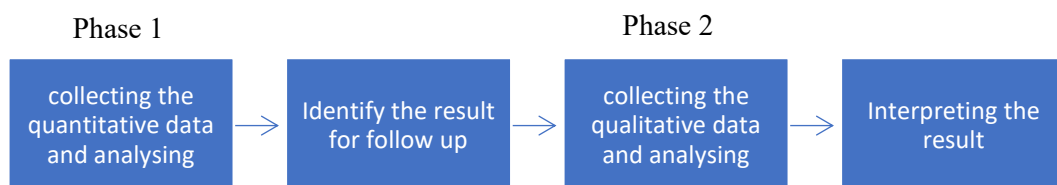# CHAPTER III
RESEARCH METHOD

In this chapter, the researcher presents the specific procedures or method used to identify, select, process and analyze a topic's data. It consists of, research design, subject and setting, data collection technique, research instrument, data analysis technique, and trustworthiness of data.

A. Research Design

In this study, the researcher applied an explanatory (Quan-Qual) design. This design involves two-phase data collection in which the researcher collected the data in quantitative and qualitative[38]. In the first phase, the researcher collected and analyzed the data in the quantitative phase, then carried out the data in the qualitative phase to help the result of quantitative data analysis so that unexplored data emerged from the quantitative. This method also provided a better understanding of the phenomenon under examination.

This design aims to explore students' anxiety, motivation, and language learning strategies in depth. By examining these variables, the researcher in the first phase conducted quantitative research by obtaining the correlational among three variables. The key idea of the qualitative phase will help explain the quantitative data that have been found.

Picture 3. 1
The Framework of explanatory design

Phase 1

| collecting the quantitative data and analysing | → | Identify the result for follow up |

Phase 2

| collecting the qualitative data and analysing | → | Interpreting the result |

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[38] John W Creswell dan J. David Creswell, *Research design: Qualitative, quantitative, and mixed methods approaches* (Los Angeles: SAGE, 2018).

B. Research Subject and Setting

According to Lodico, the participant in this study that the researcher observed, and it is the Object/Subject that had certain qualities or characteristics that make the researcher interested in conducting the study and making a conclusion[39].

The observed population consisted of seventh-grade students from SMP PAWYATAN DAHA 1 Kediri. The total number of students was 137. In addition, the researcher selected a sample of 82 students to assess their levels of anxiety, motivation, and language learning practices. The researcher chose to perform the study at SMP Pawyatan Daha 1 Kediri due to the convenient access and availability of data sources.

In the quantitative phase, the researcher used simple random sampling to take the participant, then analyzed the participant and represent population data. This sampling technique gives equal opportunity for each population to be sampled.

C. Data Collection Technique

For quantitative data collection, the researcher employed a questionnaire of three sections: anxiety, motivation, and language learning strategies. For the first section, the researcher will share the Foreign Language Classroom Anxiety Scale (FLCAS) instrument with the students to measure the level of students' anxiety. Then, the Attitude/motivation test battery (AMTB). The last is strategy inventory language learning (SILL). These instruments have been widely used in various learning contexts as valid and reliable tools to measure students' foreign language anxiety and motivational and language learning strategies.

In the qualitative phase, data collected is carried out through interviews. It is a significant data collection tool for qualitative study. Many qualitative interviews determine the subject's feelings, interpretations, and reactions to

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[39] Lodico, M. G., et al,. *METHODS IN EDUCATIONAL RESEARCH From Theory to Practice* (2006).

an event or a set circumstance[40]. Using interviews will help researchers to collect students' experiences about their anxiety, motivation, and language learning strategies. Semi-structured interviews are particularly suited to gathering detailed information about people's thoughts and behaviour of students. The qualitative phase of this research aimed to explore and gain a deeper understanding of several aspects arising from the quantitative survey data. Therefore, the interview protocol is developed primarily based on the results of the quantitative data analysis.

D. Research Instrument

In this study, the researcher used two instruments to collect the data. There are questionnaires and interview guides.

1. Questionnaire

To collect quantitative data, the researcher uses a questionnaire as the instrument of the quantitative phase. The questionnaire is designed on a 5-point Likert scale (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree).

The use of a questionnaire to know the level of students' anxiety, motivation, and language learning strategies, the researcher conducted a survey using the questionnaire below:

a. FLCAS

Foreign Language Classroom Anxiety Scale is a measurement tool to measure students' anxiety. The researcher adopted this instrument from the Horwitz anxiety scale design. There are 33 questions in this instrument.

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[40] Marguerite G. Lodico, Dean T. Spaulding, dan Katherine H. Voegtle, *METHODS IN EDUCATIONAL RESEARCH From Theory to Practice*, First Edit (San Francisco: Jossey-Bass, 2006).

Table 3. 1
Blueprint of Anxiety Questionnaire

Question Number	Category	Total Item Question
2, 5, 8, 14, 18, 22, 24, 28, 32	Inversely Coded	9
3, 7, 13, 15, 20, 23, 25, 31,33	Negative Evaluation	9
1,9,14,18,24,27,29, 32	Communication apprehension	8
2, 8, 10, 19, 21	Fear of test	5
4, 5, 6, 11, 12, 16, 17, 22, 26, 28, 30	Anxiety of English classes	11
Total		33

b. AMTB

Attitude/Motivation Test Battery is a measurement tool developed by Gardner. The researcher adopted this instrument to collect information about students' Intrinsic and Extrinsic motivation. Fourteen questions consist of two parts: motivation.

Table 3. 2
Blueprint of students Motivation questionnaire

No	Type of Motivation	Total Item Question
1-15	Intrinsic Motivation	15
16-30	Extrinsic Motivation	15

c. SILL

Strategy Inventory Language Learning (SILL) version 7.0 is adapted from Oxford. SILL is a standardized measurement tool that investigates students' language learning strategies. Fifty question items are clustered into six strategy fields.

Table 3. 3
Blueprint of Language Learning Strategies Questionnaire

No	Strategy	Total Item Question
1-9	Memory	9
10-23	Cognitive	14
24-29	Compensation	6
30-38	Metacognitive	9
39-44	Affective	6
45-50	Social	6
	TOTAL	50

2. Interview guides

In this phase, semi-structured interviews were conducted to explore further issues from the quantitative data analysis.

Table 3. 4
Blueprint of Interview

NO	Aspect	Number of Question
1.	Anxiety - Factors Affecting - Characteristic of Anxiety	3, 4, 5, 6

2.	Motivation
	  - Intrinsic Motivation
	    ➢ Students' effort in learning English
	    ➢ Students' desire in learning English
	  - Extrinsic Motivation
	    ➢ Parent Encouragement
		7, 8, 9, 10

3.	Language Learning Strategies - Types of language learning strategies - The effect of usef LLS	11 & 12

E. Data Analysis

Data analysis is analyzing data from interviews, field notes, and documents by classifying it, breaking it into units, synthesizing it, organizing it into patterns, selecting the most important things to study, and drawing conclusions. It systematically searches and assembles data to understand the readers and others[41].

1. Quantitative Phase

The data collected from the previous section will be analyzed to determine the level and types of students' anxiety, motivation and language learning strategies used by students with the following formula.

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[41] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2013).

$$X = \frac{\sum X}{N}$$

Which,

X   : Mean Score

∑X   : The total score of each part

N   : The total item question of each part

  After the data have been scored, the researcher goes to the next step, displaying the data in the spreadsheet to determine the data category for easy identification and analysis. The data will be grouped based on their anxiety, motivation, and language learning strategies level.

Table 3. 5
Anxiety level

Mean Range	Level
3.75 - 5.00	Very Anxious
3.27 - 3.72	Anxious
2.63 - 3.24	Mildly Anxious
2.00 - 2.60	Relax
1.00 - 1.96	Very Relaxed

Table 3. 6
Motivation level

Mean Range	Interpretation
3.68 – 5.00	High degree of motivation
2.34 – 3.67	Moderate degree of motivation
1.00 – 2.33	Low degree motivation

Table 3. 7
Language Learning Strategies level

Mean	Description	Category
4.5 - 5.0	Always or almost always use	High
3.5 - 4.4	Usually use	

2.5 - 3.4	Sometimes used	Medium
1.5 - 2.4	Generally not used	low
1.0 - 1.4	Never or almost never use	

After grouping the data, it is imperative to convert the score into scales based on the categories covered in the instrumentation section. To investigate the existence of any significant correlations between the anxiety and motivation, motivation and language learning strategies, language learning strategies and anxiety, the researcher utilized Pearson Product Moment Correlation in SPSS. Based on Cresswell's citation of Cohen and Manion's (1994) correlation coefficient values, the following interpretations are viable.

$r = .20 - .35$ is considered a weak relationship.

$r = .35 - .65$ is considered a moderate relationship.

$r = .66 - .85$ is considered a strong relationship.

$r = .86 -$ above is considered a very strong relationship.

The previously statistical tests were specifically developed to analyze the relationships between pairs of variables. To testing among multiple variables, the researcher employed multiple regression analysis. Multivariate correlational statistics offer a method to simultaneously analyze several variables and distinguish the impacts of distinct factors. It serves two purposes: firstly, it enables the evaluation of relationships between two variables after the elimination of the impact of other variables. Furthermore, it enables the assessment of the degree to which a combination of multiple factors may accurately forecast a criteria variable[42].

2. Qualitative Phase

In this phase, the data that have been obtained is ready to be analyzed. The data analysis process is divided into three main phases: data reduction, data presentation, and conclusion and review, according

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[42] Lodico, Spaulding, dan Voegtle, *METHODS IN EDUCATIONAL RESEARCH From Theory to Practice*.

to the qualitative analysis framework developed by Miles and Huberman[43].

a. Data collection

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes.

In collection the data, the researcher conducts the interview by using the interview guide. the use of interview to help better understanding after getting the data from quantitative phase.

b. Data reduction

Data reduction is a delicate thought process that requires high levels of intelligence, depth, and breadth of insight. Reducing data means summarizing, selecting what is essential, focusing on what is important, and looking for themes and patterns.

In reducing the data, the authors selected the criteria for sample selection were based on the quantitative results of an initial survey, which revealed students exhibiting high levels of anxiety and concomitant low levels of motivation. To ensure a diverse range of perspectives, the researcher also selected students who demonstrated low levels of anxiety in conjunction with high levels of motivation. The aspects of the data appearing in the interview transcripts and field notes should be highlighted, minimized, or set aside entirely for the study. The researcher then examined all relevant data sources for the descriptions and subthemes used in the study findings.

c. Data Display

In data display, this phase brings together organized and condensed information so that conclusions can be drawn from

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[43] M. B. Miles dan A. M. Huberman, *Qualitative Data Analysis. In SAGE Publications.*, Second Edi (California: SAGE Publications, 2014).

descriptions, charts, relationships between categories, flowcharts and the similar.

The researcher has collapsed the data to make it easier to interpret. Highlighting the key findings on several critical area, including the role of anxiety and its effect, the role of motivation and its effect, and the role of language learning strategies and its effect.

F.   Trustworthines Of Data

In qualitative research, the paramount consideration is to ensure the accuracy and validity of data findings. Valid data is a hallmark of high-quality research, and it is essential to verify the reliability of data through various methods. According to Creswell (2018), triangulation is a crucial process in qualitative research, which involves validating evidence from multiple sources, including individuals, data types, and data collection techniques. This approach aims to increase the validity of data by incorporating diverse perspectives and methods[44].

Triangulation is a robust methodology that can be employed in various ways, including data triangulation, investigator triangulation, expert triangulation, and theory triangulation[45]. In this study, a triangulation data analysis approach was used to enhance the dependability and accuracy of the study's conclusions. To synchronise the data with their expertise and opinions, this included combining and integrating data from several sources, including the interviews performed with the English teacher at SMP Pawyatan Daha 1 Kediri. The research results could be validated by using a triangulation approach, ensuring that the findings accurately reflected the phenomena under investigation.

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[44] Creswell dan Creswell, *Research design: Qualitative, quantitative, and mixed methods approaches*.

[45] Donald Ary, Lucy Chesher Jacobs, dan Chris Sorensen, *Introduction to Research in Education*, ed. oleh Chris Shortt, Eigth (Belmont: Wadsworth, 2010).