

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

This research used qualitative research methods. A qualitative method is a systematic, subjective approach used to describe life experiences and provide meaning. According to Creswell (2012), qualitative research is a means of exploring and understanding the meaning that individuals or groups give to a human social problem. The researcher chose a descriptive case study as the research design. According to Kay and Roger (2021), a Descriptive Case Study aims to provide a detailed account of a program, situation, or phenomenon, offering a clear understanding of what occurred and the parties involved. This study focuses on exploring students' speaking anxiety, particularly identifying the primary causes and the strategies they use to reduce or eliminate this anxiety. Therefore, this approach is well-suited for conducting a thorough investigation of a specific phenomenon, enabling a comprehensive and insightful analysis.

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

This study specifically focuses on investigating speaking anxiety among EFL students by identifying its underlying causes and exploring potential solutions to overcome it. This study aims to provide a deeper understanding of the barriers that hinder students' speaking performance and provide recommendations that can be applied to students and educators in the context of learning English as a foreign language.

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

This study was conducted at a university located in Tasikmalaya City and involved students from the English Education Study Program as participants. This study involved two participants who were purposively selected based on the anxiety they experienced during speaking activities in English learning in the classroom. Participants were selected based on the results of an initial

survey and classroom observations conducted during the learning process. After being selected, participants were asked to answer several predetermined questions, supported by attached evidence. Both participants were students of the English Education Study Program who experienced anxiety when speaking English in class, one of the physical responses to this anxiety being trembling hands, sweating, and stuttering. In addition, the anxiety of speaking also affected their thoughts, such as forgetting the material they had prepared, and then feeling down because they thought their performance was poor. Furthermore, in-depth interviews were conducted to obtain detailed explanations about their experiences, particularly regarding the main causes of their anxiety when speaking and the strategies they used to overcome and reduce anxiety during the English learning process in class.

### **3.4 Techniques of Collecting Data**

Semi-structured interviews were chosen as the data collection method in this study. Bryman (2012) states that semi-structured interviews are a form of interview in which the researcher prepares a series of guiding questions, but the formulation, number, and sequence of questions can be modified, omitted, or expanded during the process. The researcher used this technique to obtain more comprehensive and detailed information. In this study, interviews were conducted twice via Zoom meetings, focusing on the participants' experiences of anxiety, namely the causes, solutions, and physical responses when experiencing speaking anxiety. The framework proposed by Horwitz (1986) was adopted and adapted for the interview guidelines. Their Foreign Language Anxiety Theory (FLCA) describes foreign language anxiety as a multifaceted construct involving learners' self-perceptions, beliefs, emotions, and behavioral tendencies, which arise from the unique nature of language learning in a classroom setting. The researchers asked several main questions and also included follow-up or probing questions based on the participants' answers.

### 3.5 Techniques of Analyzing the Data

This research data analysis was a thematic analysis with an inductive approach. Thematic analysis was a method for identifying, analyzing, organizing, describing, and reporting themes within a dataset in detail (Braun & Clarke, 2006). Thematic analysis with an inductive approach was a qualitative analysis method used to identify and understand thematic patterns or issues that arose naturally from the data collected. An inductive approach meant that the findings and themes were developed from existing data, without any prior theoretical framework or hypotheses. There were six phases in thematic analysis according to Braun & Clarke (2006):

#### 3.5.1 Familiarization with the data

In this phase, the researcher needed to read and re-read the data transcript of the interview.

#### 3.5.2 Generating initial codes

This phase entailed 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 1.** Generating Initial Codes

Data	Initial Code
<b>Causes</b>	
<i>Eumm jadi saya merasa cemas saat berbicara di depan umum karena masih kurang percaya diri.</i>	Lack of Confidence
<i>Sering khawatir akan melakukan kesalahan, seperti takut salah ucap atau lupa materi sering membuat saya gugup.</i>	Fear of making mistakes
<i>Saya khawatir audiens menganggap saya bukan pembicara yang baik, tidak mampu membawakan materi dengan cara yang menarik dan jelas. Apalagi sampai mereka tidak mengerti apa yang saya sampaikan.</i>	Fear of not being understood

<i>Saya sih biasanya lebih ke respon tubuh, telapak tangan saya akan mengeluarkan keringat berlebih, bicara juga jadi terbata-bata karna rasa gugup</i>	The body's response
<i>Iya, saya merasa cukup cemas ketika aktivitas berbicara dinilai dan menjadi bagian dari penilaian akhir. Saya takut saya tidak melakukannya dengan maksimal dan mendapatkan nilai yang tidak memuaskan.</i>	Fear of getting bad grades
<i>Jika ada yang menilai pidato saya secara negatif, saya pastinya kepikiran terus. Tapi saya berusaha melihat dari sisi positifnya, saya anggap itu sebagai masukan untuk belajar dan memperbaiki diri agar bisa tampil lebih baik ke depannya.</i>	Fear of being judged negatively by others
<i>Iya, saya merasa cemas, dan sedikit nervous saat akan berbicara di depan banyak orang selain teman sekelas dan dosen mata kuliah terkait. Apalagi di mata kuliah ALS itu kan yang nonton bukan hanya teman sekelas, dan terbuka juga untuk umum, jadi rasa gugupnya malah makin meningkat yang menyebabkan kurang percaya diri.</i>	Anxious when giving a speech
<b>Sollutions</b>	
<i>Biasanya saya mengatasinya dengan cara mencoba untuk menjadi lebih tenang, seperti menarik napas dalam-dalam lalu menghembuskannya secara perlahan. Cara ini cukup membantu saya untuk lebih rileks dan mengurangi rasa cemas.</i>	Trying to relax
<i>Iya, dengan tidak melihat komentar-komentar yang ditulis di kolom komentar, dan tidak merespon komentar yang tidak memberi saran apalagi yang tidak membangun.</i>	Don't care about other people's comments
<i>Saya biasanya melakukan simulasi berbicara di depan cermin dengan menentukan suatu topik atau tema. Melatih pronounciation sebelum berbicara di depan umum, berlatih secara mandiri dan juga rutin.</i>	Affective regulation

**Table 2.** List of Initial Codes and Their Frequency

No.	Initial Codes	Total
1.	Lack of Confidence	3
2.	Fear of making mistakes	2
3.	Fear of not being understood	2
4.	The body's response	2
5.	Fear of getting bad grades	4
6.	Fear of being judged negatively by others	2
7.	Anxious when giving a speech	1
8.	Trying to relax	2
9.	Don't care about other people's comments	1
10.	Practice more	3

### 3.5.3 Searching for themes

In this phase, the researcher takes transcripts of the data and using the research questions as a guide, discovers something important that combines the codes into broad themes that effectively characterize the data. From the data that had been previously categorized and highlighted in the second phase, the researcher was able to identify themes.

**Table 3.** Searching for themes

Initial Codes	Category
Lack of confidence	I
Fear of making mistakes	
Fear of not being understood	
The body's response	
Fear of getting bad grades	II
Fear of being judged negatively by others	III
Trying to relax	IV

Don't care about other people's comments	
Practice more	V

### 3.5.4 Reviewing themes

In this phase, after having several themes, this involved refining these themes. The researcher could add or delete themes that are less relevant.

**Table 4.** Reviewing Themes

Codes	Sub-Themes	Description
Lack of confidence	I	The main causes of students' speaking anxiety
Fear of making mistake		
Fear of not being understood		
The body's response		
Fear of getting bad grades	II	
Fear of being judged negatively by others	III	
Trying to relax	IV	Solutions to reduce students' speaking anxiety
Don't care about other people's comments		
Practice more		
	V	

### 3.5.5 Defining and naming themes

In this phase, the researcher determined and gave names for the themes based on the data.

Sub-Themes	Themes
Communication Apprehension	The main causes of students' speaking anxiety
Test Anxiety	
Fear of Negative Evaluation	

Emotional Self-regulation	Solutions to reduce students' speaking anxiety
Affective Regulation	

### 3.5.6 Producing the report

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.

## 3.6 Research Schedule

The research was conducted in June with English language students who had taken the Speaking course. Data were collected using semi-structured online interviews.

**Table 5.** Time of the research

Description	Sept 2023	Oct 2023	Nov 2023	Dec 2023	June 2025	July 2025	Nov 2025	Des 2025
Research Proposal writing								
Research Proposal Examination								
Data Collection								
Data Analysis								
Report								
Thesis Result Seminar								
Thesis Examination								