

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study uses qualitative research methods and case study methods. (Herbert et al., 1989; Saleh, 2022) descriptive research as research that attempts to explain, detail, describe and explore phenomena that occur without experimental manipulation. As said by (Anjarani & Zuhri, 2022; Ary, 2006) "Qualitative research focuses on understanding social phenomena from the perspective of human research participants." The qualitative method was chosen because the research has a purpose. Gain insight into students' anxiety when speaking a foreign language. According to (Albert, 2022; Fraenkel et al., 2012), a case study is a type of qualitative research that uses a single approach to study individuals, groups, or significant examples to formulate explanations about specific cases or to provide useful generalizations. Thus, the case study approach allows the writer to study certain students in an effort to understand cases of language anxiety.

Qualitative research is research that intends to understand the phenomenon of what is experienced by the research subject, by means of description in the form of words and language, in a special natural context and by utilizing various natural methods. In accordance with the existing theory, this research deals with the factors that cause students' anxiety in speaking English in language classes. Therefore, the case study approach allowed the author to study specific students in an attempt to understand cases of language anxiety. As stated in the research question, this study was conducted to find out the types of anxiety that students have in speaking English at SMK Islam Bina Khalifah Bangsa Metro.

B. Research Setting, Subject, and Object

1. Research setting

This research setting is in SMK Islam Bina Khalifah Bangsa Metro. This school is located at Jalan Gelatik II No. 28 Purwoasri Metro Utara, Metro City. The researcher chooses this school because, according to the author's experience, it is proven that most of the

students experience anxiety in speaking English. This is found when the author does teaching practice at SMK Islam Bina Khalifah Bangsa Metro.

2. Research subject

The subjects of this study are eleventh grade pharmacy students of SMK Islam Bina Khalifah bangsa Metro. The participants were all eleventh grade pharmacy students who were estimated to be anxious in English class. Eleventh grade pharmacy students totaled 16 students.

3. Research object

In this study, the object of research is the anxiety of students speaking a foreign language at SMK Islam Bina Khalifah Bangsa Metro.

C. Research Data Resources

The data used in this research is derived from primary data sources. Researchers provided observation sheets and distributed questionnaires to the students who were the research subjects. Additionally, the researchers also conducted interviews by asking questions directly to the selected students based on their relevance to the research issue.

D. Research Instruments

Research instrument is tool of facilities which use by the researcher in collecting data in order to make the research easier and get better result, in the meaning more complete and systematic so it would easy analyze (Arikunto, 2006; Isnaini, 2019). In this study, researchers used observation, questionnaire and interview instruments needed to collect data on student anxiety in student speaking.

1. Observation

According to Bungin, Observation is a data collection technique used to collect research data through observation and sensing (Bungin, 2007; Suciati, 2020). Observation is also used to find out how likely students are to feel anxious and what situations trigger their anxiety in English class. In this case the observation is done by observing student behavior during the learning process takes place. There will be two observations in two meetings. Each observation lasted about 40 minutes. The writer observes the signs of speaking anxiety proposed by the University of (Oxford Rebecca, 1999; Robah, 2022), which occur at every stage of learning English in the classroom. The author documented at least 15 students who appeared anxious while learning using the observation

sheet. Enrolled students will then be contacted for an interview. The authors provided students with information about research objectives and procedures.

Table 3.1 Specification of observation

Component	Types	Indicators
To know students speaking anxiety in English foreign language	Trait anxiety (Kecemasan sifat)	1. Merasa gelisah meskipun diluar pembelajaran
		2. Merasa tegang dan cemas tanpa alasan yang jelas
		3. Merasa khawatir tentang situasi yang belum terjadi
		4. Kesulitan mengambil keputusan karena perasaan yang cemas
	State anxiety (Kecemasan keadaan)	1. Merasa gugup yang mendalam sebelum dan selama menghadapi acara atau tugas
		2. Merasa tidak fokus dan sulit berkonsentrasi
		3. Kesulitan mengendalikan perasaan cemas atau fikiran negative
		4. Gugup dan cemas saat berinteraksi dengan orang lain
	Situation-specific anxiety (Kecemasan situasi spesifik)	1. Merasa gugup dan gelisah secara berlebihan dalam berbicara bahasa inggris didalam kelas
		2. Merasa gelisah dan gemetar ketika berbicara didepan kelas
		3. Merasa kaku dan tegang pada otot-otot tubuh saat di minta berbicara menggunakan bahasa inggris
		4. Mengalami keringat dingin ketika berbicara didepan kelas

2. Questionnaire

In descriptive survey research, surveys or questionnaires are the main tools used to collect data (Lodico et al., 2010; Seprisa et al., 2022). According to (Creswell, 2012; Hirose & Creswell, 2023), questionnaires can contain both closed and open-ended questions. Closed questions allow respondents to choose answers from the options provided, while open questions allow respondents to provide answers more freely without being limited by existing choices.

In the context of this study, the researcher will use questionnaires to validate the results of observations and interviews as well as to obtain detailed information from students regarding speaking anxiety in a foreign language, especially in English.

Table 3.2 Questionnaire guideline for the students

Components	Indicator	Total Item
To know students speaking anxiety in english foreign language	Students feeling of over self-prediction toward	1,2
	Students irrational faith	3,4,5
	Students problems in over sensitivity toward threat	6
	Students factors make sensitivity of anxiety	7
	Students wrong attribution body signal	8,9
	Students have low self-efficacy	10

3. Interview

Interviews according to Nasution, basically carried out in two forms, namely structured interviews and unstructured interviews. Structured techniques are carried out through questions that have been prepared according to the problem to be studied, while unstructured interviews arise when answers develop outside of structured questions but are not free from research problems. According to (Bungin, 2007; Heriberta et al., 2022), in-depth interviews are a process to obtain information for the benefit of researchers by way of face-to-face questioning between interviewers and informants or interviewees, with or without using interview guidelines. Furthermore, face-to-face attempts to obtain a reliable and

valid measure in the form of verbal responses from one or more respondents. The instrument used in this study was an interview. the researcher asked questions to the informants one by one and then the researcher recorded their responses. the interview was conducted to find out more deeply and in detail about the problem. the researcher conducted interviews to find out what kind of anxiety the students had and what were the factors that caused the anxiety. the types of interviews conducted in the study were face to face and structured interviews.

Table 3.3 Specification of interview of the teacher

Component	Indicator	Total Item
To know teacher's learning in the class	Ask the teacher about the process learning and influence of over self-prediction toward fear	1
	Ask the teacher about student's irrational faith	1
	Ask the teacher about student's fear to threat	1
	Ask the teacher about student's emotion while face the subject	1
	Ask the teacher about student's body reaction	1
	Ask the teacher about student's desire in speaking without self-efficacy	1
Total Item		6

E. Data Collecting Technique

To collect data, the author employed three different data collection methods. In the context of this research, which is a case study, the primary method used is classroom observation to verify the authenticity of information. A questionnaire was also utilized to identify the factors contributing to speaking anxiety, and in-depth interviews were conducted to gather further insights.

1. Observasion

Observation is a complex process, involving various biological and psychological processes (Sudarwan Sugiyono, 2018). Explains observation as the act of recording various events observed, including behavior, objects, and other

things relevant to the research (Isnaini, 2019b; Sarwono, 2006). By referring to the theories above, observation can be interpreted as monitoring and observing the phenomena that occur in the environment of the subject being observed.

In this case, observations were made by observing student behavior during the learning process. The role of the researcher in observation is as a non-participant. The researcher observed all students of class XI Pharmacy of SMK Islam Bina Khalifah Bangsa Metro who would be interviewed by the researcher. The observation was conducted once a meeting. The observation lasted about 40 minutes. The researcher observed the signs of speaking anxiety stated by the University of (Oxford Rebecca, 1999), which occurred at each stage of English learning in the classroom. Observations were also used to find out how likely students were to feel anxious and what situations triggered their anxiety in the English classroom.

2. Questionnaire

The questionnaire is a list of questions used by researchers to obtain information from students through the process of communication or asking directly. This questionnaire contains a group or sequence of questions designed with the aim of obtaining information about a particular subject from the respondent (Lodico et al., 2010; Seprisa et al., 2022). According to (Cindy et al., 2022; Sugiyono Sugiyono, 2021), a questionnaire is a data collection technique that involves delivering a set of questions or written statements to respondents to be answered by them.

Based on the explanation of the theories above, the conclusion that can be drawn is that a questionnaire is a data collection method that uses written questions that must be answered by respondents in writing as well. researchers will distribute questionnaires to 11th grade pharmacy students of SMK Islam Bina Khalifah Bangsa. The researcher used this questionnaire to identify speaking anxiety in English foreign language in students. Through this questionnaire, the researcher will obtain detailed information regarding the speaking anxiety experienced by students related to English.

3. Interview

Interview is a data collection technique by interviewing selected individuals as respondents. Furthermore, trying face-to-face to obtain a reliable and valid measure in the form of verbal responses from one or more respondents. According to (Bungin, 2007; Heriberta et al., 2022), in-depth interviews are a process of obtaining information for the benefit of researchers by way of face-to-face questioning between interviewers and informants or interviewees, with or without using interview guidelines.

Before conducting the interviews, the author observed the class to find anxious students as participants and students who showed signs of speaking anxiety were asked if they had experienced anxiety in English class. The first step in conducting interviews was to poll students who felt anxious in English class and were willing to be interviewed. Participants were then recruited in a number of ways. Students whose responses indicated a high level of anxiety would be asked and invited to participate. In addition, the author also contacted teachers to refer students who appeared very anxious in class. Those who expressed willingness to participate were scheduled for interviews. 15 participants were then interviewed. Teachers will also be interviewed to support the interview data. All participants are 11th grade Pharmacy students of SMK Islam Bina Khalifah Bangsa. Each interview will last for approximately five minutes and with permission from the participant. The interview guide was adapted from Price which focuses on foreign language anxiety. Then the researcher recorded all questions, responses and opinions and the researcher also recorded interviews with participants so that the data generated in the form of interview transcripts.

F. Data Analyzing Technique

According to (Moleong, 2001; Untari et al., 2019) analyzing data refers to the process of organizing and compiling data into patterns, categories, and a basic set of classifications to find themes and formulate research hypotheses about what the data suggests. In qualitative research, data analysis techniques are used to synthesize data collected from various sources into a coherent picture of what the researcher observes and finds. In this study, researchers used data analysis based on the (Miles & Huberman, 1994; Natania, 2018). The data analysis process is divided into three main stages following the qualitative analysis framework developed by Miles and Huberman: data reduction, data presentation, and conclusion and validation.

1. Data Reduction

The mass of the data will be organized and make sense in some way Reduce or reconfigure. According to Miles and Huberman, data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming data (Miles & Huberman, 1994; Natania, 2018).

In reducing the data, the researcher selects which aspects of the data that appear in the interview transcripts and field notes that should be emphasized, mini mized, or reserved for research purposes. In this case, the researcher selected data consisting of the results of observations and interviews given to students. Then, this summary is analyzed to see important information, group data, and select the data needed and arrange the data into an appropriate format, so as to provide meaningful results and conclusions that show the factors that cause speaking anxiety in students.

2. Data Display

Data Display is the second stage of the qualitative data analysis model (Miles & Huberman, 1994; Natania, 2018). This stage provides a collection of organized and arranged information from which conclusions can be drawn. Data display will be used to display qualitative data generated from data reduction, so that data patterns are known and easily understood. Researchers display data that has been simplified to facilitate data interpretation. The data is displayed in the form of words and language with basic categories such as factors that contribute to speaking anxiety.

3. Conclusion

The process of conclusions involves stepping back to understand the meaning of the data that has been analyzed and evaluating its implications for the research questions. At this stage, the author tries to interpret the data in a clearer way. Verification is an important stage associated with inference, where data are revised as many times as necessary to ensure the conclusions are correct. This verification focuses on explaining the answers to the research questions and

research objectives that have been set (*Ahrizal R, 2009; Isnaini, 2019a*). In addition, the data must also be checked for reliability and can be confirmed. The researcher verified the data by using a triangulation strategy. Triangulation is a method to verify or confirm findings using a variety of different sources and evidence. Researchers conducted checks through various sources, such as interviews and observation data, with the aim of obtaining valid findings from this study.

In this step, researchers conducted three stages in describing the results of qualitative research. The first stage is data reduction, where researchers identify the important points of the study. The second stage is description, where the important points are explained in the form of a narrative to make it more meaningful and easy to understand. Finally, the conclusion drawing stage, where the researcher makes conclusions based on the analysis of all the data that has been collected.