CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses research methodology related to research design, research subject, research instrument, data collection and data analysis.

3.1 Research design

Research method is the most important requirement and essential component in conducting a research. Ary et al., (2010) stated that research design is the researcher’s plan on how to continue to get an understanding of some groups or some phenomena in their natural setting. In selecting the research design, there are two kinds of research methods, quantitative research and qualitative research.

This research used descriptive qualitative research in order to obtain the information about students’ situation on their anxiety and the strategies that have been used in order to reduce their anxiety. This method was chosen because qualitative method is effective and flexible to obtain culturally specific information about human behavior, including anxiety. According to Ary et al (2010), qualitative method seeks to understand and interpret human and social behavior as it is lived by the participants in a particular social setting. It is an intensely personal kind of research, one that freely acknowledges and admits the subjective perception and biases of both participants and researcher.
3.2 Research subjects

This research was conducted at SMK Muhammadiyah 2 Malang. The subjects of this study were the eleventh grade students of Accounting Department at SMK Muhammadiyah 2 Malang. They were selected as the setting and the subjects of the research because based on the result of the researcher’s preliminary study it was found that there were some students who experienced anxiety during the English class at the school. The teacher said that the students of the eleventh grade of Accounting Department were the most reliable class to be conducted in related with anxiety, and they were easy to cooperate with the research activity. Therefore, she were the one who asked the researcher to choose the students of Accounting Department as the subjects. Furthermore, the researcher wanted to know students’ experiences about their anxiety in learning English and what strategies they use to reduce their anxiety.

3.3 Data collection

Data collection comprises the techniques, instruments and procedures employed in this research.

3.3.1 Techniques and instruments

In this study, the researcher used two kinds of techniques to collect the data, namely observation and interview.

3.3.1.1 Observation

Observation is a technique for obtaining data in qualitative research and is more than just “hanging out.” It is a more global type of observation than the systematic, structured observation used in quantitative research. The qualitative
researcher’s goal is to get a complete description of behavior in a specific setting rather than a numeric summary of occurrence or duration of observed behaviors. Qualitative observations rely on narrative or words to describe the setting, the behaviors, and the interactions. The goal is to understand complex interactions in natural settings (Ary et al., 2010).

Furthermore, Cresswell (2012) stated that there are two types of observation, namely participant observation and non-participant observation. A participant observer is an observer who takes a part in activities in the setting they observe. In the other words, a participant observer is an observer who lives as a member of the subjects of the study while observing. On the other hand, a nonparticipant observer is an observer who visits the site and records notes without being involved in the activities of the participants. Hence, the observer does not involve but just sits, watches, and records about the phenomena under study in surround of that.

This study used a non-participant observation technique because the researcher observed the class without making interaction with neither the teacher nor students during the teaching learning process. The researcher took important notes during the teaching learning process. By doing observation, the researcher got the result of the field notes in order to know the factors that trigger students’ anxiety and students’ strategies to reduce their anxiety. Moreover, this study used an observation checklist to get the authentic data during the teaching learning process.
3.3.1.2 Interview

According to Ary et al., (2010), the interview is one of the most widely used and basic method for obtaining qualitative data. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. They are used to help understand the experiences people have and the meaning they make of them rather than to test hypotheses. Interviews may provide information that cannot be obtained through observation, or they can be used to verify observations. An interview has the advantage of supplying large volumes of in-depth data rather quickly. Interviews provide insight on participants’ perspectives, the meaning of events for the people involved, information about the site, and perhaps information on unanticipated issues. Interviews allow immediate follow-up and clarification of participants’ responses.

Furthermore, Ary et al., (2010) stated that there are three types of interview, namely structured interview, semi-structured interview, and unstructured interview. Structured interview is the interview which is scheduled for the specific purpose of getting certain information from the subjects. Each respondent is asked the same set of questions, but with some latitude in the sequence. Semi- or partially structured interview is the interview in which the area of interest is chosen and questions are formulated, but the interviewer may modify the format or questions during the interview process. The last is unstructured interview, which is a conversational type of interview in which the questions arise from the situation. It is sometimes described as “a conversation with a purpose”. The interview is not planned in detail ahead of time; the researcher asks questions as
the opportunity arises and then listens closely and uses the subjects’ responses to decide on the next question.

The writer used semi-structured interview to collect the data. The area of interest of semi-structured interview was chosen and questions were formulated, but the interviewer could modify the format or questions during the interview process. One characteristic that all qualitative interview formats share is that the questions are typically open ended (cannot be answered with a yes or no or simple response), and the questions are designed to reveal what is important to understand about the phenomenon under study. Semi-structured interview is considered to be an effective way to collect the data which are related to students’ behavior and perspective about learning anxiety.

3.3.2 Procedure
The data of this study were the types of anxiety, the factors that trigger anxiety, and the strategies that could be applied to reduce anxiety. The sources of data in this research were the teachers and students of SMK Muhammadiyah 2 Malang.

There were several steps that were applied in collecting the data:
1. Preparing the interview guide and observation check list;
2. Conducting the observation to the class to get the data;
3. Transcribing of the result of the observation;
4. Conducting the interview to the students;
5. Recording interview process;
6. Transcribing the result of the interview.
3.4 Data analysis

Data analysis is the most important step in order to address the research questions in conducting a research. The steps of the data analysis can be described as follows:

1. Classifying the data of the interview in order to categorize the types of anxiety experienced by students;
2. Classifying the data of the observation and the interview in order to know the factors that trigger students’ anxiety;
3. Classifying the data of the observation and the interview in order to know students’ strategies to reduce their anxiety;
4. Describing the factors that trigger students’ anxiety;
5. Describing the strategies that students apply to reduce their anxiety;
6. Drawing conclusion based on the result of the data analysis from the interview and observation about students’ anxiety in learning English at SMK Muhammadiyah 2 Malang.