

CHAPTER 3

RESEARCH METHODOLOGY

A. Research Design

This research design used a descriptive qualitative case study method. Descriptive qualitative case study research involves a detailed and intensive analysis of a particular event, situation, organization, or social unit. A case defines space and time frame as “a phenomenon of some sort in a bounded context” (Yin, 2018). In terms of scope, a case study is an in-depth investigation of a contemporary phenomenon within its real-life context. This research design is appropriate for this research since it describes the strategies teachers use to reduce students’ speaking anxiety in the classroom.

B. Research Setting and Participants

This research was held at the English Education Department at a University in Tasikmalaya, West Java, Indonesia. due to the region’s unique multilingual context and the underrepresentation of semi-urban Indonesian learners in speaking anxiety research.

The participants in this study were three students of the English Education Department who had attended and completed speaking classes, experienced speaking anxiety in class, and received an A grade. To determine the participants, the researcher gave a questionnaire containing experiences when speaking in front of the class and factors that cause speaking anxiety, then the three participants were interviewed to find out what solutions or strategies were used to reduce the problem of speaking anxiety. The researcher used purposive sampling technique because it determines participants who meet the criteria for the researcher's topic, but before that, preliminary screening was conducted by distributing questionnaires to determine the level of speaking anxiety among students majoring in English Education, which is called convenience sampling.

The participants were given a comprehensive explanation of what, why, and how the research is being conducted, including ethical considerations. Ethical

research requires researchers to provide participants with complete information (informed consent) about the purpose, methods, and rights of participants before they agree to participate (WHO, 2023). They completed consent forms to formally agree to participate. They were assured of their anonymity, confidentiality, and right to withdraw at any time. Oswaldo (2021) stated that protecting participant privacy by utilizing pseudonyms and safe storage to provide data anonymity and confidentiality. Furthermore, in accordance with the principles of autonomy and avoiding exploitation, participants must be able to withdraw at any time without facing any repercussions (Resnik, 2020). Applying these guidelines not only satisfies research ethics requirements but also fosters confidence and strengthens the reliability of study findings.

C. Data Collection

The data were collected by using semi-structured interviews. Semi-structured interviews are suitable for resolving complicated social and behavioral research questions. According to Ruslin et al. (2022), semi-structured interviews are often used when a researcher wants to gain insight into a topic and fully comprehend the responses provided. This method used as primary data collection to collect information from students to describe the strategies to reduce their speaking anxiety in the classroom. The interview guidelines were adapted from Horwitz et al. (1986), Deci and Ryan (1985), Cohen and Wills (1985), Oxford (1990).

The interviews were conducted online. Online interviews were chosen because it facilitated access to participants in various locations, were efficient in terms of time and cost, in line with the study by Gray et al., (2022). Additionally, it is supported accurate data documentation through recording features. (Dodds & Hess, 2021). This method was considered appropriate to ensure the smooth and effective collection of data in this study. Additionally, Bahasa Indonesia is used so that the conversation was clearer and more comprehensive. Lee and Pham (2023) suggested using the native language in online interviews to make sure the data is clear and deep, especially in countries where English isn't the main language.

Interviews were given to three participants, students of the English Education Department who had attended and completed speaking classes, experienced speaking anxiety in class, and received an A grade.

D. Data Analysis

The researcher used thematic analysis for analyzing the interview transcription. According to Braun and Clarke (2019), there are six steps to thematic analysis, and they are as follows:

a. Familiarizing with the Data

It begins with transcribing the data, then the researcher reads and re-reads the data, including transcripts, interviews, and field notes, and interacts with the material to ensure that it is useful for interpreting the data accurately.

b. Generating Initial Codes

At this stage, the researcher began to organize the data according to the study's aim by labeling certain areas with symbols or markers. The researcher created initial codes by using a coloring approach to separate different elements that the participants recognized.

Table 3.1 *Generating Initial Codes'*

	Strategies	
P1	I usually like to practice alone, as often as possible, and a lot, and if I practice alone, it's usually better in front of a mirror because I can see my facial expressions and I can also pay attention to my mouth, besides that I can also ask for input from my friends.	Practice more
P2	In my opinion, the strategy is to try to calm down first and focus on that, and it is also important to take deep breaths.	Controlling self, relax
P3	For example, make notes so you don't	Highlight important part

	forget what you want to say, make bullet points, just the important things you want to say.	of the content
P1	Yes, group learning like that indeed reduces my anxiety when speaking because I'm not alone and I'm accompanied by others.	Collaborative learning
P2	That's right, I remembered the vocabulary I had memorized during practice.	Remembering the words one by one
P3	If the classroom atmosphere is relaxed and the lecturer is enjoyable, it doesn't make me feel anxious so I feel more comfortable in speaking. and express myself freely. But if the classroom atmosphere is too formal, like really serious and competitive, it actually makes me more nervous, in my opinion. It really stressed me out. On the other hand, if it's collaborative and everyone supports each other, it makes me feel more confident and less afraid of making mistakes, which really helps reduce anxiety when speaking.	Classroom environment

Table 3.2 List of Initial Codes and Their Frequency

No.	Initial Codes	Total
1.	Practice more	6
2.	Prepare for the content	2
3.	Controlling self, relax	2

4.	Breathing techniques	4
5.	Highlight important part of the content	3
6.	Friend's role, external support	6
7.	Keep a good mood	1
8.	Self mindset (Positive self-talk)	3
9.	Support from teachers	5
10.	Know ourselves better	2
11.	Classroom environment	6
12.	Collaborative learning	6
13.	Drink water before course started	1
14.	Arrange sentences	1
15.	Remembering the words one by one	1
16.	Using technology	1
17.	Speak slowly	1

c. Searching for Themes

The researcher reviewed and sorted considering the context in which the researcher organized the important data that is connected to the research.

Table 3.3 *Searching for themes*

No	Codes	Potential themes
1	Practice more Prepare for the content Highlight important part of the content	Maintaining Preparation and Practice
2	Controlling self, relax Breathing techniques Keep a good mood Speak slowly	Self-Regulation Techniques
3	Friend's role, external support Support from teachers	Social Support and Collaboration

	Collaborative learning	
4	Know ourselves better Arrange sentences Remembering the words one by one Self mindset	Cognitive Strategies
5	Classroom environment	Environmental Adaptation

d. Reviewing Themes

The researcher process the identified themes, which represent data accuracy and effectively answer the research questions. The researcher carefully evaluate the themes to determine their suitability for the study. If a theme is deemed unsuitable, researchers will reject or modify it until the most suitable and acceptable themes are established.

e. Defining and Naming Themes

The researcher provided the definition and chose an appropriate name the essence of the theme which the goal is to articulate with the content and context of the data.

Table 3.4 *Defining and Naming Themes*

Themes	Definition
Maintaining Preparation and Practice	Students reduce speaking anxiety by thoroughly preparing for presentations or speaking tasks. This includes practicing in front of a mirror, rehearsing with friends, and mastering the material beforehand.
Self-Regulation Techniques	Students use physical and mental techniques to manage their anxiety, such as deep breathing, staying

	relaxed, and controlling their pace of speech.
Social Support and Collaboration	Students rely on support from friends and teachers to reduce anxiety. They feel more comfortable when working in groups or receiving positive feedback from teachers.
Cognitive Strategies	Students use mental strategies such as positive self-talk, focusing on key points, and avoiding negative thoughts to manage anxiety.
Environmental Adaptation	Students adapt to the classroom environment by creating a more relaxed and supportive atmosphere. They prefer collaborative and non-judgmental settings.

f. Produce the Report

The researcher produces a thorough and cohesive report based on their findings. The researcher writes a report on the research findings as the last step in theme analysis. The researcher synthesizes the findings and presents them in a thorough report after identifying and analyzing the main topics. A summary of the research topic, an explanation of the technique used, a presentation of the main ideas and the evidence for them, and an interpretation of the results are usually included in this report. Based on the themes that were found, the report attempts to give an organized and logical explanation of the research findings.

