

CHAPTER III RESEARCH METHODOLOGY

This chapter presents a description of research methodology. It contains several parts. They are research method, research subject, instruments and data collection technique, research data validity, data analysis technique and research ethical considerations.

A. Research Method

This research was conducted using descriptive qualitative research with content analysis design. Qualitative descriptive research tried to describe any object, namely English textbooks. According to Fraenkel and Wallen, case study is a qualitative study approach that studies a single individual, group, or important example to formulate interpretations to the specific case or to provide useful generalization.¹ The descriptive method is a method used to explain, analyze and classify something through various techniques, survey, interview, questionnaires, observation, and text. Therefore, in this research, the descriptive qualitative was designed through content analysis because it was intended to analyze any material that had been provided or documented.

B. The Setting of The Study

The setting of the study will be MTs Al-Hidayah Langon - Jepara. It is a Islamic Junior secondary school which located in Langon - Jepara. The participants of the study is students 8th grade of MTs Al-Hidayah Langon. It was consist by interviews and multiple classroom observations for around a day in class 8. The first day were want to use for interviews and the next the day used for classroom observations.

To determine the participants of this study, the researcher used a purposive sampling in order to help the writer understand the phenomenon being studied. According to Creswell, purposeful sampling is aimed to learn or understand the central phenomenon by selecting individuals and sites

¹ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education: Seventh Edition*, (New York: The McGraw-Hill Companies, 2009), p. 13.

intentionally.² The participants of the study were a number of MTs Al-Hidayah Langon students in class 8 who were considered to be anxious in English class based on the characteristics of anxious students illustrated by Oxford such as:³

- a. General avoidance: Showing carelessness, low levels of verbal production, lack of volunteering in class, seeming inability to answer even the simplest question.
- b. Physical actions: Squirming, stuttering, displaying jittery behaviour, conversational withdrawal, lack of eye contact, image protection, and being unable to produce the sounds or intonation of the target language even after repeated.
- c. Students who showed those characteristics were selected as the participants.

C. Source of Data Collection Techniques

To obtain the data, the writer used two techniques of data collection. Since the study in is a case study, therefore the writer use in-depth interview technique as the primary technique and then it is followed by classroom observation for a validity check.

1. Interview

Interview is a data collection technique by way of interviewing selected individual as a respondent. Furthermore, it is a direct face to face attempt to obtain reliable and valid measures in the form of verbal responses from one or more respondents. Before conducting the interview, the writer observed the class in order to find anxious students as the participants. The observation guide will be followed, using the signs of language anxiety by Oxford, as explained on the previous page.

Students who showed the signs of language anxiety were asked if they ever experienced anxiety in English class.

² John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, Inc., 2012), p. 206.

³ Rebecca L. Oxford, "Anxiety and The Language Learner: New Insights", *Affect in Language Learning*, (Cambridge University Press, 1999), p. 60.

The first step in conducting the interview will be obtain a poll of the students who considered themselves to be anxious in English class and were willing to be interviewed.

The participants recruited in several ways. Those students whose responses suggested high levels of anxiety were asked and invited to participate. During the initial process with the students, the writer explained the nature of the study and that all interviews would be conducted in *Bahasa*, students' first language, to elicit answers without limiting or inhibiting the students. Those who indicated a willingness to participate were scheduled for an interview.

Focusing on foreign language anxiety, the following questions will be asked:

1. Please tell me something about how you have felt during English classes?
 2. What bothers you the most about English classes?
 3. Do you have any idea why you feel so anxious in your English classes?
 4. How do you think people in your classroom will react if you make a mistake?
 5. Do you think English is a difficult language to learn?
 6. Have your teacher played a role in your feelings, either good or bad, about your English classes?
 7. Do you have any ideas of how English classes might be less stressful?
2. Observation

Another data collection technique is observation. Observation, according to Bungin, is a data collection technique used to collect research data through observation and sensing.⁴ In this case, the observation conducted by observing students' behaviour during teaching and learning. Furthermore, the observation used to find out when was students likely to feel anxious and in what situations that might trigger their anxiety in English class.

D. Data Analysis Technique and the Validity of Data

To obtain the data, the researcher was used two techniques of data collection. Since the study is a case study,

⁴ Bungin, 2007, *op. cit.*, p. 118.

therefore the researcher use in-depth interview technique as the primary technique and then it is followed by classroom observation for a validity check.

After collecting the data, the researcher analyzed qualitatively by referring to Sugiono's model.⁵ He explained that there were three activities to analyze data in descriptive qualitative research, namely: (1) data reduction, (2) data display, and (3) conclusion drawing. Each activity was elaborated below.

1. Data Reduction

Data reduction means the process of selecting, identifying, classifying and coding the data that were considered important. The researcher, then, reduced the data in this research by applying those all processes.

2. Data Display

Data Display refers to the process of simplifying the data in the form of sentence, narrative, or table. By which, the data that have been reduced in form of pattern were shown. It benefits to help the researcher in understanding data. In this research, the researcher used table in displaying the data in order to be easier to understand.

3. Data Conclusion

In qualitative research, the characteristic of conclusion was temporary. It changed if the researcher did not discover strong evidence to support the next collecting data. However, the conclusion was credible if the conclusion in the previous data were proven through validity and consistency indicators when the researcher was going back to the field. Therefore, in this research, after displaying the data, the researcher tried to conclude credibly by providing the trustworthiness of the study.

E. Technique of Data Verification

In this research the researcher used the source of triangulation, it causes used many sources of participant to get the accurate of data. The researcher collects the data by using

⁵ Ayu Lestari, *Content Feasibility in English Textbook for Senior High School Grade XI*, (Medan: University of Muhammadiyah Sumatra Utara Medan, 2020), p. 22

of observation list which is supported by interview guide and the researcher also used documentation. Triangulation of data is a technique that is used to compare and check back of time and different equipment in qualitative research that can get the answer through the observations, interviews, or documents. Triangulation can be done by:

1. Comparing between the results of observations data with the result of interviews.
2. Comparing between students' opinions in front of public with researcher observation.
3. Comparing about students saying in public whit what he/she says in provate.
4. Comparing the interviews result to the data document that related to the object of study.
5. Comparing between observation data and documentation at the Eight Grade of MTs Al-Hidayah Langon-Jepara.

