

## CHAPTER III RESEARCH METHODOLOGY

### A. Research Method

The research employed descriptive qualitative research design to address the research objectives. Since qualitative data provides detailed and insightful descriptions and explanations of human processes,<sup>1</sup> Descriptive designs aim to methodically depict the details and attributes of a particular phenomenon or the connections among events and phenomena.<sup>2</sup> According to Creswell, "Qualitative research is a method for exploring and understanding meanings that a number of individuals or groups of people believe to originate from social or humanitarian problems".<sup>3</sup> Hence, this method allowed the researcher to understand specific students in an effort to identify anxiety factors in students and effective strategies for finding solutions in classroom listening. The researcher employed both interview and observation methods to gather data. The observation method was appropriate for this study as it enabled comprehensive data collection. The interview method was also deemed suitable since it allowed the researcher to gather data directly from the involved participants.

### B. Research Participant and Setting

The research focused on students who joined an organization based on the Kudus campus. Specifically, the participants of interest in this study were the STEC (Students English Club) members and were selected as the sample group. In qualitative research, the researcher determines the objects or participants through purposive sampling, which involves selecting individuals or settings that can best aid in

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<sup>1</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012).pdf.

<sup>2</sup> Sharan B. Merriam and Sharan B. Merriam, *Qualitative Research: A Guide to Design and Implementation*, 2nd ed, The Jossey-Bass Higher and Adult Education Series (San Francisco: Jossey-Bass, 2009).pdf.

<sup>3</sup> John W Creswell and J David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Fifth Edition (Los Angeles: SAGE Publications, Inc., 2018).pdf.

understanding a phenomenon.<sup>4</sup> The primary objective of purposive sampling was to target specific characteristics or attributes within a population that were relevant to addressing the research questions.<sup>5</sup>

*Table 3. 1*  
**DEMOGRAPHICS RESPONDENTS**

NO	PARTICIPANTS	GENDER	AGE	BACKGROUND
1	S.P.V	Female	20	Semester 4
2	V.H.H	Female	20	Semester 4
3	P.B.A	Female	19	Semester 2
4	S.A.A	Female	19	Semester 2
5	A.I.U.A	Female	19	Semester 2

In the context of this research, the criteria used include membership in the STEC, level of participation in club activities, and willingness to participate in research. Researchers collaborate with STEC to recruit respondents who meet the established criteria. The recruitment process was carried out by asking STEC to identify members who were willing to participate in this research. From the recruitment process, coincidentally all respondents who were willing and met the criteria were women.

The selection of female respondents was not a deliberate decision to exclude male students, but rather the result of a recruitment process in which only female members were willing to participate or were identified by STEC. The researcher's reason for conducting this research was that STEC was a club that focused on developing English language skills, so the members were expected to have relevant experience in learning English. Additionally, STEC included members with varying levels of listening learning, allowing research to identify factors that influenced listening anxiety as well as effective strategies for varying levels of anxiety. The participants of this research were five students willing to take this research.

<sup>4</sup> Creswell, *Educational Research.*, p.206.

<sup>5</sup> “Purposive Sampling,” Lærd Dissertation, accessed March 27, 2024, <https://dissertation.lærd.com/purposive-sampling.php>.

### C. Research Instruments and Data Collection Techniques

The research utilized two data-gathering strategies to obtain the information: observation (the role of a nonparticipant observer) and interviews (one-by-one interviews). As Corbin and Strauss mentioned, many beneficial texts included in-depth explanations of data collection techniques, including interviews and observations.<sup>6</sup>

#### 1. Observation

Observation gathered open-ended, firsthand information by observing people and places at a research site. A participant observer is an observational role adopted by the researcher when they participate in activities in the setting they observe.<sup>7</sup> In these field notes, Creswell said, "The researcher records, in an unstructured or semi-structured way (using some prior questions that the inquirer wants to know), activities at the research site".<sup>8</sup> In this activity, the researcher used the 'Role of a Nonparticipant Observer' in her observation. A nonparticipant observer is an individual who visits a particular setting and documents observations without engaging in the actions or interactions of the participants. They maintained a position of detachment, merely observing and taking notes without becoming actively involved. Positioned as an "outsider," they typically chose a vantage point that allowed them to observe the activities being studied, often from the periphery or a strategically advantageous location, such as the rear of a classroom. The nonparticipant observer was an "outsider" who sat on the periphery or at an advantageous spot (for example, the back side of the classroom) to view and record the studied activity.<sup>9</sup> However, in this context, she positioned herself to observe the students' body movements from the front and used an observation checklist to facilitate a more

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<sup>6</sup> Juliet Corbin and Anselm Strauss, *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*, 3rd ed, vol. 36 (SAGE Publications, Inc, 2008), <https://journals.library.ualberta.ca/cjuce-rcepu/index.php/cjuce-rcepu/article/view/9688.pdf>.

<sup>7</sup> Creswell, *Educational Research*., p.213-214.

<sup>8</sup> Creswell and Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.

<sup>9</sup> Creswell, *Educational Research*., p. 214-215.

focused observation. The researcher observed students' behavior as they interacted with the subject matter and the learning environment, noting their reactions to the material. She observed whether the students appeared tense, anxious, or uncomfortable and paid attention to environmental factors that might affect students' anxiety levels, such as time pressure, external distractions, or technological devices.

## 2. Interview

In qualitative interviews, the researcher interacted directly with participants either in person or over the phone, or they organized focus group discussions with five participants. This interview involves asking semi-structured open-ended questions to gather diverse perspectives and opinions from the participants.<sup>10</sup> The one-on-one interview was a data collection method where the researcher posed questions and recorded responses from a single participant at a time. This approach is well-suited for interviewing individuals who are forthcoming, articulate, and at ease in sharing their thoughts and ideas.<sup>11</sup> In this situation, the interview was used to collect data to obtain results regarding anxiety factors and learning strategies for listening. The interview was conducted offline, and the interview questions were in Indonesian. A semi-structured interview was used so that the researcher could collect more detailed data. The participants answered the questions while sharing their stories, making it more relaxed and easy for them to respond clearly.

## D. Validation Data

Triangulation of validity is collecting data from various sources or methods to ensure the authenticity and reliability of findings in qualitative research.<sup>12</sup> In this qualitative research using interview and observation techniques, validity triangulation can be done using several techniques:

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<sup>10</sup> Creswell and Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.

<sup>11</sup> Creswell, *Educational Research*., p. 218.

<sup>12</sup> Sugiyono, *Metode Penelitian kuantitatif, kualitatif, dan R&D*, 26th ed. (Bandung: Alfabeta, cv, 2017)., p. 273-274.

### 1. Source Triangulation:

This involves gathering information from multiple sources to ensure comprehensive coverage and reduce the risk of bias. For instance, in qualitative research utilizing interview and observation, the researcher can interview participants from diverse backgrounds or with different experiences related to the research topic. In this case, observation was conducted in various settings or contexts to capture a range of perspectives. By triangulating data from different sources, the researcher can corroborate findings and enhance the credibility of their interpretations.

### 2. Technique Triangulation:

This triangulation employing multiple data collection methods allows the researcher to gather complementary data and gain a more nuanced understanding of the phenomenon under investigation. For example, alongside conducting interview to gather participants' perspectives, the researcher may also engage in direct observation to capture behaviors or interactions in naturalistic settings. This combination of methods helps researcher to triangulate their findings, corroborate patterns or themes across different data sources, and strengthen the validity of their conclusions.

## E. Data Analysis Technique

This research utilized John W. Creswell's six-step approach for analyzing and interpreting qualitative data. The steps involved in this analysis process are as follows:

### 1. Prepare and Organize the Data for Analysis

This initial phase included transcribing interviews, digitally scanning materials, typing up field notes, cataloguing visual materials, and categorizing data based on their sources.

### 2. Explore and Code the Data

Initial qualitative data analysis begins with reading the data thoroughly for general understanding. This is followed by the coding stage, which involves categorizing text or image data into descriptions and themes that represent the essence of the data's content.

### 3. Coding to Build Description and Themes

After being coded, the codes will be used to elaborate descriptions of the individuals and situations involved in the research, while also being used to develop themes that summarise the broader concepts from the codes.

### 4. Represent and Report Qualitative Findings

Qualitative researcher describes her findings through visual representations such as diagrams or tables and through narrative discussions that include sequences of events, questions, or comments about changes experienced by participants.

### 5. Interpret the Findings

The resulting information from these representations forms the basis for a broader interpretation of the findings, which are then discussed as general conclusions and compared with existing literature.

### 6. Validate the Accuracy of the Findings

The conclusion of a study should also address the study's limitations and future research that needs to be conducted. It is also important to validate the accuracy of the findings through strategies such as member checking and triangulation.<sup>13</sup>

## F. Research Ethical Consideration

Ethical considerations in research involve protecting participants, maintaining honesty in data collection and reporting, and responsible resource use. Some common ethical aspects include:

1. Before starting research, Ethical approval from the STEC “Students English Club” must be obtained.
2. Ensuring confidentiality and privacy of participants.
3. Maintaining participants' physical, emotional, and psychological well-being.
4. Avoid discrimination, fraud, or manipulation.
5. Providing clear and honest information about the research to participants.
6. Respecting participants in the research process.

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<sup>13</sup> Creswell, *Educational Research.*, p. 261.