CHAPTER III

RESEARCH METHOD

This chapter discusses approach and research design, research presence, data and source of data, research instrument, data analysis technique, research validity of findings, and research stages. This chapter explains how the research conducted to gather the relevant data to answer the research objectives and research questions. A number of steps took to maintain the validity and reliability of this research.

A. Approach and Research Design

Based on the research questions mentioned in research questions, the appropriate design of this research is descriptive-qualitative research. Descriptive qualitative method is used when the researcher wants to describe the condition and situation of something specifically. Qualitative approach is used to describe students' respond toward their factors that caused anxiety in oral communication and the teachers strategy to cope the problem. Qualitative approach is a general way of thinking about conducting qualitative research. This type of research study describes studies and explains occurring phenomenon, and emphasizes natural settings, understanding, verbal narratives, and flexible designs as well. It aims to illustrate 'what exist' with respect to variables or conditions in a situation.

² Mc.Millan, J. and Scumacher. 2001. *Research in Education*. United States: Mc.Graw Hill

¹ Ary, Donald. (2010) Introduction to Research in Education (USA:Wadsworth), p.452.

In contrast to quantitative research which attempting to know "to what extent' or 'how well' something is done.³

B. Research Presence

In this research, the researcher acted as the instrument and the collector of the data at once. Interview guidelines is used in definite function to endorse the researcher's task as instrument. Therefore, the researcher analyzed the data that have been done by interview students tenth grade (X_2) of Wachid Hayim 2 Taman Senior High School. The researcher analyzed the different anxiety between female students and male students. The researcher analyzed the students anxiety that felt by students in speaking in front of the class.

In the end, the researcher interviewed the teacher about the appropriate strategies to cope students anxiety that felt by students between female students and male students at Wachid Hasyim 2 Taman Senior High School.

C. Setting of the Study

a) Research Subject

Hasyim 2 Taman Senior High school. There are twelve class, 4 class are intensive and the others are regular class. In this research, the researcher uses purposive sample. Purposive sample are used if description rather than

The target research population is the students (tenth grade) in Wachid

³ Ary, Donald, et al. (1990), *Introduction to Research in Education*. United States: Harcourt Brace College.p.322

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generalisation is the goal.⁴ This type of sampling is extremely useful when

you want to construct a historical reality, describe a phenomenon or develop

something about which only a little is known.⁵ The researcher has criterias

when choose the subject of the research. The researcher prefer to intensive

class than regular class because, based on the teacher's interview in the

intensive class students should follow placement test and the one (regular

class) is not. The researcher choose intensive class and takes a class that is X2

from intensive class because this class get higher score in conversation with

"Introduction" topic. Beside that, the teacher also give suggestion to interview

students (X₂). The selection or criteria of the students that would be

interviwed by the researcher based on the characteristic is stated below:

a. four students (a female and a male student) which has good score

b. four students (a female and a male student) which has moderate score

c. four students (a female and a male student) which has bad score

b) Place

The research conducted in tenth grade class in intensive class. The

researcher used X₂ course as the sample of this research, because in this most

of the students has a good score . Besides that, the students have done practice

speak in front of the class with topic "introduction".

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⁴ Dr. Catherine Dawson. *Practical Research method*. UK: Oxford. p. 49

New Delhi: SAGE Publication. P. 189

⁵ Ranjit Kumar. (2011). Research Methodology a step by step guide for beginners third edition.

D. Data and Source of Data

According to Arikunto, the source of data is the place or thing in which is the researcher can observe, ask or read about related matter of the object being studied. It can be divided into person, place and documentation.⁶ In research, data and source of the data is the key to answer the problems in the field.

In this study, the researcher gained the data interview some of students and the teacher. The result interview processed as a data. The data explained and answered the research question about what the different anxiety between female and male students, with the result that the research can find the different anxiety and the appropriate strategy to cope anxiety between female and male students.

E. Research Processed

In this research processed, the researcher—showed to the reader about the step from the beginning how to collect the data in general view. The first step, the researcher consults to the teacher of Wachid Hasyim 2 Taman Senior High School. She wants to clarify that student in this school has a problem with anxiety when practice speaking in the class.

The next step is interview, the researcher interviewed the teacher and some of student in conversation program study to strengthen the data.

⁶ Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta : PT Rineka Cipta, 1996) p. 123

F. Research Instruments

In qualitative research, the researcher is the key instrument. The researcher must comprehend the research method and the insight of the problems. By having the proper instruments, the researcher resulted the valid data on the research. In this section, the researcher used the instrument to complete all data which is needed in this study. In this research, the instruments are observation checklist and interview guideline

a. Observation checklist

The researcher made checklist in doing observation. According to Sutrisno Hadi checklist is a list that contain of factors that are observed. Checklist is used to systematize the transcript of observation. The researcher used observation checklist when observed the situation in the class.

b. Interview Guideline

In this stage, the researcher takes some students of conversation program study at tenth grade to interview based on an interview guideline. Not only interview students, but also the researcher interviewed the teacher related teacher strategy to cope this problem.

G. Data Collection Technique

Data collection in this study taken from interview with students and teacher. Also, the researcher use Documentation Data. Documentation data is every written forms data or film which will be provided if there is request

from investigator.⁷ In this research the researcher used documentation to see the score of students performence.

The result of interview some students, it can be used for answer the first research question regarding what the different anxiety between male and female students when speaking practice in the class. Then, the teacher's interview will be answering the second research question related teacher strategy to cope students anxiety.

H. Data Analysis Technique

After data is gathered from the result of collecting data, and then the researcher had to read and analyzed the data. Data analysis is the process of elaborating data formally to find out the theme and hypothesis. It purpose to organize the data as follow controlling, organizing, grouping, giving the code and categorizing therefore the process of data analysis include of the researcher attitude toward respondent.⁸

Those data gathered and classified then analyzed by qualitative description approach and finally, found the conclusion as in the end of the research process. There are processes of data analysis. They are:⁹

a. Data reduction

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⁷ Lexy J, Moleong, *Metodologi Penelitian Kualitatif,* (Bandung : PT Remaja Rosdakarya, 1990) p. 161

⁸ Lexy J, Moleong, *Metodologi Penelitian Kualitatif,* (Bandung : PT Remaja Rosdakarya, 1990) p.

⁹ Lexy J, Moleong, *Metodologi Penelitian Kualitatif,* (Bandung : PT Remaja Rosdakarya, 1990) p. 246-253

Data reduction is process of simplification and transformation data from the written form data through some stages, as follow: making summary, coding, writing theme and making memo in this research. After collecting the data, the researcher selected the most important information. It can be called the choosing process. In this stage, after the researcher gets the score of the students, the researcher chooses six female students and six male students. So, the researcher had twelve students. After that the researcher gives code for every students. Code A and D for student who get good score, B and E for students who get moderate score and C and F for students who get bad score. The researcher also gives the code of the anxiety characterist that felt by students. The yellow colour it means the students can categorized get physiological anxiety, and the blue colour it means the students can categorized get psychological anxiety.

b. Data Display

The orderly information gives impossibility in order to make conclusion and take action. In this step, the researcher will present the data with students score and the result of students interview. The function of this way is for connecting the information and knowing what goes on in that research. In addition, the researcher will be easier to describe and make the conclusion of the research

c. Conclusion drawing (verification)

The meanings that was tested the validity, strength and exactly in the really as a data validity. The conclusion of a research thesis reafirms the thesis statement, discusses the issue and reaches a final judgment. There are several ways to make conclusion, they are: implicitly restate the thesis, emphasize the importance of your subject by placing it in a larger context, offer suggestions for the future based on what you have argued, end of relevant and powerful quote or anecdote that serves to sum up the paper. ¹⁰

In this stage, the researcher makes conclusion about the data that was gathered to draw the conclusion based on the findings and discussion. The conclusion will cover the different anxiety that felt by students and appropriate teacher's strategy to cope anxiety problem.

I. Checking Validity of Findings

In this research, the researcher checked the validity of findings by using triangulation technique. Triangulation is the most common way used to increase the validity of the data in qualitative research. Triangulation is a technique to check the validity of the data which utilized something besides the data. It used to check or compare the validity of data.¹¹

Triangulation compares the observed data with the results of interview and results of documentation. Thus it will be evidence when compared to

¹¹ Ibid,. p.178

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¹⁰ Matthew Lye. How to Write an Effective Conclusion A writing Centre Handout. Laurier Writing Center, www.wlu.ca /writing, accessed on 10 August 2016.

similar data which obtained from other different source. 12 In this research, the researcher compares the students score and interview data of students anxiety and teacher's strategy.

J. Research Stages

In qualitative approach, there are some stages done by the researcher. There are three research stages; they are previous knowledge activity and intensive analysis. 13 The researcher also writes the research report as the last stages. 14 In this research, the researcher uses some stages, they are:

1. Previous knowledge

In the previous knowledge, the researcher formulated research title and research questions, examined related literature, choose the research location based on the suitability of research question, determine research subjects and choose collecting data instruments.

2. Research Design

In the research design stage, the researcher did some activities, they were wrote research proposal, decided research instruments, constructed research instruments and prepared research activity.

3. Research activity

¹³ Lexy J, Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 1990)

p. 84 ¹⁴ Ibid, p.84

In this study the researcher did some activities dealing with the description of research activity in the field. The description itself is divided into three parts, they are:

a. Recognizing research background and self preparation

in this part the researcher choose the main focus of the research that were supported by the fact of anxiety that felt by students in non English speaking country, the fact of speaking difficulties and the different level anxiety between female and male. Besides that, the researcher adjusted the paradigm with the related theory, explored the research instruments, observed the research place, and asked permission to the research object

b. Doing the research

Doing the research include collecting the data about the students anxiety also the reason why they get anxious when speak in front of the class. Also, the researcher interview the teacher to collect information about the appropriate strategies to cope the anxiety's problem.

c. Intensive Analysis

In the intensive analysis stage, the researcher discovered and analyzed the data.

 a. First, the researcher collected the data by collect students score when perform and doing observ.

- b. Second, the researcher interview some students about the anxiety and the reason why get anxiety.
- c. Third, through the interview data, the researcher collected data from the teacher about the appropriate strategies that use to cope students anxiety problem.
- d. Fourth, the researcher analyzed the result of interview data about the different anxiety and teacher strategies to cope anxiety's problem

4. Writing the research report

In the study, the researcher considered some aspects related to the writing of research report, they are design of the report, basic content of the report, parts of the complement and written system of the reports.