

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

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

The type of this study is a field research which the writer comes to the university directly to observe and does the interview the students. In conducting the research, the writer uses a qualitative approach with descriptive qualitative method. The writer want to find out the phenomena of students' anxiety in speaking and the factors contributing of students' anxiety in speaking at Languages Development Center IAIN Antasari Banjarmasin academic year 2015/2016.

The writer chose to use cluster sampling because there are 81 classes in this course, it is too big if she takes as the sample of this study. She takes three classes amount 81 classes: class 24 representative of class 1 until 30, class 49 representative of class 31 until 60, and class 76 representative of class 61 until 81. The writer described all of phenomena based on facts in field to make this study reasonable and acceptable.

The students of intensive English teaching program from IAIN Antasari enter the placement test before taking this program. Students who enter in class 1 until 50 is level A, and students who enter in class 51 until 81 is level B. Therefore, class 24 and 49 are level A meanwhile class 76 is level B.

## B. Research Setting

The research has been done at Languages Development Center IAIN Antasari, it lies on Jalan Ahmad Yani KM. 4.5 Banjarmasin 70235. This research was started on 21 September 2015 and finished on 21 November 2015. English lesson in PPB is given three times a week (Monday, Tuesday, and Wednesday), and the duration is 2 x 50 minutes for each meeting that is from 06:40 am until 08.20 am.

## C. Subject and Object

### 1. Subject of the study

The subject of this study were the twelve students of English class. The writer chose the subject based on purposive sampling criteria which students who were anxiety in speaking. Therefore, the subjects of this study are four students in three different classes.

**Table 3.1: List of subjects**

No.	Initial Name	Class/ Level
1	Student A	76
2	Student B	76
3	Student C	76
4	Student D	76
5	Student E	24
6	Student F	24
7	Student G	24
8	Student H	24
9	Student I	49
10	Student J	49
11	Student K	49
12	Student L	49

## 2. Object of the study

The object of this study is the phenomena of students' anxiety in speaking and the factors contributing of students' anxiety in speaking at Languages Development Center IAIN Antasari Banjarmasin.

### **D. Data and Source of Data**

#### 1. Data of Study

To answer the problem statements of this study, the writer collects the following data about the phenomena of students' anxiety in speaking and factors contributing of students' anxiety in speaking at Languages Development Center IAIN Antasari Banjarmasin Academic Year 2015/2016.

#### 2. Sources of data

- a. Respondents : The students who taking the languages course that programmed of Languages Development Center at 'Antasari' State Institute for Islamic Studies Academic Year 2015/2016.

### **E. Data Collection Procedure**

To obtain the data, the writer used two techniques of data collection, they are:

## 1. Observation

This technique is used to collect data by observing the classroom directly, to gain a better picture of the phenomena of students' anxiety in speaking. The writer wrote the field-notes which related to find the phenomena of students' anxiety in speaking. In collecting the data, the writer was a non-participant observer who sat on the back of in the classroom. It means that the writer does not involve herself to the subject activities in the classroom. In order, the writer did not disturb the naturalness of the class as well as the students that gave attention to the teacher.

The writer did observation for nine times to get the data. To prove the original of observation held by the writer, the writer inserted the time of observation as follows:

**Table 3.2: List of observation**

<b>Observation</b>	<b>Time</b>	<b>Teacher</b>
First	Monday, September 28, 2015	A
Second	Tuesday, September 29, 2015	A
Third	Wednesday, September 30, 2015	A
Fourth	Monday, October 05, 2015	B
Fifth	Tuesday, October 06, 2015	B
Sixth	Wednesday, October 07, 2015	B
Seventh	Monday, November 02, 2015	C
Eighth	Tuesday, November 03, 2015	C
Ninth	Wednesday, November 04, 2015	C

The writer observed all of the students in the classroom, each class three times. Each observation lasted approximately 100 minutes, following the duration of a meeting. The writer observed the phenomena of students' anxiety in speaking that appeared in every single phase of English learning took place in the classroom. Furthermore, the observation was used to find out the factors contributing of students likely to feel anxious and in what situations that might trigger their anxiety in English class.

## 2. Interview

Interview was consisted of some question that related with the topic of this study. The questions used during the interview in the study were taken from the Language Classroom Anxiety Scale (FLCAS) designed by Horwitz et al. containing 10 open-ended questions that asked about the way students feel when they are in speaking in front of other people or answering questions asked by the teacher. It conducted after the writer observing the teaching learning process.

The participants recruited in several ways. Those students whose responses suggested high levels of anxiety were asked and invited to participate. Furthermore, the writer also contacted the teacher for referrals of students who appeared to be highly anxious in the classroom. Most of the students were willing to participate, and some looked to be quite eager to share their experiences.

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

The twelve participants is required from three class, the writer took four students in each class consist of two males and two females. Most of the students were willing to participate, and some looked to be quite eager to share their experiences. The writer explained the nature of the study and that all interviews would be conducted in Bahasa, students' second language, to elicit answers without limiting or inhibiting the students.

Each interview spent for about ten minutes and was recorded with participants' permission. The questions can be seen in the appendix 4. Furthermore, it is a direct face to face attempt to obtain reliable and valid measures in the form of verbal responses from one or more respondents.

## **F. Data Analysis**

In this study, the writer descriptively and qualitatively analyzes the data by using interactive model proposed by Miles and Huberman (1984, p. 21). There are four techniques in analyzing the data which related to the problems of the study, as follows:

### 1. Data collection

All of data those collected and got in the field where the teaching and learning was going on. Data collection is result of data collecting techniques on observation and interview. The writer collected the data about the phenomena of students' anxiety in speaking and factors contributing of students' anxiety in speaking at Languages Development Center IAIN Antasari Banjarmasin.

### 2. Data reduction

In reduction the data, the writer chose which aspects of the data that appeared in the field notes and interview transcriptions. Then, those data were selected, simplified, transformed and organized in order to answer the research questions. The writer chose the data that relevant of the study and focused on the data that direct to solve of problems or to answer a research problem. In this step, the irrelevant data are reduced and the needed data are included.

### 3. Data display

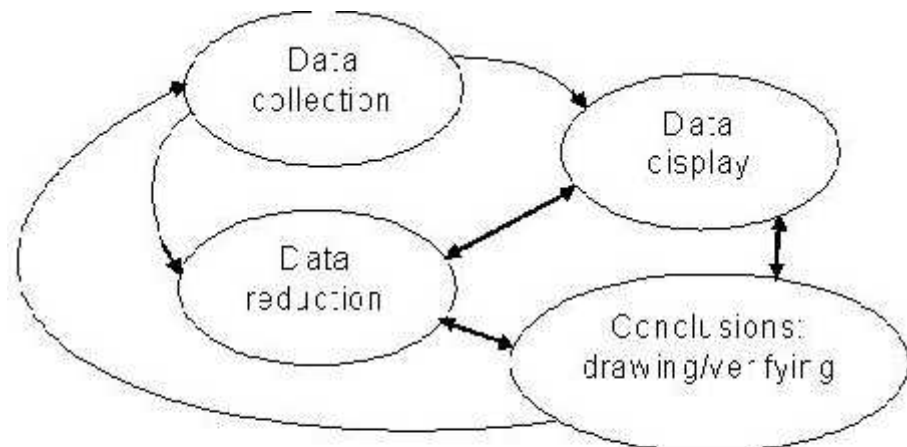
This phase provides an organized and compressed assembly of information that permits for conclusion drawing. The writer done the simple explanation about the data that have gotten in data reduction. The data were displayed in the form of words, narrative, tables or graphics in order those becomes understandable and readable.

#### 4. Conclusion

The writer found and collected the data in field, made the conclusion by seeing back of the data reduction and data display after collecting data. It aims to get the accurate data and prove, so it can be said that the conclusion is credible data about the phenomena of students' anxiety in speaking and factors contributing of students' anxiety in speaking. Furthermore, the data have to be checked for their sturdiness and confirm ability.

The interactive model of analysis based on Miles and Huberman's theory, as follows:

**Figure 3.1: The interactive Model of data analysis**





From the figure 3.1, the data can be analyzed since the beginning of research when the data begin collected until the end of collecting data. The data are analyzed continuously and verified about the validity. In the final analysis, the writer got final and perfect conclusion as the answer of research problems. If the conclusion is supported by accurate data and prove, it can be said that the conclusion is credible.