CHAPTER III

RESEARCH METHOD

This chapter presents some points. Those are research design, subject of the study, data and data sources, technique of data collection, technique of data verification, and technique of data analysis.

A. Research Design

Before conducting a research, the researcher needs to make a structural planning about how to proceed then reach an understanding about the phenomenon which will be studied. That's why the researcher needs to decide a research design. Research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis (Creswell, 2009: 3). In addition, research design is the researcher's plan of how to proceed to gain an understanding of some group or some phenomenon in its context (Ary *et.al*, 2010: 426).

This research was categorized into descriptive qualitative research. According to Isaac and Michael (1981:46), descriptive research is used in the literal sense of describing situations or events. Descriptive research is research that involves a collection of techniques used to specify, delineate or describe the data naturally occurring 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 (Isaac and Michael, 1981:42). The data contains

the accurate information about the causes of speaking anxiety of sixth semester students of English Department at IAIN Tulungagung and the way how to overcome it.

B. Subject of the Study

To make the research run well, the researcher needs help from the subject of the study to collect the data. In qualitative research, the researcher must get a deep data means that the researcher must get the data from everything that related to the causes of speaking anxiety and the ways to overcome it. The subjects of this research were four students from sixth semester students of English Department at IAIN Tulungagung who were included into active and passive students. Active students are students who like to read, have high curiosity, always be prepared, like to ask question, and responsibility. Whether passive students are afraid to ask and the fear getting scolded by the instructor, not confident with themselves, still sit and listened, difficult to focus in class, not interested in learning, not interested in the topic being studied, ashamed to ask, and lack of knowledge (Fassinger 2000). These four students were chosen based on the theory above. The sixth semester students were chosen because they had finished the skill course in their college. It means that they should master English. But in reality, the researcher still meets them are anxious to speak English.

C. Data and Data Sources

1. Data

   Data is any information which is needed to answer the research questions or problems. According to Ary (2010: 425), in qualitative research, the data are in the form of the people, objects, events, places, conversation, and so on. In this study, the data is in the form of words or statements which were taken from the result of interview and observation.

2. Data Sources

   According to Arikunto (2006: 118), data sources are subject where data can be gained. The primary data sources of this research was taken from the result of in-depth interview conducted by the researcher by giving several depth questions about the causes and the ways how to overcome speaking anxiety in the classroom interaction to the students who become the subjects of the research.

D. Technique of Data Collection

Qualitative research has a number of data-gathering tools available for their investigations. The most common data collection methods used in qualitative research is observation, interviewing, and document or artifact analysis (Ary et al, 2010: 431).

1. In-depth Interview

   Interview is one of the most widely used and basic methods for obtaining qualitative data. Interviews are used to

gather data from people about opinions, beliefs, and feelings about situations in their own words. (Ary et al 2010: 438).

There are some kinds of interview: unstructured interview, structured interview, semi/partially structured interview, and in-depth interview. Based on the kinds of interview above, this research used in-depth interview.

In-depth interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation (Boyce & Neale, 2006: 3).

The researcher started an in-depth interview from 10th-21st of April 2018. The researcher made some questions based on blueprint that has been validated by an expert before. The blueprint consists of the same questions to the different subjects. From this in-depth interview, the researcher got the deep information from the subjects.

2. Participant Observation

After doing in-depth interview, the researcher conducted participant observation. Qualitative observations rely on narrative or words to describe the setting, the behaviors, and the interactions.

Participant observation is the process enabling researchers to learn about the activities of the people under study in the natural setting through observing and participating in those activities. It provides the context for development of sampling guidelines and interview guides (Kathleen & Billie, 1998:259). In the participant as observer stance, the observer actively participates and becomes an insider in the event being observed so that he or she experiences events in the same way as the participants (Ary, 2010: 433).

By conducting participant observation, the researcher got the information about the subjects' performance in speaking and then the researcher wrote and recorded everything that was seen and listened. Video and audio recorder were used to support the observation.

In the research, the researcher was as an observer who sat on the front row observing and doing note taking and observation checklist about all related events that occurred in the classroom interaction. The purpose of doing participant observation was to crosscheck whether what the subjects explained during interview was true or not.

The researcher conducted observation once on Thursday, 3rd of May 2018 at 07.00-08.40 and 08.40-10.20.

3. Documentation of the study

Qualitative researchers may use written documents or other artifacts to gain an understanding of the phenomenon under study. The term *document* here refers to a wide range of written, physical, and visual materials, including what other authors may term artifacts. Documents may be personal, such as autobiographies, diaries, and letters; official such as files, reports, memoranda or minutes; or documents of popular culture, such as books, films, and video (Ary, 2010: 442)

The researcher used documentation such as profile of IAIN Tulungagung where the researcher conducted the research; lesson plan and course outline of the lecturer who taught when the researcher conducted participant observation; the students' name; and the lecturers' name. (See Appendix). By knowing these information, it could help the researcher to get a deep information.

4. Field Notes

The most common method of recording the data collected during observation is filed notes. The researcher may make brief notes during the observation but then later expands his or her account of the observation as field notes. Notes may supplement information from other sources, including

documents and interviews, or they may comprise the main research data (Ary, 2010: 435).

The researcher got the field notes when she conducted participant observation. What the researcher saw and heard, it was written and reported as field notes. This helped the researcher to ease checking the video of observation. There were two field notes in the research (See the appendix).

E. Technique of Data Verification

In qualitative research, there is common technique usually used to check the trustworthiness of the data. In this research, it is important to check the trustworthiness of the data to reduce the researcher's opinion, preducises, and biases about the data. To check the trustworthiness of the data, the researcher used triangulation. 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 factors that cause students' speaking anxiety and the way how to overcome it.

According to Ary et al (2010: 498-499), triangulation is the use of multiple sources of data, multiple observers, and/or multiple methods. There are several types of data triangulation as the result of the idea that the condition of the data can vary based on the time data were collected, people involved in the data collection process, and the setting from which the data were collected (Begley: 1996).

In the research, the researcher used methodological triangulation. Methodological triangulation is defined as the use of more than two methods in studying the same phenomenon under investigation (Mitchell: 1986). The researcher used four methods to collect the data such as in-depth interview, participant observation, document of study, and field notes. In-depth interview was done first then conducted participant observation, document of study, and field notes. The subjects were interviewed to get a deeper data about the causes of speaking anxiety and the way how to overcome it. After doing in-depth interview, the researcher conducted participant observation to crosscheck the information gotten from in-depth interview.

F. Technique of Data Analysis

After the data were collected through doing, in-depth interview, participant observation, documentation of study, and filed notes, the data were analyzed. According to Bogdan and Biklen (1982: 248), data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that the researcher accumulates to increase his understanding and to enable him to present what he has discovered.

Data analysis in qualitative research is often done concurrently or simultaneously with data collection through an interactive, recursive, and dynamic process. (Ary, 2006: 481). Data analysis in qualitative research is a time-consuming and difficult process because typically the researcher

faces massive amounts of field notes, interview transcripts, audio recordings, video data, reflection, or information from documents, all of which must be examined and interpreted. Analysis involves reducing and organizing data, synthesizing, searching significant patterns, and discovering what is important. (Ary et.al ,2010: 481).

Miles and Huberman (1992: 10) define analysis consisting of three current flows of activities:

1. Data Reduction

The first step in analyzing data is data reduction. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written field notes or transcription. After the researcher collected the data from in-depth interview, then the researcher transcribed it. The researcher reduced some parts of the data. Through data reduction, the researcher selected and organized the raw data. The data which were irrelevant to the research problem were discarded. The next step was participant observation. After transcribing the data, the researcher did participant observation to crosscheck the data gotten from in-depth interview.

2. Data Display

The next step is data display. Data display is an organized, compressed assembly of information that permits conclusion

drawing and action. (Miles and Huberman, 1992: 11). It refers to displaying or presenting the selected data. The process of showing data simply in the form of words, sentences, narratives, tables, and graphic. In this research, the researcher presents the data in the form of narrative or description. The summaries of causes speaking anxiety and the ways how to overcome it are presented in the form of table.

3. Conclusion Drawing

Conclusion drawing is the last procedure of analyzing data of the research. There are two kinds of conclusion. Those are temporary conclusion which is made in the beginning of the research and final conclusion which is made in the last of research. The temporary conclusion was analyzed continuously and then verified to bring it to the final conclusion. In this research, the conclusion gives a new discovery about the ways how to overcome speaking anxiety employed by the sixth semester students of English Departmentat IAIN Tulungagung.