

CHAPTER III

RESEARCH METHODOLOGY

This chapter, explains the research method or how the researcher takes the data of research. There are some points here. They are Research Design, subject of the research, Data Collection techniques, and Data Analysis.

3.1 Research Design

This study used a qualitative method to answer both research questions. The qualitative method was chosen to explore students' speaking anxiety among 7th-grade students at MTs Darurrahman. To determine the participants of this study, the writer used purposive sampling to help the writer understand the phenomenon being studied. According to Creswell (2012), purposeful sampling is aimed at learning or understanding the central phenomenon by selecting individuals and sites intentionally.

3.2 Subject of the Research

The setting of the research was in MTs Darurrahman located in Blu'uren Village, Sampang regency, east Java. The researcher chose 7th-grade students because the teacher said that 7th-grade students have more spirit than 8th and 9th-grade students. However, there are a number of students afraid when asked to speak. Besides, most students are not familiar with English so they have the least vocabulary. Students are also worried about their grammar.

Seventh-grade students in MTs Darurrahman are in one class only. There are two meetings in a week with a time allocation of 80 minutes for each meeting. It consisted of an interview, questionnaire, and observation for two meetings in class 7. The first meeting

was used for classroom observations and the last meeting was used for interviewing the teacher and giving questionnaires to the students.

3.3 Data Collection Technique

3.3.1 Observation

The data collection technique is observation. Observation is used to observe students' behavior during the teaching and learning process. In two meetings were two observations. Each observation lasted approximately 60 minutes, following the duration of a meeting. The writer observed the signs of speaking anxiety. The writer chooses all of the 7th-grade students. Then the listed students will be approached to fill out the questionnaire. The writer gave information to students about the research purposes and procedures.

3.3.2 Interview

The data collection used an interview technique. Based on research questions, the interview was intended to find out the teacher's opinion about the problems that students faced in mastering speaking skills.

During the interview, the researcher used audio recording to store the results of the interview as material in the analysis data.

3.3.3 Questionnaire

The questionnaire was used to know the experiences of the students. By using this method, the researcher could devise the data from an open questionnaire. The open questionnaire was open-ended questions to seek the potential source of anxiety and also the strategy of anxiety in speaking English. According to Teresa et al, open questionnaires or free response questions are not followed by any choices

and the respondent must answer by supplying a response, usually by entering a number, a word, or a short text. An open-ended questionnaire was used to get students' responses about a factor behind their anxiety in speaking, and the type can be identified by their answers.

3.4 Data Analysis Technique

The process of data analysis fell into three major phases following the framework of qualitative analysis developed by Miles and Huberman (1994): data reduction, data display, and conclusion and verification.

3.4.1 Data Reduction

In reducing the data, the writer chose which aspects of the data that appeared in the interview transcriptions and field notes, should be emphasized, minimized, or set aside completely for the research. Further, the writer put code on each meaningful unit based on the list of codes (table 1.1). Then, the writer examines all the relevant data sources for description and themes that will be used for the research findings.

Factors Contribute to Anxiety	Codes
INTERNAL FACTORS	
AF: Factors from students	AF-S
AF: Speaking in front of the class	AF-TSP
AF: Incomprehensible Input	AF-TII
AF: Factors from the material	AF-M

AF: Knowledge - Grammar - Vocabulary - Pronunciation - Spelling	AF-K
AF: Skills	AF-S
AF: Factors from attitude	AF-A
AF: Attitude/ Psychology - Shy - Inconfident - Nervous - Afraid	AF-A/P
AF: Ridiculed by peers	AF-SR
AF: Beliefs about English English is difficult Low self-esteem	AF-SB AF-D AF-SE
AF: Lack of preparation	AF-SLK
EXTERNAL FACTORS	
AF: Factor from teacher	AF-T
AF: Teachers' personality	AF-TP
AF: Instrumental Factor	AF-I
AF: Factors from the Environment	AF-E
AF: Social Environment	AF-SE

AF: Family Social Environment	AF-FSE
AF: School Social Environment	AF-SSE
AF: Natural Environment	AF-NE

3.4.2 Data Display

Data display is the second phase in Miles and Huberman (1994) model of qualitative data analysis. This phase provides an organized and compressed assembly of information that permits conclusion drawing.

The writer displayed the data that have been reduced to facilitate data interpretation. It was displayed in a table with the basic categories such as factors contributing to speaking anxiety.

3.4.3 Conclusion Drawing and Verification

Conclusion drawing involves stepping back to consider what analyzed data analysis means and to assess their implication for the research question. In this phase, the writer draws the meaning from the data in a display.

Furthermore, the data was checked for their sturdiness and confirmed ability. The writer checked the validation of the data using a triangulation strategy. According to Miles and Huberman (1994), triangulating is a tactic for verifying or confirming findings by using multiple sources and modes of evidence. The writer examined multiple sources, such as interview responses and observational data as many times as necessary to obtain the valid findings of the study.