CHAPTER 3
RESEARCH PROCEDURES

3.1 Research Method

In this research, the researcher used descriptive case study design that focuses on the topic in detailed portrayal. Yin (2018) defined a descriptive case study as a case study whose purpose is to describe a phenomenon in real-world context. This study aimed to investigate the factors that cause students to feel anxious in speaking English and what are the students' strategies to overcome anxiety in speaking English. The researcher will use a case study design because of a phenomenon that occurs in eighth grade students in speaking English in class.

3.2 Research Focus

This research focused on investigating the factors that cause students' anxiety in speaking English and the students' strategies to overcome their anxiety in speaking English.

3.3 Setting and Participants

This study was conducted in a junior high school in Tasikmalaya, and involved five students. They were chosen because they had characteristics, namely feeling anxious such as averting their eyes, being silent when the teacher asked questions, and looking nervous when asked to speak English in class. Participants consist of 2 boys and 3 girls, their ages are around 13-14 years. In qualitative studies, procedures for the protection of human participants should be stated. Ethical concerns are important, especially in relation to research planning, implementation, and evaluation. Therefore, researchers are ethically responsible for protecting the rights and welfare of subjects participating in research (McMillan and Schumacher, 2006). Participants were guaranteed confidentiality and anonymity, as well as the ability to withdraw from the study at any given time.

Dates and times for answering interviews were negotiated with participants. This was the first stage of building a trusting relationship with the participants. Participants were also asked for permission to record their interviews and use their responses in research presentations. Confidentiality and anonymity were also discussed with the participants. They were assured that their school and name would not be mentioned in the print media.

3.4 Data Collection

This research used interviews as the instrument. The interviews were conducted to gather information in reaction to unexpectedly interesting or significant responses to the scheduled questions. The researcher used semi-structured interviews. Semi-structured interviews were used to focus on the exploration of a topic in a specific way, with interview guidance prepared. Interview guidance included a set of questions and hints intended to keep the interview focused while being flexible and conversational. The researcher explained the nature of the research. All interviews were conducted in Indonesian, the student's first language, to obtain answers without limiting or hindering students. The researcher also interviewed the participants three times. In this study, the purpose of the interviews was to determine the factors that cause students to feel anxiety and students' strategies to overcome their anxiety when speaking English. The questions were adapted from the theory of Horwitz et al. (1986) and Price (1991).

3.5 Data Analysis

The researcher used thematic analysis for analyzing the interview transcriptions. According to Braun and Clarke (2006), here are the steps in using thematic analysis for qualitative data:

1). Familiarizing the data

In this step, the researcher familiarized the data by reading through the interview transcripts several times.

2). Generating initial codes

      In this step, the researcher systematically coded the interesting data aspects across the full data set and compiled data pertinent to each code. The researcher used color to differentiate each idea from the participants which became the initial code.

Table 3.1 *Generating Initial Codes*

Transcription	Generating codes
P1: *Pastinya malu takut salah ngomong ya teh* (Certainly, embarrassed to be afraid of saying the wrong thing)	Shyness
P4: *iya itu kan karena artinya banyak kan dalam satu kata teh jadi suka bingung aja* (Yeahh, that's because there are a lot of meanings in one word, so I just get confused)	Limited vocabulary
P1: *gugup sih pastinya teh terus jadi suka keringetan dingin, kaya merasa ga tenang gitu pokonya* (I'm nervous, I'm sure it keeps getting cold sweats, it is like feeling uneasy, that's all)	Nervous
P4: *Iya karena grogi gitu takut nilainya ga bagus* (Yes, because I'm nervous, I'm afraid my grades won't be good)	Fear of bad grades
P2: *Intinya sih aku suka jarang liat ke temen temen sama ke guru waktu tampil di depan kelas, soalnya kalo aku liat ke temen temen jadinya kaya nggak pede gitu* (The point is that I rarely look at my friends and the teacher when I appear in front of the	Low self confidence

class, because when I look at my friends, I do not feel confident)	
P2: Takut di ketawain juga, kalo aku liat ke temen akunya juga suka ikut ketawa	Fear being laughed
P4: Biasanya sih aku anggap aja temen-temen tuh gak ada atau misal lagi disuruh keluar sama guru jadi bisa lebih plong gitu (I'm afraid of being laughed at too, when I see my friends, I also like to laugh too)	Think positively
P2: Latihan ngomong terus latihan biar gak cemas (Practice speaking and practice so you do not worry)	Practice
P2: Aku biasanya latihan ngomong ya gitu minta temen aku buat tes in aku beberapa kali gitu (I usually practice speaking, so I asked my friend to test me several times)	Drill
P3: Oohh iyaa itu eee.. harus atur nafas untuk mengurangi deg-degan nya (Oh yeah, eee... you have to control your breath to reduce your nervousness)	Regulating breathing

Table 3.2 *List of Initial Codes and Their Frequency*

No	Initial codes	Data frequency
Factors of speaking anxiety		
1	Shyness	8
2	Fear of mispronunciation	7
3	Limited vocabulary	5
4	Fear of bad grades	3
5	Nervous	8
6	Low self confidence	12
7	Fear of being laughed	5
Strategies to overcome speaking anxiety		
1	Practice	8
2	Think positively	5
3	Regulating Breathing	2

3). Searching for themes

In this step, the researcher grouped the codes which possibly have the same theme.

Table 3.3 *Searching for Themes*

Initial codes	Sub-themes
Factors of speaking anxiety	
Shyness Nervous Fear of wrong pronunciation Low self-confidence	Students feel afraid when speaking
Fear of bad grades	Fear and feeling pressured
Fear being laughed	Fear negative response
Limited vocabulary	Vocabulary issue
Strategies to overcome speaking anxiety	

Regulate breathing	Relax
Think positively	Think positively
Practice Make preparations	Prepare extensively

4). Reviewing themes

This phase involved reviewing the themes to ensure whether the themes were appropriate or not. In addition, if the themes were not appropriate, the researcher omitted or replaced the themes.

Table 3.4 *Reviewing Themes*

Sub themes	Themes
Factors of speaking anxiety	
Students feel afraid when speaking	Students communicative fear
Fear and feel pressured	Students' anxiety while joining test
Fear negative response	Students fear of negative comment
Vocabulary issue	Students lack of vocabulary
Strategies to overcome speaking anxiety	
Prepare extensively	Making Preparations
Relax	Doing Relaxation
Think Positively	Developing Self esteem

5). Defining and naming the themes

In this phase, the researcher interprets each identified theme as an answer to the research question.

6). Producing the report

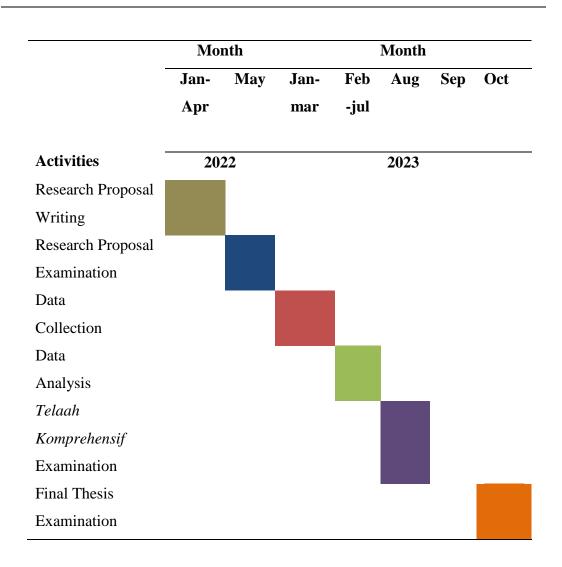This is the final stage of thematic analysis. Researchers can create reports after getting the central theme.

3.6 Research Steps

Table 3.5 *Steps of the research*

Step	Description
1	Identify and describe the research issue
2	Examine current research and locate sources from journals or publications that are relevant to the research topic
3	Choose a topic for the research
4	Continue compiling a research proposal, starting with the study's background, literature review, and research methodology
5	Examine the research proposal in front of the supervisors and examiners
6	Collect the data using a semi-structured interview with participants
7	Transcribe the interview's outcome
8	Analyze the data using the thematic analysis of Braun and Clarke (2006)
9	Create a report on the thesis
10	Examine the thesis in front of the supervisors and examiners

3.7 Research Schedule

This research was conducted at one of the junior high schools in Tasikmalaya, West Java, Indonesia. Meanwhile, the time of this research was conducted in the period from January 2022 to October 2023.

Table 3.6 *Time of the research*

	Month		Month				
	Jan-Apr	May	Jan-mar	Feb-jul	Aug	Sep	Oct
Activities	**2022**			**2023**			
Research Proposal Writing	■						
Research Proposal Examination		■					
Data Collection			■				
Data Analysis				■			
Telaah Komprehensif Examination					■		
Final Thesis Examination							■