

CHAPTER III

RESEARCH METHOD

This chapter is the description on how the study was conducted to answer the research questions, what are students' speaking anxieties towards learning English as a Foreign Language, what are the factors that cause the students' speaking anxiety and what steps do the students apply to reduce their anxiety. This chapter covers the research design, the population and sampling, the research instruments, the data collection procedure, and the data analysis.

A. Research Design

This study employed a qualitative research method by using a descriptive case study. The qualitative method was chosen to be a suitable strategy to obtain data needed, this method gave an idea of how learners encounter speaking uneasiness, the resource of such involvement, and students' techniques toward speaking uneasiness. Because of the aims of this study at presenting a concept into the case of students' speaking anxiety in the fourth semester of the English Department at IAIN Kediri, a case study was chosen as the research approach. The case study gives an in-depth illustration of a single unit. The "unit" can be a person, a cohort, a venue, a grade, a discretion, a program, a manner, an institution, or a society (Ary, Jacobs, Sorensen, & Razavieh, 2010). This research describes in detail millennial students' speaking anxieties towards learning English as a foreign language.

B. Population and Sampling

The population of the study was the students of the fourth semester at the English Department of IAIN Kediri as well as the lecturer that teaches in the speaking class. They were chosen by using a convenience sampling method. To take a convenience sample, the writer merely collected data from those pertinent persons or other elements to which the writer had the most convenient access.

Convenience sampling could be a sort of nonprobability sampling in which individuals are examined basically since they are "simple" sources of information for analysts (Taherdoost, 2016). Nonprobability sampling does not include known nonzero probabilities of determination. On the contrary, subjective strategies are utilized to choose which components ought to be included within the sample. In nonprobability inspecting, the populace may not be well described. A delegate of members or cases does not ought to be representative, or arbitrary, but a clear basis is required for the addition of a few cases or people instead of others.

The speaking class of the fourth semester at the English Department of IAIN Kediri divided into eight classes; each class consists of around 35 students, with classes A and C combined. Then to fulfill the data of the questionnaire, the whole students from each class were asked to become participants. The writer also took 1 student who has the highest

level of anxiety from each class and 1 speaking lecturer to be interviewed. There is no minimum participant in the convenient sampling method. The determination of the sample measurement of this research is built upon the ease of access that the writer has with the reason participants are often available and easily accessible.

C. Research Instrument

The main Instrument of this research to get the data was a questionnaire. A questionnaire is a method to gather the data by using several questions list purposed to obtain the information (Denscombe, 2007). These questions are asked to people directly so that the information gained following the research and can be used as the data to be analyzed. In this research, the writer adapted questionnaire from the Modified Foreign Language Classroom Anxiety Scale (MFLCAS) by Songyut Akkakoson (Akkakoson, 2016) that adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) expanded by a bunch of forerunner researchers in the area, Horwitz et al. (Horwitz, Horwitz, & Cope, 1986).

The questionnaire of this research (Appendix 1) consists of eleven statements. The statements divided into two forms that are positive and negative statements. The positive statements are in numbers 2, 5, and 8, while the negative statements are in numbers 1, 3, 4, 6, 7, 9, 10, and 11. For each item in positive statements, a score was given starting from 1 for strongly agree; 2 for agree, 3 for neither agree nor disagree; 4 for disagree;

and 5 for strongly disagree. In contrast, each item in negative statements score was given starting from 5 for strongly agree; 4 for agree; 3 for neither agree nor disagree; 2 for disagree; 1 for strongly disagree. The highest score means the highest speaking anxiety. The positive statements categorized as skill deficit model of anxiety and the negative statements categorized as interference model of anxiety.

The next instrument was an interview questions list (Appendix 2). It was given to seek the possible factors that caused students to uneasiness and how they deal with their uneasiness. The interview was given to some chosen members and the lecturer that teaching in the speaking class. The writer used the Indonesian language to interview the students to avoid misunderstanding.

Finally, the last instrument that the writer uses was an observation checklist (Appendix 3). The observation guide was used by the researcher to keep track of the learning process in the speaking class. It aims to find the anxiety symptoms faced by the student in the speaking classroom.

D. Data Collection

To obtain the data, this research used questionnaires, observation, and interviews. The questionnaires adapted from the Modified Foreign Language Classroom Anxiety Scale (MFLCAS) from the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (Horwitz, Horwitz, & Cope, 1986). The writer has constructed the

questionnaire into Google form and distributed by WhatsApp application from 24th March to 1st April 2020.

For the observation, the writer used non-participant observation in which a writer was an inactive member since the writer only came to the classroom and watched the action between lecturer and learners utilizing an observation guide without hindering the pure condition and circumstance at the research area. The writer observed the symptoms of speaking uneasiness faced by students in the classroom. The symptoms have been mentioned in Chapter II, those are feeling tension, sweating, avoid speaking in front of groups, concentrating on less important things, ignoring the actual task, speaking too quickly, skipping words, murmured, reading a note while presentation, and have less eye contact with the audience. The observation was done from 11th March to 18th March 2020.

In the interview, the writer employed the interview questions list related to the research question. The writer interviewed one speaking lecturer and one student from each class who have the highest anxiety. An interview was done with the lecturer who teaches the speaking class. The interview was used to know the symptoms of anxiety faced by students in the speaking classroom, the factors that cause speaking anxiety, and how to overcome that. Meanwhile, the interview with the students aimed to know about the factors of their anxiety and how do they overcome it.

Table3.1

Data collection and instruments

Data	Instrument	Data collection technique
What are students' speaking anxieties towards learning English as a Foreign Language?	Observation checklists and Questionnaire	Observation and Questionnaire
What are the factors causing the students' speaking anxiety towards learning English as a Foreign Language?	Interview guidelines	Interview
How to overcome students' speaking anxiety towards learning English as a Foreign Language?	Interview guidelines	Interview

E. Data Analysis

After gathering the data from observation, questionnaires, and an interview, the writer then explains them descriptively. The writer explains three concurrent flows of activity. The first major flow is familiarizing and organizing to analyze the data. To make the writer easier to analyze the data, the writer should be prevalent with the data by way of reading-rereading the field notes, view-reviewing the video recording and listening to the audio recording frequently. Not only that, when do the observation the writer also catches an important point by using typewritten field notes. After the writer gets the data, it will be organized into a large body of information. Organizing is an easier way to help the writer analyze the data so that the question in Chapter I can be answered. Then, the writer created a complete list of data sources.

The second major is coding and reducing. In this step, the writer sorted the data according to the students' speaking anxiety results. In this part, the writer classified the data based on the differences and similarities of the data. The data coded into several groups to make it more specific. The writer reads the data and marks them into very important, important, less important, and least important data. So, the writer reduces and minimizes the amount of data that will be interpreted later. After that, the writer can also develop the concept from the raw data.

The third major is interpreting and representing the data. It is the last stage of analyzing data of qualitative research. In this part, the writer

narrates the findings of a study, explains the phenomenon observed, and gives accounts of what has been studied. The writer makes the interpretation based on the data that has been classified before. Then, make the data during observation in the teaching and learning way into a narration. It is based on some evidence in the learning process of the Speaking Class.