

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

A descriptive method is employed in the current study. In this research, the researcher uses descriptive analysis as a method of the research. Descriptive analysis is a fundamental component of this process because of the role it plays in helping us to observe the world or a phenomenon and, subsequently, in identifying research questions and generating hypotheses based on what has been observed (Loeb et al., 2017: 2) Descriptive research seeks to provide an accurate description of observations of the phenomena. This is useful because it provides important information about the average member of a group, especially by collecting data on a large enough group of people, a researcher can describe the average member being studied. The main characteristic of this research is the researcher only reports and describes all the answers to students' anxiety in learning English. The researcher chooses the descriptive design to explain the students' anxiety in learning English.

#### **B. Subject of Research**

The research subjects of this research involved seventh-grade junior high school students. This research was conducted at SMPN 03 Mempawah Hilir in the Academic Year of 2021/2022 with a sample of twenty-four students in one class. The selected classes are VII-A. The process of selecting just a small group of cases from out of a large group is called sampling (Walliman, 2011: 93). This research used Purposeful Sampling. In purposeful sampling, the researcher intentionally selects individuals and sites to learn or understand the central phenomenon (Creswell, 2012: 206).

### **C. The technique of Data Collection**

The process of data collection involves more than simply gathering information. This part discusses how the research was collected the primary data from the participants. Observations, interviews, questionnaires, phone calls, personal and official documents, photographs, recordings, drawings, journals, email messages and responses, and informal conversations are all sources of qualitative data (Gay et al., 2012: 381). The data collection process involves more than just gathering information. Techniques in data collection are divided into two, namely direct and indirect communication. The researcher used to direct and indirect communication techniques as data collection techniques.

The first is a direct method to collect data that can be evaluated (Creswell, 2012: 217). Of course, this method is appropriate to obtain information about students' anxiety in learning English. The researcher used interviews as a tool to collect data. Interviews were conducted face-to-face according to the prepared questions.

The second is the indirect method is a method that allows the collection of data about perceptions, opinions, and attitudes of students or others (Creswell, 2012: 218). Of course, to manage the indirect method effectively, the researcher used the questionnaire in sheet form as a tool to collect data consisting of a closed-ended questionnaire.

### **D. Tools of Data Collection**

The data obtained was collected through relevant and possible data collection tools to answer existing problems. The tools that are used to achieve the purposes of this research are:

#### **a. Questionnaires**

A questionnaire is a written collection of self-report questions to be answered by a selected group of research participants (Gay et al., 2012: 388). The function of the questionnaire is to get information about the level of students' anxiety level in learning English.

The questionnaire used in this research was adopted and modified from (Casmi et al., 2019) which consists of 15 questionnaire items. The questionnaire includes negative statements. Students were to choose an answer by checking (✓) the options that they prefer. One statement only has one answer. The researcher has calculated the percentage of students with the Likert scale. The Likert scale uses several questions to measure individual behavior by responding 5 points for each question item, strongly agree, agree, no decide, disagree, and very don't agree (Likert 1932) as cited in (Budiaji, 2018). The statements are negative scale “Strongly agree (1), Agree (2), Neutral (3), Disagree (4), Strongly disagree (5).

b. Interview

An interview is a purposeful interaction in which one person obtains information from another (Gay et al., 2012: 386). The researcher makes use of a structured interview. Structured interviews are used to obtain certain information from the subject for this purpose. The researcher prepared questions related to students' anxiety in learning English to seventh-grade students of SMPN 03 Mempawah Hilir to find out the factors that caused and the dominant factors of students' anxiety in learning English.

The interviews used in this research consist of 10 questions items. Students were interviewed one by one to find out the causes and factors that dominate anxiety in learning English. The researcher was calculated by concluding the results of the interviews conducted. Withdrawal conclusions in qualitative research are a new finding that previously never existed (Sugiyono, 2011) as cited in (Fadillah, 2019).

## **E. Techniques of Data Analysis**

Quantitative data, such as scores on instruments, yield specific numbers that can be statistically analyzed, can produce results to assess the frequency and magnitude of trends, and can provide useful information if you need to describe trends about a large number of people (Creswell, 2012: 535). Analyzing qualitative data requires understanding how to make sense of text and images so that you can form answers to your research questions (Creswell, 2012: 236). In this research, the researcher collected data by giving questionnaires and interviews to respondents during a predetermined time. Each individual has the same questionnaire but must have their answers to each of the questions contained in the questionnaire that has been distributed by the researcher.

In this research, the data were taken by using questionnaires and interviews. After that data is analyzed to describe the real condition. The data is analyzed based on each tool:

### **1. The data from the Questionnaire**

To manage the data analysis for quantitative data, the researcher used descriptive analysis. Based on adjustment on tools of data collection, the researcher process the data by applying the calculation technique of the Likert scale. The researcher was complete the analysis with four steps as follows:

#### **a. Score Determination**

The researcher assesses the responses of the sample based on the gradation from negative. The Likert scale uses several questions to measure individual behavior by responding to five choice points on each question item, strongly agree, agree, no decide, disagree, and strongly disagree (Likert 1932) as cited in (Budiaji, 2018). Thus, the researcher gave 1 for answering “Strongly agree” and 5 for “Strongly disagree”. The specific score of the Likert scale in this research are described below:

**Table 3.1 Score of Likerts' Scale**

<b>Strongly Agree</b>	<b>Agree</b>	<b>No decide</b>	<b>Disagree</b>	<b>Strongly disagree</b>
1	2	3	4	5

b. Measurement of Frequency and Percentage

To calculate the scale score of each strategy specification, the researcher analyzed the data into percentages. To compute the score of five main categories, the researcher averaged all item's scores in each category. After that, the average score transformed to be a percentage. The formula was adopted (Setiono, 2015) as below :

$$\text{Percentage (\%)} = \frac{\text{Total Score}}{Y} \times 100$$

Description :

Y = Total of score x answers

The following criteria for achievement scores based on Likert scale intervals: The criteria was adopted Sugiyono (2011) as cited in (Setiono, 2015) as below :

**Table 3.2 Criteria of Likerts' Scale**

	<b>Presentase (%)</b>	<b>Criteria</b>
1.	0 – 20	Very weak
2.	21 – 40	Weak
3.	41 – 60	Enough
4.	61 – 80	Strong
5.	81 – 100	Very strong

To visualize the data, the researcher provides the data into the table with descriptive analysis. Four tables showed each level of the students' anxiety. To help the researcher calculate the data and manage the tables.

According to (Creswell, 2013: 209) six steps are analyzing quantitative data :

1. Report information about the number of members of the sample who did and did not return the survey. A table with numbers and percentages describing respondents and nonrespondents is a useful tool to present this information.
2. Discuss the method by which response bias will be determined. Response bias is the effect of nonresponses on survey estimates (Fowler, 2009) as cited in (Creswell, 2013: 209). Bias means that if nonrespondents had responded, their responses would have substantially changed the overall results. Mention the procedures used to check for response bias, such as wave analysis or a respondent/nonrespondents analysis.
3. Discuss a plan to provide a descriptive analysis of data for all independent and dependent variables in the study. This analysis should indicate the means, standard deviations, and range of scores for these variables.
4. Assuming that you proceed beyond descriptive approaches. If the proposal contains an instrument with scales or a plan to develop scales (combining items into scales), identify the statistical procedure (i.e., factor analysis) for accomplishing this.
5. Identify the statistics and the statistical computer program for testing the major inferential research questions or hypotheses in the proposed study.
6. A final step in the data analysis is to present the results in tables or figures and interpret the results from the statistical test.

## 2. The data from the Interview

To manage data analysis for qualitative data, the researcher used descriptive analysis. Based on the adjustment of the data collection tool, the researcher processed the data by concluding the results of the interviews conducted.

According to (Creswell, 2013: 247) there are six steps to analyzing qualitative data :

- a. Organize and prepare the data for analysis. This involves transcribing interviews, optically scanning material, typing up field notes, cataloging all of the visual material, and sorting and arranging the data into different types depending on the sources of information.
- b. Read or look at all the data. Sometimes qualitative researchers write notes in the margins of transcripts or observational field notes or start recording general thoughts about the data at this stage.
- c. Start coding all of the data. It involves taking text data or pictures gathered during data collection, segmenting sentences (or paragraphs) or images into categories, and labeling those categories with a term, often a term based on the actual language of the participant (called an *in vivo* term).
- d. Use the coding process to generate a description of the setting or people as well as categories or themes for analysis. Use the coding as well for generating a small number of themes or categories perhaps five to seven themes for research. These themes are the ones that appear as major findings in qualitative studies and are often used as headings in the findings sections (or in the findings section of a dissertation or thesis) of studies.
- e. Advance how the description and themes will be represented in the qualitative narrative. Many qualitative researchers also use visuals, figures, or tables as adjuncts to the discussions. They present a process model (as in grounded theory), advance a drawing of the

specific research site (as in ethnography), or convey descriptive information about each participant in a table (as in case studies and ethnographies).

- f. A final step in data analysis involves interpreting qualitative research of the findings or results. Moreover, when qualitative researchers use a theoretical lens, they can form interpretations that call for action agendas for reform and change. A researcher might describe how the narrative outcome was compared with theories and the general literature on the topic.

In this research, the researcher used the same steps as those (Creswell, 2013). By using quantitative and qualitative data analysis.



