

CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of the Research

This research used qualitative research with a case study design. Yin (1984, p.23) the approach to case study research is defined " as an empirical study that examines a contemporary phenomenon in the context of real-world events; when the boundaries between phenomenon and context are not immediately evident; and when multiple sources of data are used." Within qualitative research, the method used in this research is case study specifically using descriptive case studies. This research is suitable for using this method because it is relevant with the purpose of the study that to explore a new field of research or when there is limited previous research about this topic. Researchers can get insights into the underlying mechanisms and processes that are not clearly visible using other research approaches by thoroughly investigating a given case. Also, this method allows the researcher to examine the phenomenon that happens in the nearest environment. Case studies can provide rich and detailed data that can enhance the validity of the research findings. By collecting data from multiple sources, such as interviews, observations, and documents, researchers can triangulate the data and increase the credibility of their findings. (Yin, 2018). This approach enables researchers carefully to evaluate the data within a particular context. A case study often chooses a small geographic region or a relatively small group of people as the research's participants. Zainal (2007) stated that case studies, in their true essence, explore and investigate contemporary real-life phenomena through detailed contextual analysis of a limited number of events or conditions, and their relationships. Additionally, Starman (2013) stated that a case study generally is a study of a single case or a small number of cases.

3.2 Focus of the Research

The focus of this research was to reveal the strategies to overcome anxiety that can be felt by students when participating in public speaking class.

3.3 Setting and Participants

This research requires varied participants with different abilities, and have differences strategies from one participant to another. So that researchers can examine the responses of participants resulting from the participants answer. This research involved three University students from one of the universities in Tasikmalaya, West Java, Indonesia. They are from the same academic year of 2019 but in different classes. Students who participated in this research had taken or performed public speaking activities during the Public Speaking class in 2020. The researcher chooses from 2019 academic year because only 2019 academic year that agree to be interviewed. The researcher chose participants based on participants' experiences during public speaking class as a student. The idea of representative sampling and statistical generalizations to a wider population should be rejected, and analytical induction should be chosen instead. According to Etikan (2016) the purposeful selection of a participant is a component of the judgment sampling method, which is also known as purposive sampling.

The researcher has given a Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire adopted from Horwitz et al., (1986) which explains that the FLCAS is a well-known tool for measuring anxiety in foreign language classes. FLCAS consists of three dimensions of foreign language anxiety, there are communication apprehensions related to speaking by using a foreign language, test anxiety means taking tests to measure foreign language skills and fear of negative evaluation means being evaluated by people. This scale was designed to measure the level of anxiety students feel when learning and employing a foreign language in a classroom. to know who

has low, moderate, and high anxiety during Public Speaking class. These participants were chosen based on the result of the questionnaire given which consists of low, moderate, and high anxiety levels. To find the results of this research, the researcher has given the questionnaire first before proceeding to interview the participants. Before doing the questionnaire, the researcher collected a questionnaire that was adopted from Horwitz et al (1986) that asked about students' Foreign Language Speaking Anxiety. The score results were based on Horwitz et al., (1986); Yaikhong & Usaha, (2012) that the category of the levels anxiety as follows:

Table 3.1 Score Indicators

Score	Indication
34-84	Low Anxiety
93-110	Moderate Anxiety
120-170	High Anxiety

Horwitz et al., (1986); Yaikhong & Usaha, (2012)

This questionnaire includes 33 questions. The researcher took 12 students who had followed Public Speaking class.

Table 3.2 Results of FLCAS Test

No.	Name	Score
1	An (Student #1)	73 (Low Anxiety)
2	Ad	74
3	Ne	76
4	Bi	77
5	Ar	79
6	I	86
7	S	88
8	D	90
9	Na (Student #2)	93 (Moderate Anxiety)

10	Be	100
11	F	128
12	Ar (Student #3)	132 (High Anxiety)

The focus of this questionnaire is to find out the level of anxiety of students in speaking anxiety. The results of this observation conclude that 3 of 12 students have been selected. Each student has a different score. The first student (Female, 23 years old) scored 73 which means having low-level anxiety, the second student (Female, 22 years old) scored 90 which concluded that the student in mid-level anxiety, and the third student (Male, 22 years old) scored 132 which means have a high-level anxiety in public speaking. Those participants have fulfilled the criteria needed for this research and the researcher has asked them to attend an interview to collect the data which was analyzed by the researcher. The participants agreed to conduct the interview, two participants chose to conduct interviews directly and one participant chose to conduct an interview via *WhatsApp*.

3.4 Data Collection

This research applied semi-structured interviews as data collection techniques because this method is very suitable for this study and this study uses interviews to give some questions for the students about anxiety in learning public speaking class. According to Horton et al., (2004) semi-structured interviews were chosen to give the interviewees some latitude to express their ideas, to draw attention to any areas of expertise and special interest they felt they had, to allow for more in-depth discussion of some responses, and to draw out and resolve apparent contradictions. Therefore, in this study the researcher allows participants to share their arguments, experiences, and opinions expressively about the topic that was conducted in this study without any pressure or coercion. Semi-structured interviews are used when the research would benefit from an open framework. They are also

used when more useful information can be obtained from focused yet conversational two-way communication with the participants. (Pathak & Intrat, 2012). The interview questions also adopted from Kondo and Ying-Ling, (2004) that speaking anxiety can influence students' strategies refers to public speaking anxiety in public speaking class. It is divided into 4 aspects; preparation, relaxation, positive thinking, and peer seeking. Because of that, the interview questions consist of 4 aspects of the influences of speaking anxiety: preparation, relaxation, positive thinking, and peer seeking.

Table 3.3 Aspects of Speaking Strategies

Aspects	Description
Preparation	Preparation is an effort to reduce the threat of anxious feelings through improving study and learning strategies.
Relaxation	Relaxation involves tactics that aim at reducing somatic anxiety symptoms. Typical items are 'I take a deep breath' and 'I try to calm down'.
Positive Thinking	is characterized by its palliative function of suppressing problematic cognitive processes that underlie students' anxiety (e.g. imagining oneself giving a great performance, trying to enjoy the tension). These strategies are intended to divert attention from the stressful situation to positive and pleasant cues and bring relief to the anxious student.
Peer Seeking	Peer seeking is defined by students' willingness to look for other students who seem to be struggling with understanding and/or anxiety control.)

3.5 Data Analysis

The researcher has taken a more in-depth study of the outcomes of interviews done by the researcher using data analysis by Miles, Huberman, and Saldaña (2014). In this research, the steps to analyze the data consist of:

1. The researcher transcribed the data obtained from the interview.
2. The researcher analyzed the transcription qualitatively by using concept from Miles, Huberman, and Saldaña (2014).

The data analysis included the following activities:

3.5.1 Data Condensation

First after the data was collected and transcribed by the researcher, the transcribed data advanced through several analysis processes first. The processes are selecting, focusing, simplifying, and transforming the data that appeared in written field notes or transcription of the information gained from the collecting data. (Miles, Huberman, & Saldaña, 2014). After collecting and condensing the data, the irrelevant data which is not related to the theme or research question, the researcher showed in a descriptive form. By using the conceptual framework and study questions to clarify, focus, and organize the data, the researcher chose data chunks from the interview transcripts to strengthen the data.

Table 3.4 Data Condensation

Original Data	Condensed Data
Actually, it is a special method and there isn't one, because it still follows what people generally prepare, namely preparing what I am going to say by understanding the topic I am going to convey during public speaking.	What I prepare is the same as other for example by understanding the topic that I am conducting in public speaking.

During the data condensation process, there were two phases conducted by the researcher. They were the first cycling code and the second cycling code. These two phases were done to help the researcher in displaying the data.

3.5.1.1 First Cycle Coding

The condensed data were initialized into codes in the first cycling code. The data interview led to the identification of several initial codes. Most of the first codes were developed from the responses of the same participants. It indicates that the responses of the participants used the same initial codes. An example of initial codes is shown in the table below.

Table 3.5 Initialing Codes

Data	Initial Codes
Because I still following that is generally prepared by people i.e., prepare what I will say by understanding the topic that I will present during public speaking	Students' preparation of public speaking
But it depends on the identity and number of audiences. For example, if it is formal, a large audience of lecturers or important people will definitely pray first.	Students' taking a prayer before public speaking
I have practiced several times, so I am more confident. By feeling confident, I can speak well in case what I'm going to say.	Students' build self-confidence
Motivated because usually they always appreciate that and most of the input is more active. Practice	Students' supporting with peers

again so that the performance will be
even better

After assigning the initial codes, the researcher divided the initial codes into a smaller number of groups.

Table 3.6 Developing Codes

Students' preparation of public speaking
<ul style="list-style-type: none"> • Students' understanding about the topic • Students' well prepared • Practicing itself based on students' experience • Remembering the text • Students' notes to prepare public speaking
Students' relaxation in public speaking
<ul style="list-style-type: none"> • Students' reminder to calm • Students' taking a pray before public speaking • Students' taking a deep breath • Students' gesture in public speaking
Positive thinking of students in public speaking
<ul style="list-style-type: none"> • Students' professionalism in public speaking • Students' build self-confidence • Students' receiving positive affirmation • Students' pulls out audience enthusiasm
Seeking peer of students in public speaking
<ul style="list-style-type: none"> • Interacting with students' • Students' supporting with peers

3.5.1.2 Second Cycle Coding

After finishing the first cycling code, the researcher proceeded on towards the second cycling code, which involved pattern coding. The conceptual framework was used to classify the reduced numbers of categories in creating code into four aspects of students' strategies in this

phase. The four aspects of students' strategies are preparation, relaxation, positive thinking, and peer seeking. Those four aspects are shown in the table below.

Table 3.7 Generating Pattern Codes

Preparation
<ul style="list-style-type: none"> • Understanding the topic • Practicing more • Making a keyword
Relaxation
<ul style="list-style-type: none"> • Taking a prayer • Taking a deep breath • Making a gesture
Positive Thinking
<ul style="list-style-type: none"> • Building self-confidence • Receiving positive affirmation
Peer Seeking
<ul style="list-style-type: none"> • Support from peers • Interacting with students

3.5.2 Data Display

After the data were condensed by doing the first and second cycling codes, the next step was displaying the data. A display is an organized, organized collection of data that enables action and conclusion-making. The method for reducing and displaying the data was based on the formulation of the research problem, and it was carried out by presenting a set of structured data and the opportunity for conclusion.

Each participant is denoted by abbreviations. Student #1 stands for the first participant, Student #2 for the second, and Student #3 for the third. The data display can help the researcher in

understanding the importance of the data. It can also assist the researcher in concluding. A sample data display is shown in the table below. It is to present the data set briefly.

Table 3.8 Data Display

Number of Participant	Preparation	Relaxation	Positive Thinking	Peer Seeking
Student #1	Usually, I make sure it's in the notes first and then practice to get there	But it depends on the identity and number of audiences. For example, if it is formal, a large audience of lecturers or important people will definitely pray first.	No, just talking to myself just believe that to make sure for ourself	Motivated because usually they always appreciate that and most of the input is more active. Practice again so that the performance will be even better
Student #2	So, for example, if we practice directly, we already understand the topic to be presented”	At most, when I talk, my hands move, it's spontaneous when I talk normally, but it really makes me more relaxed	Usually, I always give positive affirmations to myself to convince myself that I can appear in public properly.	But usually, I have said to my friends "what did I lack?" Well, my friend likes to give feedback.
Student #3	Determined beforehand and then detailed, for example, write	Take a deep breath for 3 seconds until 5 seconds then	For example, before the evening or before	There was once a person who usually before I appeared, I trusted

down the points	speak again by giving a break	performing, we usually see our material, we can feel comfortable chatting, we can be comfortable talking to people because we are good at it	him like that, for example, he had good observations or listened well, so he continued to give advice and trusted that person. So that before and after, how to evaluate it with my friends, like that, for example in class
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3.5.3 Drawing Verification and Conclusion

The third step of analyzing data analysis was drawing and verifying a conclusion. Qualitative analysis, which starts with the collecting of data, starts determining what things represent. By noting regularities, patterns, explanations, possible configurations, causal processes, and propositions. (Miles & Huberman, 1994). In this step, the researcher concluded after interpreting the meaning of the data by observing the pattern. Miles, Huberman, and Saldaña (2014) stated that the conclusion is verified as the researcher proceeds. In the following chapter, the drawing and verification of conclusions were thoroughly explained.

3.6 Time and Place of the Research

Table 3.9 Research Schedule

No.	Description	Oct 2022	Nov 2022	Des 2022	Jan 2023	Feb- Jul 2023	Aug- Sep 2023	Oct 2023	Nov 2023
1.	Research proposal writing								
2.	Research proposal examination								
3.	Data collection								
4.	Data analysis								
5.	Report								
6.	Thesis Examination								