

CHAPTER III RESEARCH PROCEDURES

This chapter presents the methodology employed in this study in order to conduct the study. It describes five main parts of research procedures, namely: research method, setting and participant, data collection, data analysis, and research schedule.

A. Research Method

The research design applied in this present research is a descriptive case study. A case study selective and focuses on specific aspects to fully explain the phenomenon under examination (Stake, 1995). Further, applying this methodology in this study could involve an up-close, in-depth and detailed investigation of factors influencing students speaking anxiety. In addition, Yin (2003) stated that a descriptive case study mainly focuses on "what" questions. Therefore, the descriptive case study was chosen for this study in order to describe students speaking anxiety when they speak to native speakers.

B. Setting and Participants

This study has been conducted in English department of one university in Tasikmalaya, West Java, Indonesia. The students who have been experienced the tour guide assignment will be chosen. Where the tour guide assignment is on the Translation and Interpreting (TI) course. This course is one of the subjects in learning curricula at English department in one of university in Tasikmalaya. The course is designed to transferring the message from the source language (SL) into the target language (TL) in written or spoken. One of the assignments in this course required the students to look for tourism areas to become tour guide of native speakers, the assignment divides the students into several groups each group has 2 students to become tour guide of native speakers, in the tourism area the students should look for some tourists from the other country and they should serve and guide the

tourists (if the tourist allowed) and give the recommendation for example, food, souvenir places and best places to be visited in that areas. The students must record everything when they become tour guides at least 20 minutes of serving and guiding the tourists. Then the video should be uploaded to YouTube, so that the lecturer can see and rate the students' performances.

The participants are students who have experienced to speak to native speaker for the first time. This study involved two participants from students of TI course students who had already completed on practical tasks to become tour guides and speak to native speakers from other countries. The first participants are Isna (pseudonym), a twenty-one years old male student of English Department. He became the tour guide of native speaker from Australia namely Isabel. The second participants Zunis (pseudonym), a twenty-two years old male student of English Department. He became the tour guide of native speaker from New Zealand namely Ivan. The participant's grade is 7th semesters from the same university in Tasikmalaya, West Java, Indonesia.

Before collecting the data, the participant has been asked to fill out the consent form and signed it verifying about the approval to participate in this research voluntarily. Moreover, all the data will be kept confidential due to research ethics.

C. Data Collection

Interview method has been used for the data collection, in the form of semi-structure interview by Dornyei (2007), to gain as much data as possible semi-structured chosen as its flexibility to move from the structured question to open question about the topic that need to be covered. The question is about students speaking anxiety to speak to native speakers for the first time when they do tour guide assignment. The question used the "interview guide" based on Dornyei (2007) as the instrument, as follows:

1. The first few questions: The question content is about something that courage participants to open-up, in this case the researcher started by asked the personal or factual question.
2. Content question Patton: In this session the researcher asked the participant a focused question, the researcher start by their experiences toward speaking to native speakers in tourism areas, which based on the emotional geography theory.
3. Probes: This session let the researcher increase the richness of the data as the researcher are able to ask the question further based on the participants response.

4. Final closing questions: In this session the researcher did close the interview by asked the participants “is there something you want to add?” as the closing.

The duration of the data started from the beginning of speaking with the native speakers’ participants looking for tourist until the end of the process of being tour guide. This interview allowed the participants to portray their personal description regarding to what they feel, think, reflect, and act with their experience in speaking to the native speakers. In addition, to avoid misunderstanding, the interview used L1. The questions are arranged based on Andy Hargreaves’ framework; emotional geographies;

No.	Themes	Sub-themes
1.	Physical Geography	<ul style="list-style-type: none"> a. Recalling the time and space related activities b. Interaction with environments related activities
2.	Moral Geography	<ul style="list-style-type: none"> a. Challenge faced to voice moral and senses understanding b. Acquiring moral and senses when do the conversation c. Impressions of activities
3.	Socio-Cultural Geography	<ul style="list-style-type: none"> a. Issues related with gender, race and cultural issues faces

The whole interview process has been recorded used recording application in the smartphone. Audio recording allows the researcher to understand how, when, where and under what circumstances the participants are behaving (Bogdan and Biklen, 1992). It aims to produce more contextual

data, to collect affluent data and to do detail micro interaction (Duffon, 2002; Fetterman 2010). The interview has conducted once, but the additional interviews need to conducted due to the need of data. After the data gained, it was listened, shaped, communicated, reproduced and the credibility of the data was be built (Widodo, 2014). The result of the interview has transcribed into English language to make it easier for researcher to analyze the data.

D. Data analysis

The results of the data from interview have transcribed then analyzed using Mathew B. Miles and A. Michael Huberman (1994) Qualitative data analysis, the steps are follows:

1. Data reduction

The researcher has selected and focused the data based on the emotional geography theory, which is divided into 3 themes (Sociocultural geography, moral geography, and Physical geography) and simplify it to make it easier to analyze.

Based on the 3 theories, the question will highlight these themes:

No.	Themes codes	Description
1.	Physical Geography	Closeness/ distance created by purposes and sense of a complications (emotions)
2.	Moral Geography	Closeness and/or distance created by time and space
3.	Socio-Cultural Geography	Closeness and/or distance created by differences of gender, race, ethnic

Table 3.2 Theme codes

2. Data Display

The data then are grouped based on the answers of the participants about the speaking anxiety when they speak to native speakers for the first time when they do tour guide assignment. The Emotional geography used as the indicator as follows:

- a. Physical Geography
- b. Moral Geography
- c. Socio-cultural Geography

3. Conclusion drawing

In this stage, the researcher makes conclusion after analyzing the data of Andy Hargreaves' theory of Emotional Geography. The researcher writes the conclusion and verification based on the data displayed at the end of this research. To conclude the result of this research, the researcher conveys his interpretation about the data.

E. Time and Places of the Research

This research be conducted from January to January 2020, as shown in table 3. It was started from the research proposal writing to the thesis examination. Then, it be carried out in one of the University in Tasikmalaya, Indonesia, which provided public speaking activities in the public speaking course, as the researcher has explained in the setting and participant's part.

No.	Description	Jan. 2020	Feb. 2020	Apr. 2020	Dec. 2020	Feb. 2021	June 2023
1.	Tentative Consultation						
2.	Research Approval						
3.	Making the Introduction						

No.	Description	Jan. 2020	Feb. 2020	Apr. 2020	Dec. 2020	Feb. 2021	Jun. 2023
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 Final Thesis						■
10.	Examination						■

Table 3.3 Research Schedule