

CHAPTER 3

RESEARCH METHODOLOGY

This chapter provides the methodology used to conduct the study. It describes the seven components of research procedures: the research method, the focus of the study, setting and participants, techniques for collecting the data, techniques for analyzing the data, steps of research, and time and place of the research.

3.1 Research Design

A descriptive case study is used in this research. Bromley (1986) defines a case study as describing and analysing a particular entity (object, person, group, event, state, condition, process, or whatever). Such singular entities are usually natural occurrences with defined boundaries, even though they exist and function in the context of their surroundings. The purpose of the qualitative descriptive case study was to supply an in-depth description of the educators' values, beliefs, and confidence at the onset of their experiences changing from a traditional learning environment to a learning environment integrating technology (Merriam, 2009; Yin, 2013). Such entities also exist for a short time relative to that context. The dimension in the opinion above relates to students in the English immersion setting and junior high school. In addition, case studies also link facts to cases. The researcher uses descriptive case studies because descriptive case studies provide a detailed and comprehensive view of the subject matter, which can reveal insights that may be missed in broader surveys or experimental research. This allows understanding the context in which a phenomenon occurs, providing a different view of the factors at play.

3.2 Setting and Participant

This research was conducted in one of the junior high schools (private school) in Tasikmalaya, West Java, which underwent an English immersion environmental program. The researcher chose this setting because the school has an English immersion program that students must follow for several months.

The researcher chose two students, students chosen by the activity that the researcher found during the English immersion program. The researcher saw two female students, primarily from language class. The first participant is Student A,

who seemed to enjoy it (cheerful, enthusiastic in English language activities, actively speaking English). This participant always seemed to respond to the English immersion tutor by answering questions swiftly and happily participating in program activities. Meanwhile, Student B does not seem enthusiastic about participating in the English immersion program, as indicated by her response when speaking; her voice looks weak, her expression is not visible to be happy, and she seemed quiet among the other friends in language class. Researchers examined This unique phenomenon further to see whether this English immersion program caused anxiety and enjoyment.

3.3 Data Collection

A semi-structured interview is an interview that employs a blend of closed-and open-ended questions (Adams, 2015). Semi-structured interviews are just talks in which you know what you want to learn and have a list of questions to ask and a general sense of what subjects will be addressed, but the dialogue is open to interpretation (Miles & Gilbert, 2005). This study adopted the Interview Protocol Refinement (IPR) framework by Castillo-Montoya (2016). The IRP method can help improve the dependability of interview protocols used in qualitative research, improving the quality of data acquired from research interviews. The four-phase process includes:

- a) Ensuring interview questions align with research questions,
- b) Constructing an inquiry-based conversation,
- c) Receiving feedback on interview protocols, and
- d) Piloting the interview protocol

3.4 Data Analysis

Thematic analysis is used to analyze the data obtained. Thematic analysis is a method for identifying, organizing, and offering insight into patterns of meaning within data (Braun & Clarke, 2006). This method was chosen because it can focus on identifying the theme of factors of anxiety and enjoyment students that emerge from the results of interview data and can be made into several themes to report the results. Before proceeding with theme analysis, researchers should take the time to learn more about the data they have acquired. Data were analyzed based on the

theory of the FLCA (Foreign Language Classroom Anxiety) and FLE (Foreign Language Enjoyment) indicators. The FLCA indicator is taken from Ayuningtyas et al., (2022), that lack of experience, linguistic skills, and cultural differences, while the FLE is taken from Dewaele and Macintyre (2016), namely teacher's behaviour and supportive environment. The phases are described below for more information on technically analysing data using the theme analysis method. The following are the steps in thematic analysis:

a. Familiarizing the Data

This procedure entails transcribing the interview data and then reviewing and rereading the data transcript on the theme of this research.

b. Generating Initial Code

This phase entails locating and highlighting facts that may provide solutions to the study questions. The researcher coloured the codes to identify the various characteristics, creating a short data overview.

Table 3. 1 Generating Initial Codes of Anxiety

Not yet. There are still many experiences that I have to try and learn because I am still in junior high school. For example, my confidence in speaking English is not yet fully established.	Learning experience
Yes, it is pretty lacking. I don't feel completely confident, especially when I have to face the general public. I am like the centre of attention. I feel nervous if I make a mistake. Sometimes, I do not dare say anything even though I know it is right Because I fear being judged by people.	Lack of confidence
Yes, it is pretty lacking; I do not feel completely confident, especially when facing the general public. I am the point of attention for people; I feel nervous if I make a mistake, and sometimes, I do not dare to say anything even though I know it is correct. Because I am afraid of being judged	Afraid of doing mistakes

by people

Table 3. 2 List of Initial Codes and Their Frequency

No	Initial codes	Total
1	Learning experience	2
2	Lack of confidence	7
3	Afraid of doing mistakes	6

Table 3. 3 Generating Initial Codes of Enjoyment

It is very influential because the learning style is primarily non-formal, wrapped in many exciting games and activities, so a happy virus appears in the classroom and learning atmosphere.	Classroom atmosphere
Because I feel that I am an enjoyable person, plus I'm still young and have a lot of curiosity, I don't mind when I make mistakes as long as I've tried what I know. I'm calm when I'm surrounded by people who understand better so they can help and guide me in the right direction.	Self-confidence
Because I enjoy being a person, plus I'm still young and have a lot of curiosity, I don't mind when I make mistakes as long as I've tried what I know. I'm also calm when I'm surrounded by people who understand better so they can help and guide me in the right direction.	Peer learning

Table 3. 4 List of Initial Codes and Their Frequency

No	Initial codes	Total
1	Classroom atmosphere	12
2	Peer learning	1

3	Self-confidence	2
---	-----------------	---

c. Searching for Themes

This is the method by which the researcher grouped and highlighted the codes from the data that were categorized and highlighted in the previous step.

Table 3. 5 Searching for themes of anxiety

No	Initial codes	Potential themes
1	Learning experience	Prior-knowledge
2	Lack of confidence	Personal qualities
3	Afraid of doing mistakes	

Table 3. 6 Searching for themes of enjoyment

No	Initial codes	Potential themes
1	Classroom atmosphere	
2	Peer learning	Learning engagement
3	Self-confidence	Students self-esteem

d. Reviewing Potential Themes

In the fourth step, the researcher examined and checked the quality of the themes, looking for usefulness, limitations, sufficiency, and consistency.

Table 3. 7 Reviewing for themes of anxiety

Codes	Sub-themes	Theme
Grouping		
Prior-knowledge	Background knowledge	Foreign Language Classroom Anxiety Factors
Personal	Students' low self-esteem	

quality

Table 3. 8 Reviewing themes of enjoyment

Codes Grouping	Sub-themes	Theme
Learning engagement	Teaching methodology	Foreign Language Enjoyment Factors
Student's self-esteem	Students' high self-esteem	

e. Theme Definition and Naming

This step establishes the final theme, which will be used with the appropriate name.

This theme must answer the research questions and accomplish the intended results.

Table 3. 9 Theme definition and naming of anxiety

Sub-themes	Theme
Background knowledge Students' low self-esteem	Foreign Language Classroom Anxiety Factors

Table 3. 10 Theme Definition and Naming of Enjoyment

Sub-themes	Theme
Teaching methodology Students' high self-esteem	Foreign Language Enjoyment Factors

f. Report Production

This is the final stage in which the researcher reports the findings of this research.

Data from one theme must be sequentially related to create a coherent description.

3.5 Research Schedule

Table 3. 11 Research Schedule

Description	Sept /23	Oct/ 23	Nov/ 23	Des/ 23	Jan/ 24	Feb/ 24	Mar /24	Apr/ 24	May /24	Jun/ 24	Jul/ 24
Research Proposal writing	█										
Research Proposal Examination				█							
Data Collection			█								
Data Analysis							█				
Report											
Thesis Result Seminar											█
Thesis Examination											█