

CHAPTER III

RESEARCH METHOD

This chapter discussed the research method used in this study. It covered the presentation of the research design, subject and setting, data source, data collection method, dependability and credibility, and data analysis.

A. Research Design

In this study the researcher are interested in seeing and digging deeper and understand students' anxiety that influence English language learning performances outside the field of education students at IAIN Tulungagung. This research is included in the category of qualitative research because seen from the data collected are descriptive or words. According to Issac and Michael (1981 : 46), descriptive research is used in the literal sense of describing situations or events. Descriptive research is research tha involves a collection of techniques used to specify, delineate or describe the data naturally occuring phenomena without experimental manipulation. The purpose of descriptive qualitative research is to describe the data systematically the facts and characteristics of area of interest factually and accurately (Issac and Michael, 1981 : 42)

Researcher used two stages of collecting data in this study. The first stage is a questionnaire which is used to measure the level of student anxiety. This is needed to determine the subject of this study, how many students have low anxiety levels and how many students have high anxiety levels. The second stage is the interviews, which is to investigate and explore deeper the causes of anxiety and what strategies students use to reduce their anxiety in learning English at IAIN Tulungagung. The result of this study is descriptive, that is factual and actual explanation of how factors of anxiety and students' strategies to reduce their anxiety in learning English at IAIN Tulungagung. The data generated in this study will be in the form of words that are presented as they are in the field, experienced, felt and thought by the participants or data sources.

B. Subject and Setting

1. Subject

Subjects in this study are Aqidah and Islamic Philosophy students at 6th semester in IAIN Tulungagung. Researcher chose it because students in this faculty had more experience and more material in learning English in their class from the first semester until the sixth semester than other faculties at IAIN Tulungagung.

2. Settings

Qualitative research is a study that is not easy to determine how long the implementation process. The duration of the study depend on the source of the data obtained and the research objectives. This research takes place as long as all data have been met and its credibility and reliability are proven. The location of the research was conducted at IAIN Tulungagung Jl. Mayor Sujadi Timur. No.46, Plosokandang, Kedungwaru, Tulungagung District, East Java 66221.

C. Data Source

The source of data in the study is the subject from which the data obtained such as objects, things or people where researchers observe, read, or ask about the data. The data sources used in this study are:

1. Primary Data

Primary data is data acquired or collected directly in the field by the person conducting the research or concerned requires it.

In this research the primary data was in the form of information came from interviews taken from students in Aqidah and Islamic Philosophy semester 6th who had studied English in IAIN Tulungagung.

2. Secondary Data

Secondary data is additional data that supports research. Secondary data from this study is student achievement (KHS) which shows the results of their English learning during class.

D. Technique of Data Collection

To obtain data in the field in order to describe and answer the problem under study, then the methods used in data collection are:

1. Questionnaire

In this study the data from questionnaire are used to determine the subject. From this questionnaire the researcher obtain information related to the anxiety level of the population, in this case are students of the Faculty of Usluhudin and Adab Da'wah in IAIN Tulungagung. In this study, researcher took students who were classified as having high and low anxiety levels by used (FLCAS). High and Low level here is not a research finding but only a means used to determine the subject and followed up using interviews. Questionnaires given to students with the aim to determine their level of anxiety. After obtaining data about their anxiety levels, the researchers take some of them including High and Low levels to be extracted about their anxiety information in depth by interview.

2. Interview

Interview is a data collection by way of interviewing selected individual as a respondent. Futhermore, it is a direct face to face attempt to obtain reliable and valid measures in the form of verbal responses from one more respondents. According to Bungin (2007 : 111), in-depth interview is a process to obtain information for the purpose of research by face to face questioning between the interviewer and informant or interviewee, with or without the use of an interview guide. The purpose of in-depth interviewing is not to get answers to questions, nor to test hypotheses, and not to “evaluate” as the term is normally used, at the root of in-depth interviewing is an interest in understanding the lived experience of other people and the meaning they make of that experience. (Seidman, 2005 : 10).

Before conducting the interview, researcher measure the level of students anxiety to find students as the participants. Students who show the signs of language anxiety were asked if they ever experienced anxiety in English class. Those students whose responses suggest high and low level

of anxiety were asked and invite to participate. Later, during the initial process with the participants, the researcher explain the nature of the study and that all interviews were conducted in Bahasa, student's first language, to elicit answers without limiting of inhibiting the students.

After completion of the interview the researcher compiles the interview result as a result of the basic notes as well as abstractions for the purposes of data analysis. Here the researcher used interview guides to direct the research focus. This method is used to find data about factors of anxiety, how that factors affecting students' anxiety and students' strategies to reduce their anxiety that influence English language learning performances at IAIN Tulungagung

3. Observation

Another data collection technique is observation. Observation according to Bungin (2007:118), is a data collection technique used to collect research data through observation and sensing. In this case, the observation conducted by observing students' behavior during teaching and learning. The researcher observe the signs of language anxiety that appeared in every single phase of English learning take place in the classroom. Futhermore, the observation is use to find out when was stdents likely to fell anxious and in what situations that might trigger their anxiety in English class.

E. Trustworthiness of The Data

All qualitative researchers collect multiple sources of data to ensure that they have a deep understanding of the phenomena being studied. To enhance credibility, the researcher discusses how the information provided by the different data sources was compared through triangulation to corroborate the conclusions (Lodico, Spaulding, and Voegtle 2010: 170). It means that triangulation enables the researcher to conduct a practice of viewing this case from more than one perspective. Therefore, the researcher can get better

understanding to investigate the level of anxiety, factors that cause students' anxiety and their strategies to reduce it.

Analysis triangulation also referred by some authors as the data analysis triangulation. It is the use of more than two methods of analyzing the same set of data for validation purposes (Kimchi, Polivka, & Stevenson: 1991). In other words, it involves the convergence of multiple data sources. According to Denscombe (2007: 136), the validity of findings can be checked by using different sources of information. This can mean comparing data from different informants (informant triangulation) or using data collected at different times (time triangulation). In the study, the researcher used data which were collected from the field and students as the main data. For the triangulation procedure, he used the data from students which were collected through in-depth interviews as the data comparison.

F. Data Analysis

The process of data analysis fell into three major phases following the framework of qualitative analysis developed by Miles and Huberman: data reduction, data display, and conclusion and verification.

1. Data Reduction

The mass of the data will be organized and somehow meaningfully reduced or reconfigured. According to Miles and Huberman, data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data. (Matthew, 1994: 10)

In reducing the data, the writer chose which aspects of the data that appeared in the interview transcriptions and field notes, should be emphasized, minimized, or set aside completely for the purposes of the research. In this case, the entire interview data that has been transcribed, followed by selecting the data according to the purpose of this study by coding or marking the answers from the sources that have been transcribed using the highlighter. A sentence marked with the highlighter color indicates that it is the data needed by the researcher.

2. Data Display

Data display is the second phases in Miles and Huberman's model of qualitative data analysis. This phase provides an organized and compressed assembly of information that permits for conclusion drawing. The writer displayed the data that have been reduced in order to facilitate for data interpretation. In this case, the data is presented with a description or narration.

3. Conclusion Drawing/Verification

Based on the data that has been reduced and displayed previously, researcher draws conclusions regarding the problem formulation, namely the factors that cause anxiety in learning English students are like students feel not quite sure of their own abilities, always feel nervous and confused when appear in front of the class, and the fear that arises when other students laugh at it when using a foreign language. Furthermore, with regard to the student's strategy in overcoming anxiety, the researcher draws the conclusion that students will reduce their fear, confusion, and nervousness by increasing their practice in honing their foreign language, learning the wording of the foreign language used correctly, and practicing it more with friends. who is more proficient in using these foreign languages.

From the data that researchers have collected at the moment, this conclusion is only temporary because if later there is insufficient data to answer the entire research problem, the researcher will return to the field by looking & reviewing to strengthen this data.