

CHAPTER 3

RESEARCH PROCEDURES

This chapter deals with some aspects of research procedures used to guide the present research. Several points to discuss are research design, setting and participants, data collection, techniques of analyzing the data and research schedule.

3.1. Research Design

This study used case study design (Creswell, 1998; Merriam, 1998). A qualitative case study has intensive and holistic description, explanation, and analysis of a "bounded system" or phenomenon such as a person, a program, an institution, a process, a social unit, a group and a policy. This design is able to provide a depth explanation on causes of behavior.

The ecological case study used for determine a deep environmental experiences (Leonard, 2011) In this research, ecological case study was used to explore the relationship between the ecosystem and the student to evaluate and categorize ecological effects on students' speaking anxiety. Ecological case study design will help the researcher to explain the phenomenon of students' speaking anxiety based on ecological perspectives.

3.2. Setting and Participant

This Research was conducted in a Senior High School in Sindangkasih, Ciamis, West Java. The research involved four participants of the high school students. The participants selected through questionnaires adapted from Horwitz, Horwitz and Cope's (1986) Foreign Language Classroom Anxiety Scale (FLCAS).

There are 33 statement items which consist of; communication apprehension: 1, 4, 9, 14, 15, 18, 24, 27, 29, 30, 32; test anxiety: 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, 28; and fear of negative evaluation: 2, 7, 13, 19, 23, 31, and 33.

Likert's Scoring Table Adopted from Horwitz et al. (1986)

| Statement | Scoring | | | | |
|-----------|----------------|-------|----------------------------|----------|-------------------|
| | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
| Positive | 1 | 2 | 3 | 4 | 5 |
| Negative | 5 | 4 | 3 | 2 | 1 |

Table 3.1

FLCAS Anxiety Scale

| RANGE | LEVEL |
|-----------|----------------|
| 124-165 | Very Anxious |
| 108 – 123 | Anxious |
| 124 – 165 | Mildly Anxious |
| 87 – 107 | Relax |
| 66 – 86 | Very Relax |

Table 3.2

The participants were; two females, and two males who are around 17 to 18 years old. The reasons for choosing them as participants of this research are (1) they have the highest and the lowest rate of foreign language speaking anxiety; (2) they were willing to be participants. In general, the participants speak Sundanese as their first language (L1), Bahasa Indonesia as their second language (L2), and English as their foreign language (FL).

3.3. Data Collection

The data gathered through semi-structured interviews with the students. Semi-structured interview offers more naturalistic data collection that might help to extend the scope of understanding the phenomena under investigation (Barriball & While, 1994). The data gained was in Indonesian language. The interview was adapted from theory of Bronfenbrenner (1979).

The researcher conducted this research through some steps; 1) the researcher establish the permission for doing the interview, 2) making appointment

with the participants and giving the consent form, 3) Conducting the interview once for each participant, 4) The researcher transcribed and translated them into English language 5) analyze the data using Miles and Huberman's analysis model (2014).

3.4. Data Analysis

First, the mass of data has to be organized and somehow meaningfully reduced or reconfigured. Miles and Huberman name the first step of their data analysis model as data condensation. "Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions." (Miles & Huberman, 2014). It doesn't only need to be condensed for the sake of manageability, but also have to be transformed so they can be made intelligible in terms of the issues being addressed. By data condensation, we do not necessarily mean quantification. The data can be transformed in many ways: through selection, through summary or paraphrase, through being subsumed in a larger pattern, and so on.

Data display is the second element or level in Miles and Huberman's (1994) model of qualitative data analysis. Data display goes a step beyond data reduction to provide "an organized, compressed assembly of information that permits conclusion drawing." A display can be an extended piece of text or a diagram, chart, or matrix that provides a new way of arranging and thinking about the more textually embedded data. Data displays, whether in word or diagrammatic form, allow the analyst to extrapolate from the data enough to begin to discern systematic patterns and interrelationships. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data condensation.

The third stream of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analyst interprets what things mean by noting patterns, explanations, causal flows, and propositions. Researcher holds these conclusions lightly, maintaining openness, but the conclusions are still there, vague at first, then increasingly explicit and grounded.

3.4. Time and Place of the Research

This research has been conducted in one of the Boarding School in Ciamis, West Java, Indonesia. Here is the Schedule of the research conducted.

| No. | Description | Jan. 2020 | Feb. 2020 | May. 2020 | Nov 2022 | Dec 2022 | Jul 2023 |
|-----|---------------------------------|--------------|--------------|--------------|-------------|-------------|-------------|
| 1. | Tentative Consultation | ■ | | | | | |
| 2. | Research Approval | ■ | | | | | |
| 3. | Making the Introduction | ■ | | | | | |
| 4. | Construct the Literature Review | ■ | | | | | |
| 5. | Decided Methodology | | ■ | | | | |
| 6. | Seminar Proposal Examination | | | ■ | | | |
| 7. | Collect the Data | | | | ■ | | |
| 8. | Analysis the Data | | | | | ■ | |
| 9. | Cnclusion and Report the Data | | | | | | ■ |
| 10. | Final Thesis Examination | | | | | | ■ |

Table 3.4 Research Schedule