CHAPTER III

METHODOLOGY

This chapter presented how this research was conducted by the researcher and to dig up the answer to the research question. In line with this, this chapter also would bring forward the research design, settings, and participants, research questions, an instrument of the study, the technique of data collection, the technique of data analysis.

3.1 Research Design

In this study, the researcher used qualitative research. It seeks to find out the causes of students' anxiety in English as a Foreign Language especially at MAN 1 Kendari class X.

Denzin and Lincoln (1994) state Qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study in their natural setting, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials-case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts- that describe the routine and problematic moments and meaning in individuals' lives (cited in Emzir, 2010).

Furthermore, Creswell, 1985 (cited in Emzir, 2010) defines Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds

a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting.

3.2 Settings and Participants

This study has been conducted at MAN 1 Kendari at grade X IPA 1 from 2 classes where every class there are 34 students in the classroom. The participants were 34 students (20 male and 14 female) total participants 34.

3.3 Instrument of the Study

In this study, the researcher uses a case study design. Thus, the instrument of the study employs several ways were camera (picture and video), interview guideline, and the last questionnaire in the form FLCAS adapted from (Horwitz et.al, 1986).

3.4 Technique of Data Collection

Procedures of collecting data of this study were as follow:

3.4.1 Questionnaire

The purpose of the questionnaire is to get the data from the student about EFL Students' anxiety in English Language learning. In order to know the causes of students' anxiety in English Language Learning, the researcher generated a questionnaire sheet for the students. According to Cohen, et, al. (2011). The questionnaire is "a useful instrument for gathering factual information, data on attitudes and preferences, beliefs, and predictions, opinions, behavior, and experiences-both in past and present time".

Furthermore, the researcher attempts to measure many different kinds of characteristics using the questionnaire. In this study, the researcher used "The Foreign Language Classroom Anxiety Scale" or FLCAS by Horwitz et.,

al (1986) because it is considered as a valid and credible measuring data instrument. Then Questionnaire was analyzed to find out the causes of students' anxiety in English language learning. The analysis was beginning with calculating the percentage of each item. After the percentage collected, the data obtained would be described.

The Questionnaire contains eighteen questions and in the form of a close-ended question. The researcher adapted the Likert scale which is SD (Strongly Disagree), D (Disagree), N (Neutral), A (Agree), SA (Strongly Agree). The instruction of the questionnaire is putting a tick (√) to the degree of agreement.

3.4.2 Interview

Interview is a data collection technique by way of interviewing selected individual, the researcher use interview to gather further information for interviewers. According to Sutoyo (2012), "interview is seen as a data gathering techniques with oral questions and answers that is done systematically to achieve research goal". An interview is an instrument to collect descriptive data.

The researcher tries to write some questions for the interview. This interview was aimed to know deeper information about the students' anxiety. There are some questions for interview. The researcher made the questions based on the questionnaire paper sheet/instruments. The question of the interview were about opinion anxiety in English language Learning.

3.5 Technique of Data Analysis

The process of data analysis fell into three major phases following the framework of qualitative analysis developed by Milles and Huberman (1994). It consist three concurrent flows activity: data reduction, data display, and conclusions drawing/verification.

3.5.1 Data reduction

Data reduction refers to the process selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up filed notes or transcriptions. As data collection proceeds, further episodes of data reduction occur (writing summaries, coding, teasing out themes, making cluster, making partitions, writing memos). Qualitative data can be change and reduced in many ways; through selection through summary, or paraphrase. The data would be choosing on the solving problem research in answering question, which it reduced based on the instruments of the study.

   a. Interview

      1. Read carefully the result interview of the each respondent

      2. Coding the paper sheet of the interview

   b. Questionnaire

      1. Categorizing the data into a sheet

3.5.2 Data display

The second, major flow of analysis activity is data display. Generally, a display is an organized, compressed, and assembly of information, that permits conclusion drawing and action. The displays included many types of

matrices, graphs, charts, and networks. As with data reduction, the creation and use of displays is not separate from analysis, it is part of analysis. In this case, the relevant information will be amassed into data which has a specific meaning. These were steps of data display as follows:

a. Synthesizing the questionnaire data from all the respondents.

b. Presenting the result of the questionnaire

c. Interpreting the result of the questionnaire

3.5.3 Conclusion Drawing/Verifications

The third, analysis activity is conclusion drawing and verifications. From the start of data collection, the qualitative analyst is beginning to decide what things mean is noting regularities, patterns, explanations; possible configuration, causal flows, and prepositions. Conclusion are also verified as the analysis proceeds, and verification may be as a brief as fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes, or it may be through and elaborate, with lengthy argumentation and review among colleagues to develop" inter-subjective consensus" or with extensive efforts to replicate a finding another data set. The steps of conclusion drawing and verification as follow:

a. Concluding the result of the interview and questionnaire

b. Verifying all the result to make the data valid