CHAPTER III
RESEARCH METHOD

A. Approach and Research Design

This study utilized qualitative methods research design to examine the corelation between students anxiety, such as nervous, shy, stress, etc when they learn english as foreign language and their activity in both online and offline classroom. The research is not likely to be generalizable to other contexts.

Although little research has been conducted to investigate the relationships between online learning experience and English language anxiety, a reasonable result of this research is that the more students experience online, the more they are likely to have higher online learning activity, the more language anxiety that they have decreased. Another possible asnwer is that online experience is not related to between increasing and decreasing students language anxiety.

The researcher investigated individual differences online learning experience, learning strategies, and learning outcomes. Other individual differences among the participants, such as prior knowledge might also have predicted online learning outcomes. Last but not least, in addition to qualitative measurement of motivation and learning strategies, interviews might prove useful in future studies, by providing a more thorough understanding of how online learning activity may affect students anxiety in learning foreign language.

1. Questionnaire

    To find out the percentage of students who are experiencing anxiety and clasify those causes into several type.

2. Interview

    The purpose of the interview was to gather a richer understanding of students conceptualizations of anxiety and to assess factors that increasing or decreasing their anxiety.

B. Research Presence

This study was conducted UIN Sunan Ampel Surabaya. Though termed a school, this was in fact a non-profit, state-wide supplemental program in which students took individual courses, while also being enrolled in a physical school or virtual-school within the same university. This means that students still went to their class on a

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regular basis, and enrolled in online courses in this virtual school at the same time. In their virtualschool courses, students learned in a self-paced manner, and all course-related.

C. Research Location

The location for this research is UIN sunan Ampel Surabaya. Tarbiyah Faculty English Education. Jl A.Yani. 117 Suurabaya.

D. Data and Source Data

The subjects of this research are students of English Education Department faculty of tarbiyah and teachers training, Sunan Ampel state islamic university Surabaya.

Our student survey consisted of 16 items (described in detail below), all of them might similar from previous studies that had found them to have good reliability. The survey was conducted by online and took approximately 7-15 minutes to complete. The participants were asked to scale their feeling or opinion abouth online learning activity, describe strategies, satisfaction with online learning, and perceived learning progress. We received 15 completed surveys and 10 interviews.

E. Research instrument

The questionnaire is distributed to the students by google form, so that they can give their opinion through the questionnaire honestly. The questionnaire consists of some points related to students felling, barriers, difficulties, in learning English. The questionnaire is designed mixing both multiple choices and short answer. The questionnaire designed paperless and easy to collect. While questions for the interview will be designed optimally to obtain depth data about the sample.

Two instruments were used for this study: one for identifying dimensions of online learning self-efficacy and the other for measuring online learning satisfaction. Our measurements of students' use of online-learning strategies were adopted from many previous studies, and included students feeling, strategies, help-seeking, and self-evaluation. For the purposes of this study, several items were rephrased so as to be more appropriate to the comprehension level of typical high-school students.

F. Data Analysis technique

In collecting the data, the researcher uses several techniques as it follows:

a. Questionnaire: mean a list of questions that several people are asked so that information can be collected about something.[1] The questionnaire will be made by using google form. The link of the form will be distributed to all of English Education Department students.

b. Interview: mean a meeting in which someone asks you questions to see if you are suitable for a job or course. [2] interview in this reserch will be conducted to students who have appropriate terms and conditions.

G. Checking validity of findings

We investigated the relationships among motivation, learning strategies, and students language anxiety in the hope of unveiling why some online language learners succeed, given that language subject activity are considered the most challenging among English subjects taught online.

Based on the the research questions, our research yielded many major findings: 1) Students perception about online learning activity 2) Students experience in facing anxiety 3)Students strategies in dealing anxiety 4) Corelation between their anxiety and online learning that they have done.

H. Research stages

The researcher will collect and analyze the data based on the data collection technique which is gained from questionnaire and interview. Descriptive analysis was performed to get each kind of anxiety simtomps to see general situation of students' anxiety in virtual English classroom. After gaining the data, the researcher will describe the information from the result of questionnaire which is representing students' anxiety problem.

Our measurements of students' use of online-learning strategies were adopted from many resources and included students perception,

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[1] http://dictionary.cambridge.org/dictionary/english/questionnaire

[2] http://dictionary.cambridge.org/dictionary/english/interview

online learning activities, help-seeking, and self-evaluation. For the purposes of this study, several items were rephrased so as to be more appropriate to the comprehension level of typical undergraduate students.

Participants were asked to self-report demographic information, including gender, academic status, and number of online courses taken. Gender was a three-category variable with male, female, and prefer not to say. Academic status was reported as graduate student or undergraduate student. Participants were asked to provide their experience they had taken up to the time of the survey.

Procedure of the data analysis:
1. Spread the questionnaire to the students

   The datawere collected. The authors of the current study contacted online instructors and asked for permission to conduct the study in their online courses. With their approval the researchers posted the recruiting letter and link to the online survey on a message board. The instructors also encouraged students to participate in the study. After students filled out the online consent form, they were directed to fill out the online survey on the website. The link of the form is https://tiny.cc/SISurvey.

   Students strategies have also been examined. measured students' self treatment in online learning and generalized two factors relating to their use of strategies: study skills and goal-setting.

2. Classify the anxiety simptoms based on student questionnaire results.

   Our student survey consisted of 16 items (described in apendix), all of which were adapted from previous studies that had found them to have good reliability. These items were also evaluated by deep interview as confirmations.

3. Select the subjet of interview.

   Qualitative interviews might prove useful in future studies, by providing a more thorough understanding of how online language learning activity may affect students anxiety in learning English as foreign language. The students were interviewed by email, whatsapp or facebook message.

4. Interpreting the data

After the data from the questionnaire obtained, all the data will be presented to the form of tables and charts. After that, the data were analyzed and compared with the interview results, to confirm the questionnaire answers according to what they experienced and felt. In other words, the answers is in accordance with the reality they experience

5. Drawing conclution

All the data collected will be analyzed and adapted to the existing theory. First the data is collected, then it taken the big picture. Then each questionnaire result is associated with the results of other student questionnaires. Then look for the similarities and differences. Eventually the results are re-examined to confirm whether the data entered is correct and there is no error numbers or words at all.