

CHAPTER 3

RESEARCH PROCEDURES

This chapter presents the methodology employed in this research. It describes seven main parts of research procedures: method of the research, focus of the research, setting and participants, data collection, data analysis, research steps, time and place of the research.

A. Method of the Research

Descriptive case study was employed in this study as a method of the research. As defined by Yin (2003), case study is a method that aims to answer the question of “how” and “why”. This method is suitable for a detailed analysis to answer the question of this study, “How does public speaking anxiety differ between online and offline in public speaking performance?”. Moreover, Yin (2009) argued descriptive case study aims to describe what happened in a particular case phenomenon or case in a real-world context. Therefore, this approach is an appropriate method for an in-depth investigation of public speaking anxiety in online and offline context which can result in a comprehensive analysis.

B. Setting and Participants

The research was conducted at an English Education Department of a State University in Indonesia. This university was founded in 1978. Also, this university changed its status from private to state in 2014. It is selected because this university has public speaking, academic reading and writing, academic listening and speaking courses in the English Education Department. The setting is ideal for observing public speaking anxiety to the students. By observing in these settings, the researcher can gather the information needed.

Purposive sampling was used in this research. According to Guarte & Barrios (2006), purposive sampling is a random selection of sampling units within the population segment with the most information on the characteristic of interest. The researcher chose purposive sampling due to specific characteristics that fit the study framework, focusing on three undergraduate students from the English Language Education Department. These three participants fully met the criteria required for this study: they had completed the final exam for their Public Speaking

course in person, and they had also delivered an online public speech during an international conference (EIECIE) as a high-stakes final exam that combined Academic Reading & Writing and Academic Listening & Speaking.

To capture a comprehensive spectrum of experiences, the selection specifically included one high-achieving student (Grade A), one medium-achieving student (Grade B), and one low-achieving student (Grade C) based on their performance in the public speaking class, allowing the researcher to collect rich data across multiple cognitive and competency levels. For this reason, these three participants were considered information-rich cases who had directly navigated the exact environmental and academic transitions being studied. The small sample size explicitly allowed for an in-depth and detailed exploration of their lived experiences, which aligns perfectly with the qualitative goal of capturing nuanced ecological interactions across multiple systems rather than broadly generalizing findings. By analyzing in depth, this study can reveal how individuals with varying academic achievements uniquely internalize and respond to the psychological pressures of physical and digital speaking platforms.

In selecting participants due to the criteria, the researcher conducted the recruitment process through several steps: 1) participants are the result of observations determined by the researcher, 2) the researcher contacts 3 participants that are appropriate with the predetermined criteria 3) making an appointment with the participants and giving the consent form. The participants were given around one week to fill it out with their signatures. A consent form can be seen in the enclosures. To ensure data of the participants, the researcher guaranteed data confidentiality, 4) the researcher collected signed consent forms, 5) the researcher was conducted the interview in the Indonesian language to gather the data, 6) the researcher transcribed and translated them into the English language, and 6) The researcher analyzed the data using thematic analysis (Braun and Clarke, 2006).

C. Data Collection

The data collection in this research was semi-structured interview because this method is very suitable for this study to give some questions for the students

about anxiety in learning public speaking. According to Adeoye & Oeni, (2021), semi-structured interviews are suitable for answering more complex social/behavioral research questions. Semi-structured interview are useful to elicit depth data from participants in this research. The interview was conducted face-to-face and recorded in a voice recorder through WhatsApp. The researcher did another way by writing down the interview results.

The researcher used Bronfenbrenner's ecological theory as the conceptual framework to support the data. The elements of the theory used in the data collection are microsystem, mesosystem, and macrosystem. By using this theory, the researcher explored the relationship between the ecosystem and the student to evaluate and categorize ecological effects on students' speaking anxiety. Thus, the researcher conducted the interview once for each participant. The interview guidelines can be seen in the enclosures and the transcript contained two roles namely Researcher (R) and Participant (P1, P2, or P3).

D. Data Analysis

To analyze the data, the researcher used thematic analysis as a data analysis. According to Braun & Clarke (2006), thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data. It minimally organizes and describes the data set in (rich) detail. Themes derived from the interview transcripts and observations, focusing on common public speaking anxiety factors. There are six steps in thematic analysis, such as:

1. Familiarizing the Data

In this step, the researcher familiarized herself with the data by reading it several times. Before that, the data were presented as audio recordings of interviews, so the researcher had to listen to them, then transcribe them and read the transcript results.

2. Generating Initial Codes

In the second step, the researcher began to arrange the data by giving signs to the data in the codes related to the study's aim. The researcher used the colouring method to differentiate each aspect indicated by participants, which

generated the initial codes. Furthermore, the researcher related the data based on the aim of the research and then categorized it using initial codes.

3. Searching for Themes

In the third stage, the researcher examined the themes identified in the previous step of the data analysis. This step involves categorising the data transcripts by selecting those that are interesting or significant to the research questions.

4. Reviewing Themes

In this step, the researcher reads all the data for each theme to determine the appropriateness and match the data.

5. Defining and Naming Themes

In this step, the researcher defines the themes as the answer to the research question.

6. Producing the Report

The final step is to select clear and convincing examples of extracts, conduct a final analysis of the selected sections, link the study to the research question and literature, and create a scientific report based on the analysis.

After completing the six phases of thematic analysis proposed by Braun and Clarke, the researcher organized the coding results into thematic tables to clarify the relationship between the initial codes and the broader categories identified in the data. After completing the six phases of thematic analysis proposed by Braun and Clarke, the researcher organized the coding results into thematic tables to clarify the relationship between the initial codes and the broader categories identified in the data. These tables illustrate how the interview excerpts were first coded through open coding and then grouped into more focused categories through selective coding. This process helped the researcher identify recurring patterns related to students' experiences of public speaking anxiety in online contexts.

Table 1 Analysis of Offline Public Speaking Anxiety

Data Source	Example	Open Coding	Selective Coding	Final Theme
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P1 - Offline	“Dengan adanya presensi dosen di sana itu lebih ke nervous kalau misalnya nilai saya nanti kurang kalau misalnya menurut beliau itu performance saya waktu public speaking itu tidak memuaskan atau misalnya saya misspronounce atau misalnya topik yang saya bawaan itu kurang menarik dan sebagainya jadi iya kehadiran dosen waktu public speaking khususnya offlinenya cukup menaikkan rasa nervous saya sebetulnya.”	The lecturer's presence increasing performance pressure	Offline Microsystem of EFL Students' Public Speaking Anxiety	Microsystem
P2 - Offline	“Saking nervousnya saya pernah kelupaan perihal materi dan konten, waktu itu beberapa saat saya berhenti sejenak karena tiba-tiba otak blank, namun saya berusaha melanjutkan meski hanya dari inti yang saya ingat saja.”	Memory lapse during presentation		
P3 - Offline	“Ada gejala fisik yang saya rasakan saat merasa cemas yaitu ketika pidato kita difasilitasi mikrofon. ketika memegang mikrofon dengan tangan satu itu terlihat getaran dari tangan saya. oleh karena itu saya	Physical symptoms of public speaking anxiety		

	memegangnya dengan tangan dua.”			
P1 – Offline	“Selain karena kurang pengalaman, saya merasa nervous banget karena audiencenya itu satu angkatan ya, kalo misalnya untuk audiensnya hanya teman-teman sekelas mungkin tidak akan se nervous itu karena udah terbiasa presentasi mungkin ya jadi kalau untuk di depan teman sekelas sudah lebih rileks lah. Namun karena ini di depan teman satu angkatan yang sebetulnya hampir sebagian besarnya saya tidak kenal tidak dekat juga jadi lebih nervous.”	Anxiety triggered by unfamiliar large audience	Offline Mesosystem of EFL Students’ Public Speaking Anxiety	Mesosystem
P3 – Offline	“Ketika saya berbicara di depan kelas, kadang ada beberapa teman seangkatan yang tidak semuanya saya kenal tiba-tiba tertawa atau memberikan respon seperti menertawakan apa yang saya katakan. Karena jumlah audiensnya juga banyak, hal itu membuat saya langsung merasa gugup dan tidak percaya diri, karena saya berpikir mungkin ada sesuatu	Self-doubt triggered by peer reaction		

	yang salah dengan cara saya berbicara.”			
P2 – Offline	“Tentu, nilai budaya sangat berpengaruh dalam performa public speaking, orang tua saya dari dulu mengajarkan harus hati-hati dengan perkataan, apalagi di depan orang banyak, mungkin itu juga yang memengaruhi saya takut salah ketika berhadapan dengan orang banyak di depan. Untuk intonasi, saya juga terkadang memerhatikannya, namun ketika sedang cemas atau panik, kadang saya lupa menjaga intonasi.”	Cultural ideology in public speaking	Offline Macrosystem of EFL Students’ Public Speaking Anxiety	Macrosystem
P1 – Offline	“Salah satu kesulitan saya dalam public speaking adalah mengekspresikan emosi saat berbicara. Saya sering menyampaikan materi dengan nada yang cenderung datar. Padahal dalam public speaking, terutama ketika menyampaikan pidato yang bersifat persuasif, biasanya ada harapan bahwa pembicara bisa menyampaikan pesan dengan lebih ekspresif dan melibatkan emosi	Difficulty expressing emotion in speech delivery		

audiens. Pada saat final examination misalnya, saya menyampaikan pidato persuasif tentang penghijauan. Dalam situasi seperti itu sebenarnya pembicara diharapkan bisa membangun emosi atau antusiasme audiens. Namun karena cara bicara saya masih cukup datar, saya merasa pesan yang ingin saya sampaikan tidak selalu sampai dengan kuat kepada audiens dan terkadang terasa seperti ceramah satu arah.”

P1 – Offline	“Nilai-nilai dalam budaya saya sangat memengaruhi cara saya dalam melakukan public speaking. Namun, menurut saya nilai-nilai yang ada di lingkungan pendidikan juga mempengaruhi cara saya melakukan public speaking. Dalam konteks akademik, mahasiswa biasanya diharapkan bisa menyampaikan presentasi dengan jelas, terstruktur, dan menggunakan bahasa Inggris dengan cukup baik. Karena ada standar seperti itu,	Educational expectation standard of public speaking
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saya sering merasa harus mempersiapkan diri dengan lebih serius agar tidak melakukan kesalahan saat berbicara. Ekspektasi tersebut membuat saya lebih berhati-hati saat melakukan public speaking.”

While the previous table illustrates the thematic coding structure in offline public speaking contexts, the researcher also examined students’ experiences of public speaking in online settings. Given the increasing use of digital platforms for academic presentations, it is important to understand how anxiety may emerge under different environmental conditions. Using the same thematic analysis procedures proposed by Braun and Clarke, the researcher organized the online interview data into corresponding codes and categories. The thematic coding structure for the online context is presented in the following table.

Table 2 Analysis of Online Public Speaking Anxiety

Data Source	Example	Open Coding	Selective Coding	Final Theme
P1 - Online	“Karena saya bukan orang yang terbiasa public speaking begitu jadi se sering apapun saya public speaking meskipun saya sudah cukup rileks itu masih tetap nervous dikit takut di judge takut di mata orang lain itu public speaking saya jelek takut banyak mikirnya takut kayak sekarang aa ee aa ee begitu.”	Fear of being judged	Online Microsystem of EFL Students’ Public Speaking Anxiety	Microsystem
P2 – Online	“Terkendala sedikit sebetulnya pada saat penyampaian konten, karena saya sempat ragu dan gugup mendadak, jadinya ada beberapa hal	Memory lapse during presentation		

	yang lupa saya sampaikan.”			
P3 – Online	“Tetap ada sih gejala fisiknya, tangan terasa kaku ketika mengoperasikan laptop.”	Physical symptoms of public speaking anxiety		
P1 – Online	“Kalau di EIECIE itu kan mempresentasikan riset kita yang mana sebetulnya itu alasan kenapa saya nervous dan anxious gitu selain karena ditonton banyak orang ya tapi karena yang perlu saya presentasikan ini bukan hanya proyek yang saya dan teman-teman saya buat, melainkan sebuah hasil riset data yang perlu kami pertanggungjawabkan gitu jadi keaslian dan juga penggunaannya itu perlu dipertanggungjawabkan.”	Anxiety when presenting research-based content		
P1 – Online	“Karena audiens nya lebih luas lagi dari yang public speaking jadi lebih ada paksaan dari diri saya sendiri sebetulnya saya ingin tampil bagus rasanya itu saya tidak ingin mempermalukan diri saya sendiri gitu di depan orang banyak.”	Anxiety triggered by unfamiliar large audience	Online Mesosystem of EFL Students’ Public Speaking Anxiety	Mesosystem
P3 – Online	“Tidak ada kendala pada materi karena sebelum pelaksanaan sudah dipersiapkan dengan matang, maka ketika pelaksanaannya tidak ada kendala terkait konten maupun materi hanya saja terkadang tidak dapat dipungkiri masalah jaringan masih menjadi	Connection problem in performing public speaking		

	masalah yang seringkali dihadapi ketika online dan itu bisa membuat cemas juga.”			
P2 – Online	“Menurut saya, kegiatan public speaking secara online sekarang sudah cukup lumrah, terutama di lingkungan akademik. Namun, dalam konteks budaya daerah saya, cara berkomunikasi yang sopan dan tidak terlalu ekspresif masih sangat dijunjung tinggi. Nilai-nilai tersebut juga terbawa ketika melakukan public speaking secara online. Meskipun medianya digital, saya tetap berusaha menjaga cara berbicara agar terdengar sopan, tidak terlalu berlebihan dalam menyampaikan pendapat, dan tetap menghargai audiens. Selain itu, karena komunikasi online semakin sering digunakan dalam pendidikan dan seminar akademik, masyarakat akademik juga mulai menyesuaikan diri dengan norma baru dalam berkomunikasi secara profesional melalui platform digital, tetapi tetap dipengaruhi oleh nilai-nilai komunikasi yang berkembang di lingkungan budaya kami.”	Cultural influence in online public speaking	Online Macrosystem of EFL Students’ Public Speaking Anxiety	Macrosystem
P3 - Online	“Sebagai orang Jawa, saya dibesarkan dalam	Cultural ideology in		

lingkungan yang public speaking menekankan sikap rendah hati, tidak menonjolkan diri, serta menjaga tutur kata agar tetap sopan. Nilai-nilai tersebut tetap memengaruhi cara saya berbicara, bahkan ketika melakukan public speaking secara online. Meskipun berbicara melalui platform digital seperti Zoom atau Google Meet, saya tetap merasa perlu menjaga cara menyampaikan pendapat agar tidak terdengar terlalu dominan atau berlebihan. Dalam budaya saya, berbicara dengan nada yang terlalu percaya diri atau terlalu menonjol bisa dianggap kurang sopan. Karena itu, ketika melakukan presentasi online di depan banyak peserta, saya sering merasa cemas jika cara saya berbicara dianggap kurang sesuai dengan norma kesopanan yang diajarkan dalam budaya saya. Jadi meskipun medianya sudah online, nilai-nilai budaya tersebut tetap memengaruhi bagaimana saya menampilkan diri saat berbicara di depan audiens.”

Following the organization of the codes into broader categories, the researcher further reviewed and refined these categories to define and name the final themes. At this stage, each theme was carefully examined to ensure that it accurately represented the patterns found in the data and clearly reflected the focus

of the study. The process of defining themes allowed the researcher to establish coherent thematic categories that explain the factors influencing students' public speaking anxiety.

Table 3 Naming and Defining Themes

Themes	Context	Definitions
Microsystem	Offline	In the offline context, the microsystem theme refers to how students' interact when performing face-to-face public speaking. These interactions include psychological concerns such as fear of lecturer's presence, cognitive challenges such as difficulty recalling prepared materials during presentations, and physical logical symptoms of anxiety. This theme highlights how students' personal perceptions and emotional responses emerge directly during in-person public speaking final exam situations.
Mesosystem	Offline	The mesosystem theme in offline public speaking final exam refers to the immediate social environment that interacts directly with the speaker during presentations. Factors such as audience familiarity, audience size, and the presence of students from other classes may influence students' levels of anxiety. In face-to-face settings, the physical presence of the audience and the dynamics of the classroom environment intensify students' awareness of being evaluated by others.
Macrosystem	Offline	The macrosystem theme represents broader socio-cultural and institutional influences that shape students' experiences in offline public speaking final exam. Cultural values related to politeness, modesty, and appropriate self-expression influence how students perceive speaking in front of others. In addition, academic expectations, such as presenting formal or research-based content, may create additional pressure for students to perform effectively in traditional classroom presentations.
Microsystem	Online	In the EIECIE online public speaking contexts, the microsystem theme refers to the personal psychological and physical responses experienced by students when delivering presentations through Zoom Meeting. These responses include fear of being judged by the audience, memory lapses during presentations, feel anxious when presenting research-based content and physical symptoms associated with anxiety. Although the interaction occurs through virtual

		platforms, students may still experience similar internal reactions when speaking in front of an online audience.
Mesosystem	Online	The mesosystem theme in EIECIE online conference contexts refers to situational conditions within the digital learning environment that influence students' public speaking experiences. These factors include interactions with unfamiliar audiences in virtual meetings as well as technical challenges such as unstable internet connections during presentations. Such environmental conditions may affect students' confidence and increase their anxiety while delivering presentations online.
Macrosystem	Online	The macrosystem theme in EIECIE online public speaking refers to broader cultural and institutional influences that shape how students perform in digital communication environments. Cultural norms related to appropriate communication styles, including expectations of modesty and politeness, may still influence students' behavior even in virtual settings.

E. Time and Place of the Research

This research was conducted at a university located in Tasikmalaya, West Java, Indonesia. The research was carried out over a period from August 2024 to May 2026, covering the stages of data collection, analysis, and reporting.

Table 4 Research Schedule

No	Activities	Aug - Nov 2024	Dec	Feb - Apr 2025	Feb	Mar	Apr	Jun
1.	Research Proposal Writing							
2.	Research Proposal Examination							
3.	Data Collection							
4.	Data Analysis							

5.	Comprehensive examination	
6.	Final Thesis Examination	