CHAPTER 3

RESEARCH PROCEDURES

3.1 Research Method

The research method used a descriptive case study. The method was used to gain a deep and comprehensive understanding of a phenomenon within a real-life context (Yin, 2003). A descriptive case study was used in this research because the method is able to provide a depth and comprehensive description of factors that cause EFL learners' speaking anxiety during online presentations at an English Education Department of a State University in Tasikmalaya.

3.2 Settings and Participants

The research was conducted at an English Education Department of a State University in Tasikmalaya. The research involved three (2 males and 1 female) participants of 2021 undergraduate students in the 5th semester. The range age of the participants are 20-21 years old. The participants were selected because 1) they had participated as speakers in "EDSA International ELT Conference on Intercultural Education" as their final exam in Academic Listening and Speaking class. 2) The selected participants showed nervousness, tension, and stuttering, especially in the asking-answering session and was confirmed to be anxious when asked in a short interview. 3) They are willing to be the participants. 4) They use English as Foreign Language.

Before collecting the data, each participant was asked to complete and sign the consent form. It was done to verify their agreement to participate voluntarily in this research. Moreover, all the data is confidential due to research ethics.

3.3 Data Collection Technique

The data would be collected through semi-structured interviews. The semi-structured interview was chosen because the approach was able to provide an in-depth exploration of participants' perspectives and experiences using their

own Words (Trier-Bieniek, 2012). and flexibility in semi-structured interviews allows the exploration of unexpected topics while maintaining a level of structure (Doll, 2017; Foley & Rooney, 2018). The interview was adapted from the theory of Horwitz et al. (1986) which stated that foreign language anxiety is related to three factors, communication apprehension, test anxiety, and fear of negative evaluation, and because of the differences in setting (online) there are additional factors that will be added which adapted from Valizadeh, (2021). This stated that technical issues, home setting (the place where the learners do the learning), feelings of isolation or audience disengagement, and the absence of non-verbal cues trigger the learners' anxiety.

The researcher conducted the interview through some steps: 1) Researcher Establish the permission for doing the interview; 2) Contacted the participants; 3) Made an appointment and get the participants' consent form; 4) Conducted the actual interviews; 5) recorded the interview using voice recording; 6) express the gratitude to participants; 7) Transcribe the interview data; 8) and analyze the data (Seidman, 2006).

3.4 Data Analysis Technique

The interview was analyzed using thematic analysis. Thematic analysis (Braun & Clarke, 2006) was used to identify, analyze, and report the pattern of the data. Thematic analysis was used because it can be used to explore a wide range of qualitative data and is able provides a rich and detailed account of the data (Braun & Clarke, 2006). There are six steps in doing a thematic analysis:

3.4.1 Familiarizing with The Data

For the interview, the researcher transcribed the data, and confirmed it with the recorders to get familiar with the data. Furthermore, the researcher reread and actively read the data, by searching for their meanings, and patterns, and then take notes and highlight the idea of the data.

Table 3.1 *Familiarizing with The Data*

Profile	Data Item
P	Yeah. Moreover, the presentation was done fully in English. Sometimes my intentions was to delivery the content of the presentation from A to Z. However, in fact it is not I do not know how to speak it in English. **I worry a lot about what audience thought like "duh, did the audience understand what I said?" and in the last I always worry if the content was not fully delivered.**

3.4.2 Generating Initial Code

After the researcher is familiar with the data, and have and an idea of what is contained in the data, then in this phase the researcher would generate the initial code which "identifies a feature of the data (semantic content or latent) that appears interesting to the analyst" (Braun and Clarke, 2006, p. 18). The code was generate deductively based on theory of foreign language anxiety by Horwitz et al. (1986) which stated factors that influence learners' anxiety in language learning are communication apprehension, test-anxiety, and fear of negative evaluation. In addition, the researcher also used the finding of Valizadeh (2020) regarding the cause FLA in online learning, that is technical issues, home setting (the place where the learners do the learning), feelings of isolation or audience disengagement, and the absence of non-verbal cues.

Table 3.2 *Generating Initial Code*

Profile	Data Item	Generating Initial Code
P	Yeah. Moreover the presentation was done full in english. Sometimes my intentions was to delivery the content of the presentation from A to Z. However, in fact it is not. because I do not know how to speak it in English. I worry a lot about what audience thought like "Duh, did the audience understand what I said?" and in the last, I always worry if the content was not fully delivered.	Learners do not know the vocabulary Fear of not being understood Fear of not delivering the presentation well

3.4.3 Searching for Themes

The researcher classified the resulting code based on its theme.

Table 3.3 *Searching for Themes*

No	Generating Initial Codes	Freq	Themes
1	Fear of not being understood	3	Communication apprehension
2	Fear of not delivering the presentation well	3	
3	Fear of making mistakes when delivering the presentation	1	

4	Learners do not know the vocabulary	2	Inadequate learners' vocabulary
5	Fear of getting a low academic grade	3	Test anxiety
6	Fear of not meeting the self-expectations	2	
7	Fear of not meeting the audience's expectation	3	Fear of negative evaluation
8	fear of getting humiliated	2	
9	Stability of Internet connection	3	Unstable internet connection
10	A proper background	1	Unconducive online presentation setting
11	Free from distraction	2	
12	The feeling of being ignored	2	Lack of audience-speaker interaction in online presentation
13	Difficult to build interaction with the audience	3	

3.4.4 Reviewing Themes

The researcher review and re-check the resulting theme in order to find the most appropriate themes, the theme might be deleted or replaced.

Table 3.4 Reviewing themes

No	Generating Initial Codes	Freq	Themes
1	Fear of not being understood	3	Communication apprehension
2	Fear of not delivering the presentation well	3	
3	Fear of making mistakes when delivering the presentation	1	
4	Learners do not know the vocabulary	2	
5	Fear of getting a low academic grade	3	Test anxiety
6	Fear of not meeting the self-expectations	2	
7	Fear of not meeting the audience's expectation	3	Fear of negative evaluation
8	fear of getting humiliated	2	
9	Stability of Internet connection	3	Unstable internet connection
10	A proper background	1	Unconducive online presentation setting
11	Free from distraction	2	
12	The feeling of being ignored	2	

13	Difficult to build interaction with the audience	3	Lack of audience-speaker interaction in online presentation

3.4.5 Defining and Naming Themes

The researcher would find the main theme that represents the whole theme.

Table 3.5 *Defining and Naming Themes*

Themes
• Communication Apprehension
• Test-anxiety
• Fear of negative evaluation
• Unstable internet connection
• Unconducive learners' presentation setting
• Lack of audience-speaker interaction

3.4.6 Producing The Report

The researcher would present the report of those results.

3.5 Research Schedule

Table 3.6 *Research Schedule*

No	Description	Mar 2023	Apr 2023	Mei 2023	Jun 2023	Jul 2023	Aug 2023	Sep 2023	Oct 2023
1	Research proposal writing			███	███				
2	Research proposal examination					███			
3	Data collection					███			
4	Data analysis					███			
5	Report					███			
6	Thesis Examination					███			