAN 2 Tabalong in this case. Interview was conducted in order to gain accurate responses

and information about the factors caused students' anxiety in online classes. Purpose of the interview in this research is to verify and validate the data. researcher validated the interview guidelines to reduce research biases. The interview guide was approved by the research advisor. Appendix B contains interview guidelines.

### 3. Documentation

Based on Gottschalk in Nilamsari (2014, p. 178) defines document (documentation) as any evidence process based on any sort of source, whether written, oral, graphical, or archaeological. This can help researchers gained and have the most accurate or authentic data or information dependent on the area of research.

The researcher employed the documentation approach in this study to create data such as lessons plan, textbooks/materials, samples of students' work, and grading rubric sheets.

### **F. Research Instrument**

A research instrument, according to Kartowagiran (2009, p. 2), is a tool used to collect data, both qualitative and quantitative data. The researcher is the primary instrument in qualitative research because he determines the aims of the study, selects informants as data sources, collects data, assesses data quality, analyzes data, interprets data, and draws conclusions from the findings.

Assessment that involves the object of research or also known as (Ethnography), which is to study people in naturally occurring settings; the role of the researcher in the setting, namely

understanding and explaining what people do in the setting by participating directly in it; and the data to be collected, which must occur naturally and be captured in such a way that meaning is not forced on them outside.

## **G. Data Analysis**

In this study, qualitative data analysis techniques were used. Data analysis is an essential part of the research process, whether it is written or not. The focus of the research problems demanded that the researcher conduct a systematically, deep, and meaningful assessment, as confirmed by Burgess below. Sudarwan and Dervish claim that (2003, p. 262). "All investigators or researchers in qualitative research focus on the problems being studied, guided by the conceptual or theoretical framework."

In this study, the researcher applied methods from Milles and Huberman's (2018 p.10) Interactive Analysis Model to analyze the data, Those will be defined as follows:

### **1. Data collection**

The researcher collected data in this stage by recording data from an observation sheet/guide and conducting interviews with students and teachers in the 12th grade at MAN 2 Tabalong.

### **2. Data reduction**

The following stage is data reduction. There are two processes in this Phase of data reduction: living in and out. It indicates that the

selected data is included in the needed data and is kept in the living in data, while the unselected data is kept in the living out data. on this study, data reduction was focused on the information gleaned from observation and interviews with English teachers and learners. Some details were necessary to complete the data, while others were not. As a consequence, the researcher eliminated irrelevant data.

### 3. Data display

The process of displaying data simply in the form of words, sentences, narrative, table, and graphic in order for the researcher to master the data collected as the foundation for drawing appropriate conclusions. The data displayed in this study consisted of information about the factors that caused students anxiety in online English learning during Covid-19 and students perception toward online English learning.

### 4. Drawing conclusion

The last phase is drawing conclusions, in which the researcher summarizes the discussion to reach the conclusion of this research. It was the final step in analyzing the data from this study. Following the presentation of the data, a conclusion was reached. There are two types of conclusions in this context: temporary drawing conclusions and final drawing conclusions. If the temporary conclusion was correct and answered the research

question, the researcher could use it as the final conclusion. If it was not valid, the researcher should repeat the process beginning with displaying data to determine whether the data displayed is consistent with the formulation of research problems or not. Based on the research that the researcher done, theory from factors caused students anxiety and theory from perception related to findings and discussion.