

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This study applies mix method. More specifically in qualitative method, the researcher utilized a case study design. Case study is a research design conducted by examining a problem through a case consisting of a single unit. This single unit can mean a single person, a population group affected by a problem. The unit that is the problem is analyzed in depth both in terms of those related to the case itself, risk factors, influences, events related to the case as well as the actions and reactions of the case to a particular treatment or exposure, even though what is studied in the case is only in the form of a unit. single, but analyzed in depth (Setiadi, 2013).

The **case** found in the preliminary study is that the students still experienced anxiety when speaking in front of the class. Some of them felt embarrassed when giving presentations in class. Others are afraid of getting bad feedback from their friends because of their poor speaking skills. Some others feel nervous when speaking in front of the class because they feel noticed by the lecturer and other students. Through this research, researchers hope that students can find out the type of speaking anxiety that they experience. By knowing several factors that influence their speaking ability, students can realize that it is a good idea to change their mindset concerning their speaking anxiety and start improving their speaking skills.

3.2 Research Subject

The research subjects were the fifth-semester students of the English Language Education Department at the University of Muhammadiyah Malang. The number of the subjects was 89 students. In order to collect the data about the types of speaking anxiety, a questionnaire was used. This questionnaire was distributed to 40 students (30% of fifth-semester students) via google form. With each 10 students were selected to full filled the questionnaire from each four small class. it can be said that the researcher use sample to choose the subject for this research. The sample is part of the population becomes a source of data in research, of which the population is part of the number of characteristics possessed by a population (Sugiyono,2017).

In addition, to gather the data about the factors of speaking anxiety, purposive sampling technique was used in order to select appropriate sample. It was done by considering respondents' characteristics who had rich information about the research focus and to obtain the best results in accordance with the research objectives (Yizengau, Yibeltal, Agegnehu, Asmamaw, 2021). By choosing the subjects who knew best about the research focus, it was easier for the researcher to explore the factors of speaking anxiety the students experienced in learning speaking. Furthermore, in order to effectively collect the research data, the participants of this study were selected by applying convenience sampling technique. The process of gathering samples by selecting ones that are conveniently placed around a site or internet service provider is known as convenience sampling (Edgar & Manz, 2017).

3.3 Data Collection

The researcher attempted to obtain the data from the fifth-semester students of the English Language Education Department of University of Muhammadiyah Malang. In collecting data, some techniques (questionnaire and interview) and instruments (questionnaire and interview guide) were applied in this current research (Creswell, 2015).

3.3.1 Research Techniques and Instruments

This section presents each of the techniques and instruments used to collect the research data.

3.3.1.1 Questionnaire

To collect the data about the types of anxiety, the researcher used a questionnaire which was **adapted** from Foreign Language Classroom Anxiety Scale (FLCAS) proposed by **Horwitz** et al. (1983). The questionnaire consisted of 33 questions about anxiety experienced by the students in classroom. It was chosen because it employed a situation specific approach, an approach that had yielded more meaningful and consistent results than other approach in second language speaking anxiety studies. It consisted of 33 closed-ended questions related to students' anxiety in classroom. It was shared through a *Google Apps* form. The researcher distributed the questionnaire to ELED of Speaking Class of the fifth semester students through *WhatsApp* messenger. The researcher shared the *Google Apps* form link through the WhatsApp group of each class that the researcher selected. The FLCAS by Horwitz et al (1983) uses a likert scale, but in this

researcher will use a dichotomous questions. Typically, a dichotomous question is a close-ended, “yes/no” inquiry. Usually, this question is asked when additional validation is required. It is the most logical format for a survey (Bhat, 2024). In this research, the researcher want to get the question that has two possible responses. It can be said that dichotomous would be considered (Bhupalam, 2019).

3.3.1.2 Interview

The second instrument for this study was interview. The researcher conducted interview to clarify the questionnaire and also to gather the data about the causes of speaking anxiety. According to Creswell (2012), interview is primarily done in mixed research and occurs when researchers ask one or more participants general, closed-ended questions and record their answers. Often audiotapes are utilized to allow for more consistent transcription. The researcher used semi-structured interview in collecting the data. Semi-structured interview is the form of interview in which the respondent answers the questions freely and the questions which are asked by the interviewer are not available in the list. Data collected through recording or listening to the subject of research.

3.3.2 Steps in Collecting Data

Some steps as the guidance for the researcher to collect the data of the research were as follows.

- a. Adapting the questionnaire that consisted of communication apprehension, test anxiety, fear of negative evaluation, and trait anxiety;

- b. Validating the questionnaire by consulting with the expert;
- c. Distributing questionnaires through *WhatsApp*;
- d. Collecting the students' responses of the questionnaire;
- e. Developing the interview guide;
- f. Conducting the interview focusing on the causes of the students' speaking anxiety;
- g. Transcribing the result of the interview with the students.

3.4 Data Analysis

After obtaining the data, an analysis needs to be conducted. Define analysis the data as consisting of three current follows of activity: data reduction, data display, and conclusion drawing and verification (Miles & Huberman, 1994). In order to analyzed the quantitative data, the researcher used the following formula:

$$P = \frac{F}{N} \times 100$$

Note:

P : Percentage

N : Number of respondent

F : Frequency of respondent who chose "Yes" or "No"

To calculate the average of each types speaking anxiety (communication apprehension, fear of negative evaluation and test anxiety) by adding up the total number of students who answered each question on the questionnaire. Then, dividing by the number of numbers for each type of speaking anxiety. For example

in communication apprehension table 4.2, $(30+27+32+22+30+25+26+27+32+28+29) : 11 = 28$. And so on, do same thing to calculate for each types of speaking anxiety in percentge.

After that, to calculate the average of all types of speaking anxiety, it needs to add up all the numbers obtained from each types. Then, devide by three bacuse there are three types of anxiety. For example on the table 4.1, $(28+29+26) : 3 = 28$. And so on, do same thing to calculate for each types of speaking anxiety in percentge to get the mean.

Meanwhile, to determine the results of data analysis from interviews, the researcher processes the data that has been collected through recording or texted messages via WhatsApp. Data processing uses editing. At this stage, the researcher begins to make the results of the interview simpler and more detailed.

After that, the researcher carries out data analysis, namely the process of searching for data and determining a test hypothesis. Once the data is clearly classified, data analysis can be carried out to find patterns. The researcher applies coding to determine answers and classify them according to the factors contained in the interview guide.

The final step is that the researcher carries out verification or drawing conclusions, aiming to find conclusions from research activities. Conclusions are drawn by comparing the description that has been formulated with the results of data analysis that has been obtained, so that in the end the researcher can draw conclusions whether to accept or reject the assumptions that have been formulated (Salsabila, 2022).

a. Data reduction

The researcher presented the results of the analysis of speaking anxiety and interviews with students. Transcription was performed to convert the recorded interviews into typed or written text. In data reduction, the researcher focused on types of speaking anxiety that the students experienced in speaking class and factors that influence the students' speaking anxiety in speaking class.

b. Data display

In data reduction, researchers classified the results of questionnaire, interviews. Data analysis of the types and factors that caused students' speaking anxiety were categorized in tables.

c. Conclusion and verification

In the final step of data analysis, the researcher made conclusions by verifying the data to answer research questions. Data checking was carried out by reviewing the results of speaking analysis, interviews, and summaries to obtain research findings.