CHAPTER III
RESEARCH METHODOLOGY

In this chapter, the researcher presents the procedures used in conducting the research. It covers research design, research subjects, data collection, and data analysis.

3.1 Research Design

The research design in this study used descriptive qualitative research. Phakiti, (2014), descriptive qualitative research is a method that is shown to describe the phenomenon that takes place today or in the past. Therefore, descriptive qualitative is also describing the situation in the stages of its development. Angrosisno (2007, in Latief 2014) Qualitative research aims to obtain a complete picture of a thing according to the views of the human being studied. Besides, qualitative research is related to the ideas, perceptions, opinions or beliefs of the people studied and all cannot be measured by numbers. It concludes that descriptive qualitative research is basically applied to the collection of data that is structured and which could be represented numerical.

3.2 Research Subject

The subjects of this study are students of eleventh-grade of 1st Chemistry class at SMA Muhammadiyah 1 Malang academic year 2017/2018 consist of 20 students. The researcher does the research only in one class, consist of three meeting. The first meeting is about observation the teacher, second meeting has about spread the questionnaire to the students, and the last meeting is about an
interview the teacher. Therefore, the researcher chooses the eleventh-grade of 1st Chemistry class because this is the time when they have a material about past tenses according to in their syllabus. Thus, the researcher wants to investigate the cause of anxiety especially in learning past tenses and strategies that used by an English teacher to overcome student’s anxiety in learning past tenses in class.

3.3 Data Collection

The data of this research is gathered by using three techniques those are questionnaire, observation and interview are implemented in SMA Muhammadiyah 1 Malang. The subjects of this study are students of eleventh-grade of 1st Chemistry class at SMA Muhammadiyah 1 Malang academic year 2017/2018 consist of 20 students. Therefore, the researcher uses interview, observation and questionnaire for this research.

3.3.1 Questionnaire

In this step the researcher distributing an anxious questionnaire on students, consisting 10 items statements. The following questionnaire is about student’s responses in learning past tenses. According to Khan (2003 in Latief 2014), the questionnaire is a written instrument consisting of the question to be answered or statements to be responded by respondents. Besides, the researcher used the close-ended questionnaire to collect the data. Ary et al (2010), states closed-ended questionnaire is the answers are already provided by the researcher well the respondent’s tasks on just selecting the question that have been provided. Therefore, the questionnaire can be used to get factual information about student’s background, formal education backgrounds, learning activities, social
interaction activities, or opinion about performance of teachers, opinion about the effectiveness of strategy in a classroom. According to Sugiono (2008: 199), that questionnaire is given to the students to know the response of students to the questionnaire filling activities that have been implemented in the classroom. The researcher developed the questionnaire based on Likert-type items. According to Ary et al (2010), Likert – type lets the respondents indicate their responses to select statement on a variety of answers from strongly agree to strongly disagree. In other words, the respondent allowed to choose the statement based on the scale which is provided. The number showed whether strongly disagree, disagree, agree, or strongly agree. Here was the arrangement of score each scale.

Table 3.3.1 Scoring Scale.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Negative</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

There were some steps applied by the researcher in collecting the data. The steps were as follows.

1. Preparing the questionnaire consisting 10 item statements. The questionnaire is made in hardcopy.
2. Implementation the questionnaire in the second meeting
3. Validate the questionnaire that have been filled out by students.

3.3.2 Observation
Observation is a technique or how to collect data by way of holding pemmican against the activities that are underway. According to Latif (2014:77) states that observation is used as a technical term in research with its specific meaning. In everyday language, observation usually refers to the use of our visual senses to record and make senses of information. Besides observation refers to data gathering which involves the use of not only visual sense but also all the senses necessary to get valid reliable data. Therefore, (Jauhari, 2010:135) state that in this study conducted observes directly on the social world selected for the study. The researcher involvement in research provides an excellent opportunity to see, hear, and experience the reality of what the students in the class do and feel.

Therefore, the researcher provided the observation list or checklist as the instrument for collecting data. It was provided for observing the students behavior and also their activities in which indicate the anxiety in learning past tenses.

### 3.3.3 Interview

In this step, the researcher does face-to-face an interviewing to the teacher about his or her strategies to reduce student’s anxiety in learning past tenses in the classroom. Therefore, Khan (2003, in Latief 2014) interview is a way to collect data in qualitative research in oral questionnaire. Instead of writing the response, the subject gives the needed information. Arikunto, (2016:155) states that face to face interview can be meeting between one person and one member of staff or even two members.
The list of questionnaire was prepared and used as the guide of the interview. In this research, the interview was conducted with the English teacher to lead further questions relevant to the data needed. The interview was given to the teacher after the classroom activities. Besides, the interview takes place on Monday at 31th of October 2017.

There were some steps applied by the researcher in collecting the data. The steps were as follows:

1. Preparing the interview guide for a teacher.
2. Interviewing the teacher about his/her strategies to reduce student’s anxiety especially in learning past tenses.
3. Transcribing the interview data.

3.3.2 Procedure

Procedure research is a series of steps in sequence from start to finish done in research. The procedures used in this study are as follows:

a) Manufacturer of research instruments such as questionnaire for the students and do the interview for the teacher.

b) Determine research subject, the subject of this study are students of eleventh-grade of 1st chemistry class at SMA Muhammadiyah 1 Malang academic year 2017/2018 consist of 18 students.

c) Implementation in this research trial, distributing a questionnaire on students, consisting 10 item statements. Questionnaire is made in hardcopy from consisting of filling instructions and returned the researcher for analysis.
d) Perform instrument validation, validate questionnaire that have been filled out by students of test subject, perform item selection, and arrange validation questionnaire.

e) Conducting research, implementation of this research, the research distributed questionnaire that have been validated to the students. Questionnaire is made in hardcopy from consisting of filling instructions and returned to the researcher for analysis.

3.4. Data Analysis

The analysis involves regulating the data, finding what is prominent and take a consideration what will be showed as a result. The data of the study were analyzed qualitatively by using descriptive analysis. The steps of data analysis process after data collection consist of:

1. Classifying the data based on the statement problems.
2. Classifying each answer based on each item of the questionnaire.
3. Arranging the data taken from questionnaire in the form of table.
4. Determining the students’ perception based on the criteria as shown below.

Table 3.4.1 Scoring

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>94 – 112</td>
<td>Strong Agree</td>
</tr>
<tr>
<td>72 – 93</td>
<td>Agree</td>
</tr>
</tbody>
</table>
5. Gathering all the data from the notes of questionnaire, and interview;

6. Reading through all the data;

7. Classifying the data based on the factors causing past tenses anxiety and teachers strategies;

8. Describing the data based on the factors causing Past tenses anxiety and teachers strategies;

9. Writing conclusion of the research result based on the data analysis.