# CHAPTER III

# RESEACH METHODOLOGY

In this section, the methodology was divided into several parts. The first part was begun with research method, research design, and then it is followed by the settings, research questions, data collection, and the last is data analysis.

## 3.1 ResearchDesign

This study employed the qualitative research method. Qualitative method was chosen because this study aims at providing an insight into the case of language anxiety of vocational high Schoolone Kendari, specifically students' motivation in learning English with pre-service teachers. Furthermore, the research design was a case study. According to Fraenkel and Wallen (2009) case study is a single individual, group, or important example to formulate interpretations to the specific case or to provide useful generalizations. Therefore, the study case design intends to study particular teachers and students in an attempt to understand the case of students' motivation.

## 3.2 Setting of the Study

The setting of research at the vocational high school in kendari (SMKN 1). The reason for choosing the school is considering the problem that occurs in school based on reflection.

## 3.3 Participant of the study

The participant of the study was one of vocational high school in kendari, students taking specifically for class $X^1$ in the academic year of 2019-2020. They are majoring in accounting consist of 26 females and 5 males. They were about from 15 until 16 years old. However, only 25 students were active in the class.

They have undergone at least 1 semester of education vocational high school and commonly have basic knowledge when they were entry school-junior high school students English as a mandatory classroom at school. Thus the experience in using English is enough even quite a lot. Students are very enthusiastic about receiving lessons because English lessons have their own charm, even English is very important to master. English has a very high influence, in addition to compulsory subjects; English is also one of the international languages that must be used.

## 3.4 Instrument of Study

In the research, the instrument used in gathering data namely students' reflection carried out in one of the Vocational Schools in Kendari specifically for class X accounting.

### 3.4.1 Reflection Guidline

The research distributed a reflection sheet the needed to complete by the participant in this study. Reflection Students are given guidelines for writing their reflective notes to improve the quality of student learning and help teachers to prepare better teaching materials. According to (Richard and Lockhart, 1996 as quoted in Nurfaidah, 2018) because the guideline addresses several aspects of classroom reflection. Responses to reflection are related to students' expectations of PPL teachers in English classes. After the learning process, the teacher gives the ppl to distribute sheets of paper for about five or ten minutes to fill in the reflection in class. Students are asked to write their reflections after studying in Indonesian because writing reflective journals requires linguistic, cognitive, and socio-cultural understanding (Borg, 2006 as quoted in Nurfaidah, 2018).

Researchers have all subjects in this study. After all students finished, the researcher collected reflections.

## 3.5 Data Collection and Analysis

Data Analysis the gathered data were analyzed qualitatively. Content analysis was used to interpret qualitative data collected through various sources (Malik &Hamied, 2014) such as teachingjournals, videotaping, stimulated recall, and in-depth interviews relative to the elements of reflection, the levels of the participant's reflection, and the issues they revealed in their reflection. In the broadest term, the coding method in this study follows Auerbach and Silverstein's (2003) framework and Malik and Hamied's (2014) suggestion in developing categories and themes. In general, the first step in the data analysis of this study was reading and re-reading through the text with regard to the research concerns in mind.

The data was processed through qualitative content analysis (Malik & Hamied, 2014). The texts related to this study's research concerns were then considered the relevant text. A unit of analysis was defined as a fragment of text, relating to a certain aspect under investigation. The length of the fragments ranged from one to several sentences. Afterwards, the repeating ideas in the relevant text were sought and located accordingly. Having located the repeating ideas that shed this study's research concerns in the text, the emerging themes were therefore identified. Recurring themes were sought through constant-comparison method (Yin, 2011) in order to produce high-quality analysis. The emerging themes then were reviewed based on the theoretical framework underpinning this study's research concerns.