

CHAPTER 3

RESEARCH PROCEDURES

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

3.1 Research Method

In this research, the researcher used qualitative approach and descriptive case study. Qualitative research is a concern with developing explanations of social phenomena. According to Fraenkel and Wallen (2009), a qualitative study approach that studies a single individual, group, important example to formulate interpretations to the specific case or to provide useful generalization.

Descriptive case studies are used to describe natural occurrences that occur within the data in question, such as what different tactics a reader uses and how they employ them. Moreover Yin (2018) defined a descriptive case study whose purpose is to describe phenomenon in its real word context. This study focused on the investigations of the students' speaking anxiety, especially about what factors caused the anxiety. Thus, this approach becomes an appropriate method for an in-depth examination of certain phenomena, producing comprehensive analyses.

3.2 Research Focus

The focus of this research is to find out what made students feel anxious, what factors of anxiety were experienced by the students, in order they can understand and solve their problem.

3.3 Setting and Participants

The research involved two students majoring in the English Education Department at one of the universities in Tasikmalaya, West Java,

Indonesia. Professional and Listening and Speaking Course (PLS) was chosen because during the transition to online learning the student faces new challenges, such as negatively affecting student performance, reducing the quality of their presentations and active participation, meanwhile, in this subject, they will learn how to perform some different professions such as news reporter, radio announcer, model of a united nation and so forth. This course often involves students showing or delivering their performance in front of audiences from various professions which is a challenge and a source of pressure for them.

The data were obtained from two students with several criteria. First, the participants were recruited based on their foreign language classroom anxiety scale by Horwitz, et al. (1986). Second, the students must have taken or are taking PLS subjects while this study is being conducted. The last, the most important thing is that he is willing to participate in this research voluntarily.

The ages of the participants ranged from 22 to 23 years old. The participant's selection, based on the questionnaire results, was informed by the highest score on the anxiety scale. The elevated score on the anxiety scale suggests that the participant is particularly attuned to their emotional and psychological. Their selection reflects anxiety-related issues during professional and listening courses. By choosing the instrument with the highest anxiety score, the participant is taking a commendable step toward, indicating a commitment to be involved in this research. The participants' names were renamed into P1, and P2. Furthermore, the dates and hours for participating in the interview were arranged in advance with the participants.

3.4 Data Collection

The initial process of collecting the data using semi-structured interviews. Its questioning technique elicits fully comprehensive descriptions of phenomenon experiences Howitt (2016). The researcher will allow for flexibility so that the participant can easily understand the problem and give

deep and honest answers to each question. The question is about exploring factors causing anxiety during the teaching process in the Professional Listening and Speaking Course.

In conducting the interview, the researcher adapted technique in designing interviews from (Adams 2015) :

1. Selecting participants and arranging interviews

This phase relates to what needs to be prepared for the interview. Such as choosing the participants by following the terms and criteria. The interview was conducted with two people. The researcher contacts them to request and schedule the time for the interview.

2. Drafting questions and the interview guide

The interview questions were adapted Liu (2007). There are six main questions related to fear of being laughed at, fear of being the focus of attention, inability to express ideas, memory disorientation

3. Starting the interview

In this step, the first thing is to ask permission for this interview to be recorded. Before the interview begins, the researcher explains the research, including the title, research focus, and others. In this method, the researcher used an ASUS Zenfone Max ProM1 audio recorder to record the conversations that occurred. Then, the interviewer asked the participant to talk freely.

4. Polishing interview techniques

Each participant was interviewed for some time between 10-15 minutes per session. Afterward, it started with a question according to the question list. The online interview was conducted via Zoom meeting

5. Analyzing and reporting a semi-structured interview

In this section, the researcher examined the results, checking for accuracy

in the data acquired during the interview. The data was also transcribed and translated. The data was analysed using thematic analysis.

3.5 Data Analysis

Analysing the data can help the researcher to explain or present what will have been discovered in this research, therefore the researcher will undertake a more in-depth study of the outcomes of interviews done by researchers using thematic analysis, based on the data that has been collected and received. Thematic analysis is a method for studying qualitative data that comprises examining a data set for repeating patterns, understanding them, and reporting them. According to Braun and Clarke (2006), thematic analysis consists of six phases:

1). Becoming familiar with the data

The first step the researcher needs to read and re-reading also make notes in the data transcript from the interview results. The form of the data was an audio recording. The researcher listened and transcribed the audio entirely to familiarize himself with the data.

2). Generating initial codes

In this phase, the researcher started to organize and identify the relevant data or something interesting related to the aim of the study. The researcher used the coloring method to differentiate each aspect reflected by the participants, which became the initial codes. Here are examples of interview transcriptions and the initial codes generated for the data.

Table 3.1 *Generating initial codes*

Transcriptions	Initial Codes
A: I'm afraid of being laughed at. Yes, that's one of the things that makes me nervous.	Afraid of being laughed at
A: Biasanya saya merasa nervous saat ditanya ya. Di mana itu saat saya menjadi, bisa dibidang pusat perhatian gitu.	Spotlight

<p>Jadi kan, saya ditanya di kelas gitu dipanggil namanya nah, saat itulah saya merasa nervous karena tujuan konsentrasi orang bakal mengarah ke saya.</p>	
<p>R: Kalau misalnya online meeting kayak gitu, kalau ada yang ngomong kan langsung ke spotlight. Nah, yang ke spotlight itu kan otomatis kelihatan sama seluruh PLS-nya. Nah, habis itu yang bikin males-nya itu di situ, takut salah, takut apa, gitu. Bukan takut lebih ke malu kalau salah. Nah, masalahnya di situ.</p>	<p>Afraid of making mistakes</p>
<p>Bisa-bisa aja mungkin, cuma aku yakin jawabannya itu belum tentu benar gitu.</p>	<p>Don't believe in abilities</p>
<p>Sering gue kaya gitu, yang susahny harus milih-milih kata-kata yang tepat gitu. Kata-kata tepat yang buat di lingkung kelas gitu. Terus bagian-bagian yang sekiranya susah nih buat dijelasin, suka di-highlight, kalau enggak gitu bakal susah ngomongnya</p>	<p>Difficulty in Expressing</p>
<p>Karena kurang persiapan jadinya sulit untuk ngomong langsung dikelas, sama suka takut karna perasaan nervousnya muncul</p>	<p>Not preparation</p>
<p>Iya, nervous. Kalau nggak paham itu bisa bikin nervous. Apalagi akunya tiba-tiba ditanya, itu juga termasuk bikin nervous</p>	<p>understanding of material</p>

1) Searching for themes

In the third phase, the researcher analyzed the theme from the data highlighted in the previous step. This is the process of grouping by picking the data transcript and discovering something exciting or significant with the research questions.

Table 3.2 List of Initial Codes and Their Frequency

No.	Initial codes	Total
1.	Afraid of being laughed at	4
2.	The Spotlight	8
3.	Afraid of making mistakes	5
4.	Difficulty in Expressing	7
5.	Don't believe in abilities	5
6.	Not preparation	1
7.	understanding of material	6

2) Reviewing themes

The researcher considers the prior concepts in this step, which are completed in the third phase. The themes are reviewed again by the researcher to ensure that they are relevant for the study. If not, the researcher rejects or modifies the themes until the most suitable themes are discovered.

Table 3.3 Reviewing Themes

Potential Themes	Themes
Fear of being laugh	Fear of Making Mistakes and being Laughed at
Fear of being mistakes	
Pressure from the Spotlight	Fear of being Focus of Attention
Difficulty in Expressing Opinions	Inability to Express Ideas

Not Confident	Low English Proficiency
Lack of understanding	Lack of Preparation

3) Defining themes

The researcher interprets each issue discovered as the solution to the already given research question.

4) Producing report

It is the final phase of thematic analysis. After determining the central theme, the researcher writes a report on the research findings.

3.6 Research Steps

Table 3.4 Steps of the research

Step	Description
1	Finding phenomena or issue
2	Check current research and find sources from journals relevant in the research topic
3	Choose a topic research
4	Continue to write research proposal, starting with the background, literature review, and research procedures
5	Examine research proposals in front of supervisors and examiners
6	Data collection uses semi-structured interviews with participants
7	Transcribe the interview results
8	Data analysis using thematic analysis
9	Make a report about the thesis
10	Examine the thesis in front of supervisors and examiners

