

CHAPTER III

RESEARCH PROCEDURE

3.1. Method of the Research

The design of this research is a case study. The concept of a case study is an empirical inquiry that investigates a phenomenon within its real-life context (Yin, 2003). The researcher chose the descriptive case study as the research design since the aims of this research were to describe the factors that may contribute to students' speaking anxiety and the strategies used to conquer it in public speaking class.

3.2. Setting and Participants

This study was taken place at a university in Tasikmalaya. Students who have taken a public speaking course are the participants of this study. The researcher has distributed the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire to 21 students who have taken a public speaking course since the students often get assignments to speak in front of the class individually or upload public speaking videos to YouTube almost every week. The FLCAS questionnaire was developed by Horwitz, & Cope (1986). It consisted of 33 items on five-point scale. The points scales are SA (strongly agree), A (agree), N (neutral/neither agree nor disagree), D (disagree), and SD (strongly disagree). The higher the questionnaire score, the higher the student's anxiety level. Here are the questionnaire results.

Table 3.1

No	Participants	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	Total	
1	Students 1	4	4	3	3	4	4	3	3	3	3	4	1	2	3	3	3	4	4	4	4	3	4	2	3	3	3	3	4	3	3	3	3	3	106	
2	Students 2	3	5	2	2	5	4	4	4	3	2	4	2	3	5	2	5	3	4	3	4	2	4	4	3	4	2	4	2	2	3	3	3	2	107	
3	Students 3	1	1	1	2	4	1	2	2	1	1	1	1	1	1	1	1	5	1	1	1	1	1	1	1	1	1	3	1	1	1	1	5	2	50	
4	Students 4	4	3	5	2	3	4	4	4	4	4	5	3	5	4	1	2	5	2	4	2	4	5	4	4	1	1	2	4	2	1	3	2	2	105	
5	Students 5	3	3	4	3	4	4	3	3	3	4	4	3	3	3	3	4	3	3	4	4	4	4	4	3	3	3	2	3	2	3	3	3	3	108	
6	Students 6	2	3	3	4	4	2	3	3	4	3	2	4	3	3	4	3	3	3	4	3	4	2	3	4	4	3	4	2	3	4	5	3	4	108	
7	Students 7	3	3	2	3	4	4	3	3	4	4	3	3	2	4	3	4	3	4	4	3	4	3	4	3	4	2	2	3	2	3	4	3	3	106	
8	Students 8	5	5	1	1	5	5	1	5	5	5	5	1	1	4	1	4	4	1	4	4	1	4	3	1	1	4	4	3	4	1	4	3	1	101	
9	Students 9	4	1	4	3	5	1	1	2	2	1	3	2	2	3	4	5	3	4	4	3	1	1	4	5	3	3	3	4	3	3	4	2	4	97	
10	Students 10	3	2	2	4	3	2	3	2	2	1	3	1	1	2	1	3	4	1	1	1	1	1	1	1	1	2	2	2	2	2	2	5	2	66	
11	Students 11	2	4	5	2	4	5	4	4	5	3	4	2	2	4	2	5	4	4	2	4	3	2	4	2	2	2	2	3	2	2	4	2	3	4	106
12	Students 12	3	4	3	4	4	4	2	3	3	2	1	2	2	3	2	3	3	3	5	4	2	2	3	5	3	2	3	2	3	3	4	2	4	98	
13	Students 13	2	4	4	3	5	5	4	4	3	4	4	3	2	4	2	5	3	3	3	3	4	2	3	3	4	3	3	3	3	3	3	3	3	110	
14	Students 14	3	3	3	3	3	3	3	4	3	4	3	3	3	3	3	3	3	3	3	3	4	4	4	3	4	3	3	3	2	3	2	3	3	103	
15	Students 15	3	3	3	4	4	4	4	4	5	4	4	5	4	4	4	3	3	4	3	4	4	3	4	2	3	2	4	2	2	2	2	3	3	112	
16	Students 16	2	3	2	3	4	5	5	5	4	4	4	2	3	4	2	3	4	2	5	4	4	5	5	2	4	3	4	2	3	4	3	3	3	115	
17	Students 17	3	4	4	5	5	5	5	5	5	4	4	4	4	4	5	5	4	4	5	5	5	5	2	5	2	3	3	4	4	2	2	4	4	131	
18	Students 18	2	3	2	3	4	5	5	5	4	4	4	2	3	4	2	3	4	2	5	4	4	5	5	2	4	3	4	2	3	4	3	3	3	115	
19	Students 19	3	3	3	3	3	3	3	4	3	4	3	3	3	3	3	3	3	3	3	3	4	4	4	3	4	3	3	3	2	3	2	3	3	103	
20	Students 20	4	4	3	5	5	4	4	4	5	2	3	2	4	4	3	4	3	4	3	3	5	4	4	3	3	3	2	2	4	4	3	3	3	116	
21	Students 21	3	3	4	2	5	3	5	5	1	5	5	4	5	5	2	4	3	1	2	3	3	5	3	2	5	1	2	3	4	4	1	5	4	112	

Note: : <100 (Low Anxiety Level)
 : 110>...>100 (Moderate Anxiety Level)
 : >110 (High Anxiety Level)

FLCAS Questionnaire Results

From 21 students, it was found that four people were in the category of low anxiety level (score <100), eleven people were included in the category of moderate anxiety level (score 110>...>100) and six people were included in the high level of anxiety (score >110). afterward, three students with the highest level of anxiety were interviewed in order to dig out information about the causes of anxiety and ways to conquer it. The researcher select three out of six students so that the data collected could be processed more effectively to get research results.

3.3. Data Collection

The semi-structured interview was chosen because it provides a very flexible technique for small-scale research (Drever, 1995). A semi-structured interview was conducted to find out the factors that made the students feel anxious and how they handle it. The researcher prepares some questions to propose to the participants of the research that focuses on factors causing students' anxiety. The interview indicators include students' feelings when doing public speaking, the sign of anxiety experienced, and students' ways to overcome anxiety when speaking English in public speaking class. During the initial process with the students, the researcher explained the nature of the study, and interviews conducted in Bahasa, the students' first language, elicit answers without limiting or inhibiting the students.

3.4. Data Analysis

The process of data analysis fell into three main phases following the framework of qualitative analysis developed by Miles and Huberman in 1994; data reduction, data display, and conclusion and verification.

3.4.1. Data Reduction

The mass of data will be ordered and reduced or reconfigured in some way meaningfully. According to Miles and Huberman, data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data. In reducing the data, the writer chose which aspects of the data that appeared in the interview transcription and field notes, should be highlighted, reduced, or completely set aside for research purposes.

At this step, the researchers reread the transcription results of interviews from all three participants. Then summarize it and select the interview segments that are relevant to answer the research question in this study which is about the factors that cause students' speaking anxiety in public speaking class and strategies to overcome their speaking anxiety.

Table 3.2

Data Reduction

Data Interview	Initial Codes
<p><i>Participant 1</i></p> <p>Q: How do you feel when you do public speaking?</p> <p>A: I feel nervous, of course. Because every time I speak in public speaking class, it seems like it's always stuck in the vocab, I mean when I'm talking, then suddenly stuck and gets confused or forgets what this word in English.</p> <p>Q: So you say you feel nervous when you take part in public speaking because of the lack of vocabulary, right?</p> <p>A: Yes I'm very nervous. I am also afraid will making mistakes when I speak in English. Due to my lack of vocabulary mastery, I am afraid to mention the wrong vocab</p> <p>Q: So what makes you afraid, nervous or worried when speaking in English in public speaking class?</p> <p>A: I'm afraid my friends will said, "you said the wrong grammar, it should be like this, it should be like that, it shouldn't be using that word, you should be using this word".</p>	<p>Lack of Grammar and Vocabulary Competence</p> <p>Lack of Preparation</p> <p>Fear of Negative Evaluation</p> <p>Relaxation and Positive Thinking</p> <p>Preparation</p> <p>Resignation</p>

Q: Anything else?

A: I'm also afraid my friends would think that I can't speak English properly like them.

Q: How do you overcome your anxiety when speaking in English during public speaking classes?

A: Take a breath, change my mindset from thinking I couldn't or negative thinking then trying to think positively and I can do it. Yeah that was my way to overcome my anxiety. I also taking a deep breath and drinking frequently so I don't feel nervous and stay focus.

Participant 2

Q: What makes you nervous, worried or afraid when you speak in English like that in public speaking class?

A: I'm afraid of making a mistake, sometimes forgetting the material, sometimes because the vocab is too much and I forget it when in front of class or when recording assignment.

Q: So this is happened because you lack of preparation

A: Yes, like that. When I not prepared, I feel nervous. Even my heart beat gets faster, my hands get cold suddenly, and sometimes stomach ache too when I do public speaking.

Q: Anything else?

A: I also feel nervous and afraid of speechless due to lack of vocabulary mastery

Q: How you deal your worries?

A: I re-read the material that must be explained in front of the class or in front of the camera. Also, I

try to memorize more vocab so I can expand my vocabulary mastery and can speak English more fluently.

Participant 3

Q: How do you feel when you speak English?

A: I am afraid to say the wrong vocab or grammar and also my speaking ability is still weak, that's why sometimes when I speak English I feel blank and stammer, even when I speak English, sometimes it was switch using Indonesian.

Q: What makes you worried or afraid when speaking in English in public speaking class?

A: When I spoke in front of the class then I making mistakes or my opinion didn't satisfy the lecturer, I was pressured by him, so I turned blank.

Q: How you handle your worries?

A: I just kept quiet, and didn't do anything and because that time the time was limited and I didn't know what to say. The lecturer passed it to my friend. So every time I was appointed by a lecturer, for example told to speak in front of the class or asked and I feel like I'm blank and don't know how to answer his questions, I like to just sit still or pretend to think until being passed at someone else.

3.4.2. Data Display

Data display provides an organized and compressed assembly of information that permits conclusion drawing. The researcher displayed the data that has been reduced in order to facilitate data interpretation. It means that the data is drawn and explained in the form of words, sentences, paragraphs, or tables. The researcher display data in the form of a table that includes factors that contribute to students' speaking anxiety in public speaking class and strategies to overcome speaking anxiety.

Table 3.3

Data Display

Factors Causing Students' Speaking Anxiety in Public Speaking Class			Strategies to Overcome Speaking Anxiety		
Participant 1	Participant 2	Participant 3	Participant 1	Participant 2	Participant 3
Lack of Grammar and Vocabulary Competence	Lack of Grammar and Vocabulary Competence	Lack of Grammar and Vocabulary Competence	Relaxation and positive thinking	Preparation	Resignation
Fear of Negative Evaluation	Lack of Preparation				

3.4.3. Conclusion Drawing and Verification

Conclusion drawing involves stepping back to consider what analyzed data analysis means and to assess its implication for the research question. In this phase, the researcher drew meaning from the data on display. After being

analyzed, it was discovered that three factors contribute to students' speaking anxiety, namely lack of grammar and vocabulary competence, lack of preparation, and fear of negative evaluation. Moreover, the strategies used to reduce their anxiety are relaxation and positive thinking, preparation, and resignation.

Table 3.4
Conclusion and Verification

No	Factors Causing Students' Speaking Anxiety in Public Speaking	Strategies to Overcome Speaking Anxiety
1.	Lack of Grammar and Vocabulary Competence	Relaxation and Positive Thinking
2.	Lack of Preparation	Preparation
3.	Fear of Negative Evaluation	Resignation

3.4. Research Timeline

Table 3.5

Research Timeline

No	Activities	Oct. 2019	Nov. 2019	Dec. 2019	Feb. 2020	Dec. 2020	Jan. 2021	Feb. 2021	Dec. 2022
1	Submission of Research								
2	Research Approval								
3	Chapter 1								
4	Chapter 2								
5	Chapter 3								
6	Seminar Proposal								

	Examination								
7	Conducting the Research								
8	Chapter 4								
9	Chapter 5								
10	Final Thesis Examination								