

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

#### **3.1 Method of the Research**

In this study, the researcher used exploratory case study as a research methodology. Yin (2018) stated that an exploratory case study is a qualitative research method that used to investigate a phenomenon, event, organization, or individual in-depth and from various perspective. It aims to gain a deeper understanding of the subject by exploring into its context, motivations, processes, and interactions. Thus, exploratory case study design is chosen for this study because this study explored and described detailed information about students' strategies on overcoming speaking anxiety in EFL classroom.

#### **3.2 Focus of the Research**

This study focused on the students' strategies for overcoming speaking anxiety in an EFL classroom. It was based on the concept theory of overcoming speaking anxiety by Kondo and Ying (2004), which consists of preparation, relaxation, positive thinking, peer seeking and resignation.

#### **3.3 Setting and Participants**

In this research, the researcher selected participants from the English Education Department at one of the universities in Tasikmalaya, specifically from the third semester which has already assigned the Public Speaking subject at second semester. Three students were chosen to participate in this research. They are male and female students aged between 20-25 years old.

Furthermore, the selected participants have been identified as having previously experienced speaking anxiety. Based on the FLCAS Questionnaire given before by Horwitz (1986), the result showed that the participants were able to successfully overcome the issue. In addition, aspect was taken into consideration as it aligns with the research's objective of exploring strategies used to overcome speaking anxiety in the EFL context. According to Sargeant (2012) By selecting participants with

experience can gain important facets of a phenomenon, providing diverse perspectives and enabling researchers to gain a comprehensive understanding and identify factors influencing outcomes. Therefore, selecting participants who have experienced the phenomenon can provide valuable insights into effective coping strategies and contribute to a comprehensive understanding of the phenomenon.

### **3.4 Technique of Collecting the Data**

In this study, the researcher used semi-structured interviews as a data collection method, as proposed by Patton (1990) cited in Apsari and Satriani (2016). Semi-structured interviews are intended to gather in-depth responses from the participants and to establish clear boundaries of questions to avoid broader student responses. The interview guideline was adapted from Kondo & Ying (2004), focusing on addressing speaking anxiety. Furthermore, the interviews were translated to Indonesian language to prevent misunderstandings and ambiguities between the interviewer and respondents. There are several steps involved in analyzing the data.

Initially, once the researcher determined the candidates, then three students from the third semester in the English department class were selected as the research respondents. Subsequently, conversational interviews were conducted with one respondent at a time and recorded using a sound recorder. The semi-structured interviews employed a combination of closed and open-ended questions, often accompanied by "why" or "how" questions (Adams, 2015). After data collection, the author integrated and connected the findings with the study's background, particularly the research questions, theory, and methodology, to classify the data into manageable units, as proposed by Emilia (2008) cited in Apsari (2018). After completing the analysis, the data is then displayed and translated into English.

### **3.5 Technique of Analyzing the Data**

The data from the semi-structured interview then processed and analyzed using a Thematic analysis by Braun and Clarke (2006). Thematic analysis is a qualitative research method used to identify and analyze patterns or themes within data. It involves systematically categorizing and interpreting textual, audio, or visual data,

such as interviews, focus group discussions, or other forms of qualitative data, to identify and understand recurring patterns or themes that emerge from the data.

Thematic analysis, as proposed by Braun and Clarke (2006), involves several stages that guide the process of analyzing qualitative data. Here is the explanation of the six phase Thematic Analysis by Braun and Clarke (2006):

#### 1. Familiarization

In this phase, the researcher familiarized the data by transcribing the interview and reading all interviews' transcriptions frequently.

**Table 1. Familiarizing the Data**

Profile	Data Item
P1	Um, based on my past experience, what helps me relax when I'm hit by anxiety is usually taking a pause in the middle of speaking to regulate my breathing for a moment. Back then, it was pretty severe, but now, because of frequent practice and a lot of self-evaluation from friends' feedback, I've learned not to rush when speaking. Rushing tends to make me panic and leads to anxiety. So, it's important to control your breathing to stay relaxed while speaking. Also, just be more confident because believing in yourself makes you feel like you can do anything, and that significantly helps you become braver
P2	Um, when I experience anxiety, especially when I'm in front of a lot of people, I usually focus on taking deep breaths. Then, I also make eye contact with the audience, imagining like I'm just having a casual conversation with them. This helps me relax. Additionally, before I go on stage, I might have a

	drink to help improve my concentration. Something like that
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## 2. Generating initial codes

In this phase researcher begin coding the data by systematically labeling meaningful units within the text. This involves identifying important ideas, phrases, or concepts that emerge from the data. Here is the example of interview transcriptions and initial codes generated from the data.

**Table 2. Generating Initial Codes**

Profile	Data Item	Initial Codes
P1	Emm before do the public speaking actually for me the first thing to do is mastering the material course, and then practicing the speaking like you have to rehearse your speaking.	Comprehending the material Rehearsing
P2	Um, when I experience anxiety, it's usually when I'm in front of a lot of people. I might try to, uh, take deep breaths, definitely take deep breaths. Then I also, um, make eye contact with the audience, you know, imagine like I'm having a conversation with them, maybe like a casual chat as usual. I do that to relax myself. And besides that, before I go on stage, I might have a drink to help strengthen my concentration. Something like that	Making eye contact Drinking water Breath controlling. Analogizing
P3	It depends on the evaluation. If it looks like the audience doesn't understand what we're talking about,	Choosing simpler words

	<p>we need to find simpler words that the audience can accept in the future. Maybe our language is too complicated. If my way of speaking is too stiff or not quite right, I might try to find a more relaxed, enjoyable speaking style so the audience can also enjoy it. Then, involving the audience, because in a persuasive speech, you need to persuade or invite. So, there needs to be an invitation, maybe inviting the audience to discuss so they're not just listening to what we're talking about. There might be other new opinions we find from the audience. Something like that</p>	<p>Adjusting appropriate topic/style</p> <p>Interacting with audience</p>
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**Table 3. Initial Codes and Their Frequency**

No	Code	Frequency
1	Asking peers	9
2	Breath controlling	9
3	Comprehending the material	6
4	Rehearsing	5
5	Positive thinking	5
6	Outlining	3
7	Self-motivation	3
8	Adjusting appropriate topic/style	2
9	Comparing	2
10	Self-confidence	2
11	Analogizing	2

12	Praying	1
13	Knowing the audience	1
14	Drinking water	1
15	Choosing simpler words	1
16	Note taking	1
17	Ice breaker	1
18	Interacting with audience	1
19	Making eye contact	1
20	Using gesture	1

### 3. Searching for themes

In this phase, the researcher organized the relevant codes into a theme and reduced the irrelevant codes to the research question.

**Table 4. Grouping the Highlighted Data**

Code	Potential themes
Comprehending the material	Material Preparation
Rehearsing	
Outlining	
Adjusting appropriate topic/style	
Knowing the audience	
Drinking water	Mental Preparation
Praying	
Positive thinking	Maintaining positive mental state
Self-motivation	
Self-confidence	
Breath controlling	
Analogizing	
Choosing simpler words	Self-evaluation
Note taking	Peer-evaluation

Asking peers	Speaking improvisation
Comparing	
Ice breaker	
Interacting with audience	
Using gesture	
Making eye contact	

#### 4. Reviewing themes

In this phase, the researcher reviewed the themes that have been created in the previous phase. The researcher rechecked the themes that have been identified regarding students' strategies on speaking anxiety to ensure the placement of the code have been categorized into appropriate themes. This phase involves the process of developing or modifying the themes before it was chosen as the final theme.

**Table 5. Reviewing the Themes**

Potential Themes	Themes
Material preparation Mental preparation	<b>Effective Speaking Preparation</b>
Maintaining positive mental state during speaking	<b>Implementing Positive Mindset</b>
Self-evaluation Peer-evaluation	<b>Conducting Speaking Evaluation</b>
Speaking improvisation	<b>Creating Interactive Speaking Atmosphere</b>

#### 5. Defining and naming themes

In this phase, the researcher identified the principle of each theme and produced a clear name for each theme by grouping the theme in the previous phase based on the similarity and decided the final name of each theme. In the end, the researcher defined three that were selected and compatible with the result of the analysis. Those themes are (1) Effective Speaking Preparation, (2) Implementing Positive Mindset, (3) Conducting Speaking Evaluation, (4) Creating Interactive Speaking Atmosphere.

#### 6. Producing report

This is the final phase for the researcher to analyze the data using thematic analysis. In this phase, the researcher reported the research result with supporting theories.

### **3.6 Steps of The Research**

In conducting this research, the researcher followed several steps to investigate how students cope with speaking anxiety in the speaking classroom, as outlined below:

1. Initially, a brief interview was conducted with several prospective English education students to explore the phenomenon of how students manage speaking anxiety in the classroom.
2. After identifying this phenomenon, the researcher also gathered peer feedback sheets to enhance the findings before defining the research problem.
3. Once the research problem was established, the researcher investigated into relevant studies to identify gaps in previous research, formulated research questions, and defined the research focus.
4. Subsequently, the research proposal was written, and the proposal was presented to supervisors and examiners for examination.



