

CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of the Research

A descriptive case study was used as the research method in this research. A descriptive case study is a type of case study that is used to describe an intervention or phenomenon as well as the actual context in which it took place (Yin, 2003). Therefore, the researcher could analyze the existing phenomena in order to generate the intended data. Furthermore, a qualitative descriptive study's purpose is to provide a comprehensive summary of particular events that people or participants have experienced (Lambert & Lambert, 2012). As a result, this research design was appropriate for this research since it described the factors that cause undergraduate students' public speaking anxiety (PSA) based on their Thesis Defence Examination (TDE) experiences, as well as the strategies they use to overcome their anxiety.

3.2 Focus of the Research

This research focused on describing factors that cause undergraduate students' PSA and how to overcome them based on their TDE experiences. The description was compiled using data obtained from the research participants.

3.3 Setting and Participants

This research was conducted at a state university in Tasikmalaya, and three people were involved in this research, with one categorized as a high-level anxiety participant and two categorized as moderate-level anxiety participants aged 22–23 years old. They were chosen because they meet the required criteria, which include students who have studied in the English education department and are now bachelor students graduating class of 2023, participants who have experience doing TDE, and participants who are classified into the high-level anxiety and moderate-level anxiety categories, which was obtained after distributing the questionnaire form, which contains 34 statements adapted from McCroskey (2013) Personal Report of Public Speaking Anxiety (PRPSA) to 21 people who had carried out TDE, to determine which participants were selected to be interviewed in this research.

The questionnaires filled out by students were analyzed using the steps outlined by McCroskey (2013) in PRPSA. The first step is to add the scores of items 1, 2, 3, 5, 9, 10, 13, 14, 19, 20, 21, 22, 23, 25, 27, 28, 29, 30, 31, 32, 33, and 34. The second step is to add the scores for items 4, 6, 7, 8, 11, 12, 15, 16, 17, 18, 24, and 26. After completing steps 1 and 2, proceed to step 3 by calculating scores using the formula: $PRPSA = 72 - \text{total from step 2} + \text{total from step 1}$. A score > 131 is categorized as high, a score < 98 is categorized as low, and a score of $98 - 131$ is categorized as moderate-level anxiety.

3.4 Technique of Collecting the Data

Semi-structured interviews were conducted with participants who were classified as having high or moderate levels of anxiety in order to collect data. Semi-structured interviews allow researchers to delve deeply into participants' perspectives and personal experiences (Evans, 2017). Therefore, semi-structured interviews are useful in this research to elicit depth data from participants. Cohen et al. (2007) claimed that the semi-structured interview allows further probing to be conducted. In line with that, the reason semi-structured interviews were used to collect the data in this research because probes and follow-up questions were asked during the interview to obtain a comprehensive explanation of undergraduate students' PSA experiences in TDE.

In addition, the questions of this research interview were based on five indicators of factors that cause PSA constructed from O'Hair et al. (2009) and Horwitz et al. (1986), including lack of positive experience, feeling different, being the center of attention, communication apprehension, and test anxiety. Five indicators of strategies to overcome PSA constructed from O'Hair et al. (2009) and Bodie (2010), including prepare and practice, cognitive modification, systematic desensitization, use movement to minimize anxiety, and learn from feedback.

Furthermore, the interview began after the participants had signed and returned a letter of consent to participate in this research. the interviews were conducted face-to-face and virtually with the participants, depending on the willingness and availability of them. Moreover, in terms of the time and place of the interview, the researcher contacted the participants in advance to set up an

appointment to conduct semi-structured interviews. In doing so, the interview process was conducted in Indonesian to provide participants with comfort in expressing their experiences and to avoid misunderstandings. Thus, the participant could provide straightforward answers to each question. The researcher has asked the participants for permission to record their voices during the interview as archive data.

3.5 Technique of Analyzing the Data

The semi-interview data collected was analyzed using a data analysis method by Miles, Huberman, and Saldaña (2014). This data analysis method was chosen because it provides convenience and efficiency in analyzing raw data from interviews. The framework/theory used for this research was based on the five components of factors that cause PSA as well as five components of strategies to overcome PSA. The following activities were included in the data analysis:

3.5.1 Data Condensation

The researcher selected, focused, simplified, and abstracted the interview transcripts into the data chunks in order to strengthen, sharpen, sort, focus, and organize the data.

Table 3.1 Data Condensation

Original Data	Condensed Data
<p>What was certain was that I was afraid I wouldn't be able to answer the questions given by the examiner. Second, fear of not understanding the questions given by the examiners. At that time, I also had one or two questions that I didn't answer because I didn't understand what the examiner was asking. Then, when I was doing the questions and answers session, I was nervous and sweating cold, basically, I was afraid and felt intimidated. I was also afraid that my answer would be unsatisfactory and unclear.</p>	<p>I was afraid I wouldn't be able to answer the questions given by the examiners. Second, fear of not understanding the questions given by the examiners. Then, I was nervous and sweating cold, basically, I was afraid and felt intimidated. I was also afraid that my answer would be unsatisfactory and unclear.</p>

3.5.1.1 First Cycle Coding

The researcher allocated the initial codes to the data chunks in this section. To analyze components of factors causing PSA and strategies to overcome PSA in the cycle coding, the researcher mixed and matched coding approaches including emotion coding, descriptive coding, and process coding.

Those coding approaches were chosen because emotion coding labels the emotions that participants recalled or experienced. So, with emotion coding, researchers can explore participants' personal experiences in their TDE. Descriptive coding labels data by categorizing the feelings experienced by participants. Then, process coding labels the participants' actions taken to overcome their PSA in their TDE. Furthermore, the researcher used number 1 for the initial lack of positive experience, number 2 for feeling different, number 3 for being the center of attention, number 4 for communication apprehension, number 5 for test anxiety, number 6 for prepare and practice, number 7 for cognitive modification, number 8 for systematic desensitization, number 9 for use movement to minimize anxiety, and number 10 for learn from feedback to allocated initial codes on the data chunks.

Table 3.2 Initial Codes

Data	Initial Codes
¹ When I was speaking, other people seemed to pay less attention to me or whisper to their friends next to them. So, me at the front felt like I was being talked about.	¹ Feel the audience pays less attention and is being talked about by them
² I also felt inferior because I was afraid that what I was delivering was wrong because the examiners who were actually experts would pay more attention to it.	² Feel inferior speaking in front of examiners who are literally
³ When I was asked a question by the first examiner, it was like the others were also assessing me, so I was even more nervous, afraid that they would notice my mistake and give me a negative evaluation.	³ Afraid of being given a negative evaluation by the examiners
⁴ I was also afraid that I wouldn't understand the examiner's questions because the thesis exam was full in English, whether it was because of their accents or their ways of speaking.	⁴ Fear of not being able to understand the examiners' questions because they're in full English
⁵ I was worried that my performance would be less optimal.	⁵ Concerned that the performance will be less than optimal
⁶ I also practiced presentations with a friend who pretended to be an examiner and asked me questions.	⁶ Practicing with a friend to ask questions
⁷ I had a friend who had taken a thesis exam, so I preferred to motivate myself by thinking, "Ah, she can do it too; why can't I?" and imagined that I	⁷ Motivating themselves through positive thinking and imagination

could also be successful like my friend in the thesis exam.

⁸And then occasionally inhale and exhale slowly to get rid of nervousness.

⁸Controlling a breath to relieve nervousness

⁹I did hand gestures when I was presenting, but as much as possible, the gestures looked natural.

⁹Doing hand gestures as naturally as possible

¹⁰I was given feedback from the examiners, and I have to accept it so that changes can be made for the better. Then, when I finished practicing with my friend, I was also given feedback.

¹⁰Taking on feedback from examiners and friends

Following the assignment of initial codes, the researcher created a list of provisional codes based on the framework/theory used.

Table 3.3 Developing Code

Lack of Positive Experience
<ul style="list-style-type: none"> - Feel the audience pays less attention and is being talked about by them - The audience is hard to pay attention to the speaker - Unsatisfactory evaluation from the audience - Performance Anxiety - Feel being talked about by the audience
Feeling Different
<ul style="list-style-type: none"> - Fear of speaking in front of examiners - Feel inferior speaking in front of examiners who are literally experts - Feel less confident speaking about the content in front of examiners who are literally experts - Feel inferior in front of examiners who are literally experts on the material explanation
Being the Center of Attention
<ul style="list-style-type: none"> - Feel nervous because close to and surrounded by examiners - Afraid of being given a negative evaluation by the examiners - Feel more sensitive and afraid the examiners will notice the mistake - Fear of being scolded because of an unclear explanation - Afraid of the mistake being noticed by the examiners and being judged
Communication Apprehension
<ul style="list-style-type: none"> - Afraid won't be able to answer the questions because the answers haven't been prepared - Fear of not being able to understand the examiners' questions because they're in full English - Fear of unexpected questions and not being able to answer and understand the examiners' questions because they speak English - Afraid of not being able to answer and understand the examiners' questions - Feel intimidated and afraid that the answer will be unsatisfactory
Test Anxiety
<ul style="list-style-type: none"> - Concerned that the performance will be less than optimal - Afraid of not showing the best and receiving a failing grade - Feel dissatisfied with the performance and afraid of not passing
Prepare and Practice
<ul style="list-style-type: none"> - Praying - Calming themselves - Studying and watching videos related to the thesis examination - Practicing with a friend to ask questions

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- Preparing a script, a list of questions that are expected to arise along with the answers, and PowerPoint as requirements
 - Practicing asking and answering questions with a friend frequently
 - Praying
 - Preparing the questions that are expected to arise by asking friends and the lecturer
 - Preparing mental, notes, PowerPoint, and script for what will be delivered
 - Practicing alone conscientiously all the time
 - Praying
 - Preparing a script for what will be delivered, PowerPoint, and mental
 - Preparing the device and equipment
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Cognitive Modification

- Motivating themselves through positive thinking and imagination
 - Thinking about and imagining a previous positive experience
 - Being optimistic
 - Creating a positive thought about the thesis examination
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Systematic Desensitization

- Thinking they will be calm as soon as the thesis examination is finished
 - Controlling a breath to relieve nervousness
 - Taking a breath
 - Dhikr
 - Progressive muscle relaxation and breath control
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Use Movement to Minimize Anxiety

- Avoiding eye contact with the examiners
 - Doing hand gestures as naturally as possible
 - Stating opinion while moving hands
 - Moving hands and body occasionally
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Learn from Feedback

- Taking on feedback from examiners and friends
 - Accepting feedback from friends and lecturers
 - Implementing feedback from the examiners
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3.5.1.2 Second Cycle Coding: Pattern Codes

Pattern coding was the next step in the analysis process. The researcher grouped the first cycle's result codes into a smaller number of categories or themes.

Table 3.4 Generating Pattern Codes

Threatened by the Audience
<ul style="list-style-type: none"> - Feel the audience pays less attention and is being talked about by them - The audience is hard to pay attention to the speaker - Unsatisfactory evaluation from the audience - Feel being talked about by the audience
Inferiority
<ul style="list-style-type: none"> - Feel inferior speaking in front of examiners who are literally experts - Feel less confident speaking about the content in front of examiners who are literally experts - Feel inferior in front of examiners who are literally experts on the material explanation
Fear of Negative Evaluation
<ul style="list-style-type: none"> - Afraid of being given a negative evaluation by the examiners - Feel more sensitive and afraid the examiners will notice the mistake - Afraid of the mistake being noticed by the examiners and being judged

Communication Apprehension
<ul style="list-style-type: none"> - Afraid won't be able to answer the questions because the answers haven't been prepared - Fear of not being able to understand the examiners' questions because they're in full English - Fear of unexpected questions and not being able to answer and understand the examiners' questions because they speak English - Afraid of not being able to answer and understand the examiners' questions - Feel intimidated and afraid that the answer will be unsatisfactory
Fear of Failure
<ul style="list-style-type: none"> - Concerned that the performance will be less than optimal - Afraid of not showing the best and receiving a failing grade - Feel dissatisfied with the performance and afraid of not passing
Preparing and Practicing
<ul style="list-style-type: none"> - Praying - Practicing with a friend to ask questions - Preparing (a script, a list of questions that are expected to arise along with the answers, PowerPoint, notes, and mental) - Practicing asking and answering questions with a friend frequently - Practicing alone conscientiously all the time
Attempting to think and imagine positively
<ul style="list-style-type: none"> - Motivating themselves through positive thinking and imagination - Thinking about and imagining a previous positive experience - Creating a positive thought about the thesis examination
Implementing the Relaxation Response
<ul style="list-style-type: none"> - Controlling a breath to relieve nervousness - Taking a breath - Progressive muscle relaxation and breath control
Making Gesture and Body Movement
<ul style="list-style-type: none"> - Doing hand gestures as naturally as possible - Stating opinion while moving hands - Moving hands and body occasionally
Learning from Feedback
<ul style="list-style-type: none"> - Taking on feedback from examiners and friends - Accepting feedback from friends and lecturers - Implementing feedback from the examiners

3.5.2 Data Display

The researcher presented and arranged a complete data set or information set that allows conclusion drawing and action. The researcher used a table to illustrate the data display in order to make it structured practically and systematically, making it easier for the researcher to understand what is going on and the possibility of drawing conclusions to answer the research questions. Furthermore, each participant was denoted by three abbreviations. P1 stands for the first participant, P2 for the second, and P3 for the third participant.

Table 3.5 Data Display (Factors Causing PSA)

No	Threatened by the Audience	Inferiority	Fear of Negative Evaluation	Communication Apprehension	Fear of Failure
P1	When I was speaking, other people seemed to pay less attention to me or whisper to their friends next to them. So, me at the front felt like I was being talked about.	I also felt inferior because I was afraid that what I was delivering was wrong because the examiners who were actually experts would pay more attention to it.	When I was asked a question by the first examiner, it was like the others were also assessing me, so I was even more nervous, afraid that they would notice my mistake and give me a negative evaluation.	- I was afraid of questions that I couldn't answer or questions for which I hadn't prepared the answer. - I was also afraid that I wouldn't understand the examiner's questions because the thesis exam was full in English, whether it was because of their accents or their ways of speaking.	I was worried that my performance would be less optimal.
P2	- In Islamic boarding schools, the boys' classes were the ones that were so difficult to condition. It was hard to listen, and many people were chatting too. - I ever received less-than-good comments from the lecturer when I performed to speak in front of the class.	I was afraid that my presentation would be bad because the lecturers' experience or knowledge was much higher than mine, so I felt less confident because afraid that the content was less than good in their eyes.	The feeling was more sensitive, I was definitely nervous until my hands got wet. I was definitely afraid of my pronunciation because I was afraid it was wrong, and the lecturer was aware of that.	I was afraid the questions would be unexpected. Then, I was also afraid I wouldn't be able to answer, and I was afraid I wouldn't understand the question because it was in English.	I was afraid of not showing my best and of disappointing my supervisor and all the examiners there, which could make my grade not pass.
P3	When I saw the audience whispering or talking to the person they were talking to, my thoughts were as if they were talking about me.	I definitely had feelings of inferiority because there were examiners in front of me who were experts, so I was afraid that the explanation of the material wouldn't be good, it wouldn't be	I was afraid I'd be judged by them because I made a mistake and the examiners realized it.	- I was afraid I wouldn't be able to answer the questions given by the examiners. Second, fear of not understanding the questions given by the examiners. - I was nervous and sweating cold, basically, I was afraid and felt	I felt that when I was giving a presentation or doing questions and answers, I wasn't satisfied with myself. And then I was afraid of getting a bad grade or not passing.

clear enough, it wouldn't be conveyed, and the examiners didn't understand what I was saying.

intimidated. I was also afraid that my answer would be unsatisfactory and unclear.

Table 3.6 Data Display (Strategies to Overcome PSA)

No	Preparing and Practicing	Attempting to think and imagine positively	Implementing the Relaxation Response	Making Gesture and Body Movement	Learning from Feedback
P1	<ul style="list-style-type: none"> - I was usually prayed - I also practiced presentations with a friend who pretended to be an examiner and asked me questions. - I was usually prepared first for what I was going to talk about, like making a script. Then, make a list of questions that might come up in the thesis exam with the answers as well. There were also requirements that must be prepared, like making a PowerPoint. 	<p>I had a friend who had taken a thesis exam, so I preferred to motivate myself by thinking, "Ah, she can do it too; why can't I?" and imagined that I could also be successful like my friend in the thesis exam.</p>	<p>And then occasionally inhale and exhale slowly to get rid of nervousness.</p>	<p>I made hand gestures when I was presenting, but as much as possible, the gestures looked natural.</p>	<p>I was given feedback from the examiners, and I have to accept it so that changes can be made for the better. Then, when I finished practicing with my friend, I was also given feedback.</p>
P2	<ul style="list-style-type: none"> - I often practiced by asking and answering questions with friends. - Then the most important thing is I didn't forget to pray. - The first was mental readiness, then preparation, such as notes on paper, and then preparing PowerPoint and scripts for what would be delivered during the presentation. - Preparing questions that might arise by asking friends who have already taken their thesis exam and also asking the lecturer what the questions were usually like. 	<p>My thought was, "Oh, don't worry, maybe it will go smoothly like the previous session, like a smooth proposal seminar." Then, imagining that the previous proposal seminar was also smooth, maybe the thesis exam would also be smooth.</p>	<p>I took a breath.</p>	<p>I moved my hands when expressing my opinion.</p>	<p>I practiced a lot with my friends, and my friends told me that I should do this and that when presenting. The lecturers were like that too.</p>
P3	<ul style="list-style-type: none"> - I definitely practiced seriously, like, for example, every minute and second, memorized what would be said. So, I 	<p>I thought the thesis exam was just like when I was doing my</p>	<p>I often clenched my fists and moved my toes inside my shoes. Then, I</p>	<p>I moved my hands, sometimes my body moved too.</p>	<p>I applied the feedback that came in from the examiners. So, for</p>

often practiced alone in my own way.	thesis guidance. So, in my thought, the thesis exam was relaxing and not as scary as what people say.	controlled my breath.	example, if I have the intention of continuing my education again, it has to be better than the previous one.
- I also didn't forget to pray to Allah SWT.			
- I prepared the script for what would be delivered and the PowerPoint too, and the most important thing was to prepare mentally.			

3.5.3 Drawing and Verifying Conclusions

As the final step, the researcher interpreted the findings or the whole information and verified them to get a fixed conclusion.

3.6 Steps of the Research

This research was completed in stages, as follows:

Table 3.7 Steps of the Research

Steps	Descriptions
1	Identify the current issue by conducting a pre-interview with a student who has taken a TDE.
2	Searching and deepening the contents of references (journals and books) that are relevant to the issue of the research.
3	Determining the research topic.
4	Submitting the research topic ideas along with research titles into the tentative form.
5	Continue writing the research proposal, starting from making the background of the study, literature review, and research methodology.
6	Spreading questionnaire. The researcher will distribute questionnaires to those who have taken the thesis defence examination and/or bachelor students graduating class of 2023 to determine which students have high-moderate levels of anxiety when facing the thesis defence examination that will be chosen as participants in the research.
7	Choosing suitable participants.
8	Collecting the data by using semi-structured interviews with willing and suitable participants.
9	Transcribing the data collected from the interview into written form.
10	Analyzing the transcribed data by using a data analysis method by Miles, Huberman, and Saldaña (2014).
11	Writing the report.

