

## **Chapter Three**

### **Methodology**

In this chapter of this research, the researcher discusses the methodology used to answer the research questions presented in chapter one. This chapter include: research design, research setting, research participant, instrument of the study, technique of data collection, and analysis of data.

#### **Research Design**

The purposes of this research are to find out the causes of student's anxiety to speak English and to discover the strategies to cope with speaking anxiety. In order to reach the objectives of this research, the researcher used qualitative method. Qualitative method is the approaches used to explore and understand the meaning of individuals or groups which are related to social or human problems which the final product is in the form of text or image (Cresswell et al., 2018). Thus, adopting qualitative research design was suitable because it allowed the researcher to explore the human problem which was about speaking anxiety.

The method under qualitative research applied by the researcher was descriptive qualitative design. The use of descriptive qualitative was appropriate as the researcher wanted to provide the result about the causes of speaking anxiety and the strategies to cope with it based on students' perception in one of private senior high schools in Yogyakarta. According to Lambert (2012), descriptive qualitative is comprehensive summary of certain daily experience encountered by individual or group. To gain the data in the natural condition is very important to

create the comprehensive summary. In addition, Lambert (2012) further said that descriptive qualitative tends to derive from natural investigation to study something in its natural state as far as possible based on the context of the research arena. Therefore, descriptive qualitative allows the researcher to do an in-depth exploration in order to have rich information about the causes of speaking anxiety inside and outside of the classroom based on learner point of view.

### **Research Setting**

In order to gain the data, the researcher prepared the method that used for data collection. In this section, the researcher explains the setting of place and the setting of time of the research. The explanation is discussed in the paragraph below:

**Setting of place.** This research was conducted at one Islamic private senior high school in Yogyakarta due to the students get lot of speaking activities when learning English in this school. Based on the researcher's experience, this school taught its learner by applying the method that demands their students to practice their English speaking skill ability. Moreover, the researcher had access and was familiar with the school as the researcher had experience in teaching and observation program for around one year. The lesson or project also consists of many speaking activities in order to make them be able to speak English properly and fluently after graduating from this school.

**Setting of time.** This study was started in the beginning of December 2019 and the researcher spent about one month to gain the data for this study. The

first week was allocated to gain the data from the participants by interviewing them. Then, in the second week was used to transcribe recorded interview. The researcher did coding by analyzing the transcript of the interview and giving the code or label to every findings and analyze it by doing content analyzes that spent one week. After find out the data, the researcher then presented it on the chapter four of this study. The reporting process took one week. Finally, in the end of December this research was finished.

### **Research Participants**

The participants of the research were six participants consisted of four students in the twelfth grade and two students in eleventh grade even semester. In this research, the researcher-also determined the further criteria to gain those participants for this study. This was done to get appropriate participants so that the researcher could get the proper and valid answer.

To find out the participants, the researcher used purposive sampling. According to Cohen et al., (2011), purposive sampling is qualitative feature where the researcher chooses their participants to be involved in the study based on the particular characteristic. It means , the researcher purposively seeks the participants that fulfill their research' need. The participant must meet some criteria described by the researcher. First, the participant must be the student from an Islamic private senior high school in Yogyakarta academic year 2019/2020. The participants consisted of four students from twelfth grade and two students from eleventh grade. The researcher chose those participants because they have received speaking class during the first year of study. Since they have taken

English class and have more experience with speaking activities in the previous semester, they could provide richer and clearer information. Second, the participants were the students who have lower English speaking performance. Third, the participants were the students who are less participate in the speaking activities.

Moreover, to find these six participants that fulfill the criteria, the researcher got the recommendation from the English teacher by consulting the criteria with the English teacher due to the teacher can see the criteria better. To make sure that the participants met the criteria, the researcher asked all the participants about whether they were afraid and had problem in English class focusing on speaking activities. Furthermore, to protect participants' identities, the researcher applied pseudonym name by changing the participants' original name in the interview transcript.

The use of pseudonym was done in order to keep participants' privacy and make them express their mind freely into this study. The pseudonyms name used were: Isyana, Dian, Nia, Sefti, Andre, Kule. The participants were one male named Andre and three females named Isyana, Dian, and Nia were from twelve grades in Social class. Then, two female participants named Sefti and Kule were from eleven grades in Science class. These participants involved under the study did not have confident, worried, and were anxious when they needed to use their English in classroom. They struggle to speak English and have less participation in speaking session due to their anxiety.

### **Data Collection Method**

In order to gain the data from the participants, the researcher used interview to get richer and deeper information from the participants. According to Cohen et al. (2011), interview allows the participants to be interviewer or interviewee to express and discuss their own idea of their interpretation of the world in which they live as well as express how they see the situation with their own perspective. Interview is an excellent tool to gain in-depth data. Furthermore, interview is a flexible tool to collect the data and enable the use of multi-sensory channels such as verbal, non-verbal, spoken, and heard (Cohen et al., 2011). By using interview, the researcher could ask several questions related to the study then the participants could freely express their response. Therefore the researcher could get useful and rich information related to the study by doing interview with the participants.

Moreover, in this research, the researcher used indirect question format in the interview question. Tuckman (as cited in Cohen et al., 2011) pointed out that indirect questions can provide honest and open responses due to the aim of the question being less obvious. By asking the indirect question, the respondent can give broad and in-depth information based on their point of view. Furthermore, this research employed unstructured responses in order to let the respondent give a broad answer. What it means by unstructured response is when the interviewee can freely express their mind to answer the question and is not limited by the nature of the question (Tuckman, 1972 as cited in Cohen et al., 2011).

### **Data Collection Instrument**

The researcher studied some theories associated with the researcher's study field. After that, the researcher designed an interview guideline consisted of several questions related to the purposes of the study, and put in several categories. In this study, the researcher used standardized open-ended interview. The standardized open-ended interview is the wording and the order of questions have been predetermined in which enable researcher to ask the same basic question to their respondent in order (Paton, 1980 as cited in Cohen et al., 2011). The main reason why the researcher used this type of interview is to make the data interview recording could be analyzed faster, more organized and easy to categorize.

Furthermore, Kerlinger argued that by employing open-ended questions the nature of the issue that being studied is determined the subject of the question. That means, no limitation on the content, or on how the participants deliver their answer (as cited in Cohen et al., 2011). Therefore, the participants could freely express what on their mind and respond to the question. The open-ended questions encourage the participants to give in-depth respond and provide rich information of data.

### **Data Collection Procedure**

In order to gain the information from the participants, the researcher did several procedures. Firstly, the researchers contacted the English teacher for the recommendations of participants in this study. After that, the researcher contacted the participants in order to gain their agreement to participate in this study. The

researcher used Whats-App social media to reach and contact the participants. After the researchers got the participants' agreement, then the researcher made a schedule to determine the place and the time to hold the interview. The selection of the place and the time for the interview was discussed when the researcher contacted the participants.

The interview took about 20 minutes for each participant. The researcher used Indonesian language in interviewing the participants in order to ease them answering the question and avoid any misunderstanding. Moreover, Indonesian language is both the researcher and the participant's mother tongue. Applying Indonesian language helps the researcher to ask questions to the participants, and it also eased the participants to respond.

Before the researcher started the interview, the researcher introduced herself and explained the purpose of the interview to the participants, why they chosen as the participants, and the interview duration. Tuckman stated that the researcher should tell the purpose of the interview, honest and focus on biasing responses, and make the participants feel comfortable (as cited in Cohen et al., 2011). This was done to make the participants understand and comfortable with the interview process and they could provide meaningful and rich data.

Then, the researcher asked participant's permission to record their respond. Fowler (as cited in Cohen et al., 2011) argued that the procedure to conduct the interview such as what will happen, how the structure and the organization of the interview should be explained in advance to the participants. To record the interview, the researcher used smart phone. In addition, the

researcher also used other tools during the interview such as note book and pen to note important points.

### **Data Analysis**

The steps to analyze the data in case study design were transcribing the recording into the text, member checking, coding the data, reporting the finding, interpreting the finding and summarizing the finding. The first step was transcribing the recorded into a Microsoft word format for validity reason. The researcher analyzed and note every word answered by participants.

Then, in order to know the validity and the accuracy of the data, the researcher did the member checking. The researcher asked to the six participants to clarify if there was misunderstanding about related data by messaging the participants, and to make sure that participants' opinion did not change. The member checking process showed that the data gathered did not change. After member checking was done, the researcher did coding to analyze all the interview data. Coding is when the researcher gives name or label to a piece of text that provides information as answer for the study (Cohen et al., 2011). Coding is very crucial in analyzing the data in qualitative research due to the researcher can classify, and find out the data that have similar respond.

In this research, the researcher used four types of coding namely open coding, analytical coding, axial coding, and selective coding. The steps that were used for data analysis are: First, the researchers write down the recording data into a Microsoft word format. Then, the results of the interview were written in open and axial coding in the table form. In the open coding, the researcher-put name

and label the information (Strauss & Corbin as cited in Cohen et al., 2011). Open coding is the first process in coding by giving new label to a piece of text to illustrate and categorize the piece of text. The third step was do analytical coding. The researcher analyzed the answer by breaking down the respondents' answer pointing out the research purpose. Gibbs (2007) argued that analytical coding comes from the theme or topic of the research (as cited in Cohen et al., 2011).

The fourth step was axial coding. Axial coding is when the researcher is analyzing the answer that has similar information. According to Strauss et al., (1990), axial coding is a set of procedures that followed by researcher, where the data were originally segmented into the smallest unit of fractions of the entire text are recombined in ways following the open coding (as cited in Cohen et al. 2011). Accordance with the statement above, in the axial coding the researcher put number on each point based on the participant's number. This number was used for counting the number of the point stated by participants.

The last step was selective coding. In this part, the researcher categorized the answer into each category. Cohen et al., (2011) pointed out that selective coding indicates the main category of the data that would be integrated to form a theory. The researcher gathered the answer based on the main category into one group or identify the main idea of the result. Finally, the data was written down in the chapter four of this research paper.