

CHAPTER 3

RESEARCH PROCEDURES

A. Research Design

This research employs a qualitative case-study design (Yin, 2017) to explore the strategies students use to ease speaking anxiety in English classrooms. Data were collected through semi-structured interviews that encouraged learners to recount their experiences and adaptive techniques.

The research documents how junior high school students attempt to reduce anxiety during spoken English tasks. At this age, heightened self-awareness and fear of judgment make triggering situations, particularly presentations, group discussions, and role-plays, especially daunting. To cope, learners draw on cognitive, emotional, and behavioural techniques that were categorised and analysed in the inquiry. Researchers also charted how classroom climate, cultural ideals, and the weight of a collectivist context shape those responses. Results aim to guide educators in crafting supportive practices that boost confidence, engagement, and ultimately proficiency in spoken English.

B. Research Setting and Participants

The study took place at a junior high school in Cilacap, Central Java, Indonesia. Researchers chose this site because it exemplifies an ordinary Indonesian setting where English is taught as a foreign language, outside students' everyday use. The school creates a supportive, low-stress atmosphere that encourages learners to take part in English activities on a regular basis. With this context in mind, the investigation looks at the strategies these students adopt when they feel anxious while speaking in front of their peers. The typical classroom features a range of interactive tasks, including group discussions, role plays, and short oral presentations. To collect data, learners participated in interviews focused specifically on their feelings of nervousness during these speaking exercises.

The study enlisted ten eighth-grade students from a junior high school in Cilacap. Participants were selected based on three clear criteria: they had to be enrolled in the school English-as-a-Foreign-Language programme, they needed to agree to complete spoken tasks, and they had to show visible signs of speaking

anxiety during class. Teachers recorded these indicators: contagious hesitance, tense posture, and attempts to avoid talk, and that documentation shaped the final shortlist of volunteers.

The sample was intentionally kept small in order to support an in-depth, manageable data-collection process. Working with fewer participants makes it possible to explore each student's story and coping strategy in greater detail. A limited group also gives the researcher the time needed for careful observations and extensive interviews, tasks that are difficult to complete meaningfully with a larger roster. This design thus mirrors qualitative traditions, which favour rich, thick description of lived experience over wide-ranging but shallow summary.

Moreover, the ten-person group constitutes a representative slice of the overall population, making it adequate for spotting recurring themes and trends in the material. This number strikes a practical yet meaningful middle ground that enables the researcher to draw useful insights without being overwhelmed by data. Because the participants come from different backgrounds, their distinct viewpoints deepen and broaden the overall interpretation.

On the case-study approach underscoring this work, such a sample is especially fitting, since it captures both the richness and nuance of personal stories while still keeping data collection and analysis within sensible limits.

C. Data Collection

To understand how students alleviate anxiety when speaking English during class, this study adopts a qualitative case design centred on semi-structured interviews. Because the questions mix fixed topics with open prompts, interviewees are free to describe the mental, emotional, and physical techniques they use when nerves strike, providing much richer detail than multiple-choice surveys ever could. Respondents share stories in their own words, and the flexible agenda allows the interviewer to pursue unexpected leads and clarify vague points as they arise. Each discussion lasted approximately twenty minutes, was recorded digitally with permission, and later transcribed verbatim for in-depth coding and comparison.

Through these steps, the research hopes to create a well-rounded picture of classroom anxiety-reduction strategies and translate those insights into practical tips that teachers can implement immediately..

D. Data Analysis

Researchers used Braun and Clarke's 2006 guide on thematic analysis to sort through the data. Their method divides the whole task into six clear steps:

1. Familiarizing with the Data

The very first thing after finishing all ten interviews is to sit down and type out each conversation word-for-word. Once everything is written down, the researcher reads the transcripts, glances at their field notes, and pulls in anything else the researcher collected so they can really get to know the topic. While the researcher is doing that, the researcher keeps an eye out for big ideas, strong feelings, and patterns that keep popping up, marking them as the researcher goes. The researcher also jots down quick notes about what students say they worry about and how they try to cope with those nerves whenever they talk in class. By the end of this stage, researcher have a solid picture of what the data shows, which helps me look at their speaking anxiety in detail later on.

2. Generating Initial Codes

Data processing begins by converting the spoken interviews from the ten participants into written transcripts. Once the transcripts are ready, the researcher revisits them along with field notes and relevant literature to gain a solid grounding in the topic. During these reviews, recurring themes, emotional tones, and notable patterns emerge and are deliberately flagged. Preliminary notes capture dominant worries and coping strategies the students mention, creating an early map of the material. This careful reading ensures the researcher grasps the full context of speaking anxiety before moving on to fine-grained coding and deeper interpretation.

Table 1. Generating Initial Codes

Codes	Description	Excerpts
Speaking Anxiety	The fear experienced by students when speaking in English.	P1: "Fear of making mistakes" P5: "I'am Nervous" P10: " I'm Afraid of failure; I'm afraid of making mistakes"
Cognitive Strategies	Strategies used by students to change their thinking patterns in order to reduce anxiety about speaking	P1: " Bismillah, I can do it " P3: " Convincing myself that I can do it" P7: " Self-talk "
Emotional Strategies	Strategies for managing emotions to calm oneself, such as deep breathing, visualization, and mindfulness	P6: " Take a breath to calm down" P9: " Mindfulness, being present in the situation " P4: " Take it as a lesson"
Behavioral Strategies	Actions or activities undertaken by students to reduce anxiety, such as practicing speaking or engaging in group discussions	P5: " Practice the sentence first" P6: " Practice the sentence first" P8: " Repeating sentences "

3. Finding Themes

Following the generation of initial codes, the researcher categorizes these codes into broad themes. This thematic categorization facilitates the organization of data around basic themes. The next table defines the themes that emerged from the data, along with their descriptions, related codes, and frequency of occurrence.

Table 2. Finding Themes

Theme	Related Codes
Cognitive Strategies	"self-talk", "replace negative thoughts" ,
Emotional Strategies	"take a deep breath", "visualization", "mindfulness"
Behavioral Strategies	"Writing notes", "speaking practice"

4. Reviewing Themes

In this phase, the researcher carefully examined the identified themes to ensure they accurately reflected the data. Two key themes emerged from the analysis: Speaking Anxiety, Strategies to Reduce Anxiety, and Social Support. Speaking Anxiety stood out as the most prominent theme, as students frequently expressed concerns about making mistakes and facing judgment from others. Strategies to Reduce Anxiety were highlighted due to the various techniques students used, such as self-encouragement and practicing speaking, to manage their anxiety.

Table 3. Reviewing Themes

Theme	Excerpts	Frequency
Cognitive Strategies	<p>"Yes, self-talk." (P1)</p> <p>"I convince myself that I can do it." (P2)</p> <p>"It's like convincing myself that i can do it." (P3)</p> <p>"Use several ways", " bismillah", insyallah i can do it." (P5)</p> <p>"Yes, just like bismillah." (P6)</p> <p>"Talking to myself that I can do it." (P7)</p>	9

	<p>“Yes, when i am ashamed and afraid, i say bismillah i can do it.” (P8)</p> <p>“Yes I have, bismillah I can, I can do this.” (P9)</p> <p>"talk to my self" (P10)</p>	
Emotional Strategies	<p>"Yes, visualizing.“ (P1)</p> <p>“Yes, if I'm really nervous, sometimes I like to take a breath to calm myself.” (P2)</p> <p>“I've done it (mindfulness).” (P3)</p> <p>“Think of it as learning.” (P4)</p> <p>”Yes, take a deep breath so that it is more relaxed.” (p5)</p> <p>Oh yes, I've done visualization.” (P6)</p> <p>“Yes, breathe to be calmer.” (P7)</p> <p>“Sometimes I use it (visualization).” (P8)</p> <p>“I have, often like that (mindfulness).” (P9)</p> <p>“It's more like I just forget about it.” (P10)</p>	10
Behavioral Strategies	<p>“Practice the sentences first.” (P1)</p> <p>"Practice sentences.“ (P2)</p> <p>“Writing notes.” (P3)</p> <p>“Memorizing and practicing the sentences that have been made.” (P4)</p> <p>“Writing notes and practicing sentences.” (P5)</p> <p>“Writing notes and then practicing sentences or tasks.” (P6)</p>	10

“Setting objectives per sentence or dialog.” (P7)

“2 sentences or several dialogs a day” (P8)

“No, just practice until i can do it in front of the mirror.” (P9)

“Yes, practice little by little.” (P10)

5. Defining and Naming Themes

In this phase, the researcher delineated explicit definitions and names for the discovered themes to guarantee their clarity and appropriateness for subsequent analysis.

Table 4. Defining and Naming Themes

Themes	Definition
Cognitive Strategies	Techniques that focus on changing the way learners think about speaking tasks to reduce anxiety and build confidence
Emotional Strategies	Techniques that focus on managing emotional responses to speaking anxiety
Behavioral Strategies	Techniques that involve engaging in speaking activities and practicing to reduce anxiety through repeated exposure and practice

6. Writing Up

The data emphasises the crucial importance of personal efforts and social support in alleviating speaking fear. Students employ diverse strategies to mitigate their fear, while support from classmates and teachers is essential in enhancing confidence. The findings emphasise the necessity of establishing a good and supportive classroom atmosphere, wherein students feel secure to practise and refine their speaking skills, hence augmenting their engagement and confidence in language activities.

E. Research Schedules

The investigation took place at a single junior high school in Cilacap, Central Java, Indonesia. Researchers chose this particular institution because its profile closely mirrors that of other Indonesian schools where English is learned as a foreign language. Within this setting, students regularly engage in interactive speaking tasks beyond lessons, and the calm, real-world atmosphere makes the school a suitable lens for observing speaking anxiety during group discussions, role-plays, and oral presentations.

Table 5. Research Schedules

Description	December 2025	January 2025	February 2025	March 2025	April 2025	May 2025	June 2025	July 2025
Research Proposal writing								
Research Proposal Examination								
Data Collection								
Data Analysis								
Report								
Thesis Examination								