CHAPTER III
METHODOLOGY

In this section of the thesis, the research approach, setting, participants, and instruments are described, as well as data collection and analysis.

3.1 Research Design

The research design involves the planning, implementation, and use of methods and techniques to address the research topic or question (McMillan & Schumacher, 1997). This study uses a qualitative approach as it allows for the collection and analysis of rich, detailed, and nuanced data, providing a deeper understanding of the experiences and perspectives of EFL pre-service teacher in regards to foreign language speaking anxiety (Dewaele & Thirtle, 2009; Liu & Jackson, 2008). Moreover, the issue of foreign language anxiety is complex and multi-dimensional, making qualitative research particularly suitable for examining and comprehending its intricacies (Pappamihiel, 1999; Price, 1991; Samad, 2014; Yan & Horwitz, 2008). Alghothani (2010) also stresses that the topic of foreign language anxiety needs qualitative approach because there is still much more to learn about this complex issue. Studies that are qualitative in nature can achieve this purpose, as they allow for a more in-depth understanding of the interplay of factors that contribute to anxiety in the foreign language classroom.

Numerous empirical studies have utilized quantitative, correlational methods of analysis to study language anxiety (Alghothani, 2010; Horwitz, 2001). However, these methods have limitations in exploring students' experiences and perspectives regarding anxiety. Furthermore, the sample size of the present study is insufficient to meet the minimum sample requirement of 30 participants, which is commonly considered the standard for conducting a quantitative study (Creswell, 2014). To address the limitations of previous studies and to gain a deeper understanding of the experiences and perspectives of pre-service teacher in regards to foreign language speaking anxiety, this study adopts a qualitative research design.

This research is intended primarily as a case study. Merriam (1988) defines 'a qualitative case study as an intensive, holistic description and analysis of a single instance, phenomenon, or social unit. The case study focuses on an in-depth analysis of a particular individual, group, or circumstance in order to acquire insight into its distinctive characteristics (Suter, 2012). Then, based on the previous sentence, this present research could be specified as a case study since the subject of the research is specific or particular, pre-service teacher. The term "pre-service" is used to refer to the final year of study for English Education students, during which they participate in a teaching internship or practicum. Then, it can be summed up that pre-service teacher has distinctive characteristics than moderate and in-service teachers, novice teacher, and experienced teacher.

This research employed a case study design due to its potential to facilitate a comprehensive, multi-perspective exploration of the examined phenomenon, investigating thoroughly into its richness and complexity. The purpose of this study was to investigate the level of anxiety associated with speaking a foreign language, to identify its causes, and to investigate coping strategies, necessitating the use of multiple data sources to provide insightful and comprehensive information. The selected research design is ideally synchronized with the case study method, which is widely recognized among academicians for its capacity to effectively elucidate research questions by integrating multiple data sources (Bloomberg, 2018; Creswell & Poth, 2017; Denzin & Lincoln, 2018; Feagin et al., 1991). Therefore, the author can acknowledge the significance of emphasizing the descriptive and interpretative components of the study. Moreover, as Sheikh (2002) explains in Crowe et al. (2011), the case study approach is highly conducive to capturing comprehensive information regarding explanatory inquiries, particularly those that examine into the complex topics of "how," "what," and "why." Given the similarity of the research question in this study with these characteristics, it was determined that the case study design was strongly appropriate.

3.2 Research Site and Participant

This study covers a sample of nine English as a Foreign Language (EFL) pre-service teachers in West Java. These nine participants were classified as a case because they had lack of experience in teaching before undergoing teaching practicum. All of the participants were the pre-service teacher who had teaching experience under one year. Additionally, among the participants had different English proficiency one another. According to Seawright & Gerring (2008), when classifying cases within the paradigm of case study research, novice researchers should keep in mind two primary goals: (1) selecting a representative sample, and (2) including a useful variation on the dimensions of theoretical interest.

When selecting cases for a representative sample, a method of purposive sampling is used, which means that not everyone in the population has an equal chance of being selected. In addition, case selection is concerned with producing diversity among the cases, which means that within the limited number of the population, the characteristics of candidate participants are also used as the basis of selection, with the aim of reflecting the 'diversity and breadth of the sample population' (Wilmot, 2005). The representative participants in this research were the pre-service teacher who had under one-year experience in teaching English and the diversity among the participants were lied at their English proficiency.

In case study research design, researchers are required to select information-rich cases, as these cases facilitate a comprehensive and in-depth comprehension of the essential and significant issues being investigated (Patton, 2014). Therefore, it is crucial to select participants who can provide the most insightful information and contribute to a deeper comprehension of the investigated phenomenon (Creswell & Creswell, 2018; Kuper et al., 2008). To acquire such valuable insights, purposive sampling is widely acknowledged as a method that enhances the richness and diversity of collected data, thereby increasing the potential to reveal multiple perspectives and realities (Guba & Lincoln, 1994). As a result, the researcher uses purposive sampling, which is a type of non-probability sampling that selects individuals based on specific criteria (Nikolopoulou, 2022). The research questions,

theoretical perspectives, and existing evidence should inform decisions regarding participant selection. In this research, the samples are chosen based on their role, teaching experience, and English proficiency level.

In accordance with the principles of qualitative research, participant selection is typically not predetermined (Sargeant, 2012). For this particular study, a sample size of nine participants was deemed adequate because it resulted in data saturation and did not produce any novel concepts during data collection. According to Urquhart (2013), data saturation is the point at which no new codes can be generated from the data. Similarly, Given (2016) considered it as the point at which additional data fails to generate any new emergent themes. In addition, the systematic review conducted by Hennink & Keiser (2022) supports the idea that in qualitative research, data saturation can be attained with 9 to 17 participants for interview. Consequently, this study's sample size is consistent with findings from previous study.

The pre-service teacher in this study are the final-year of English Education students of Universitas Islam Negeri (UIN) Sunan Gunung Djati who have conducted the teaching practicum in December 2022. The detailed information of the participants is displayed in the table 3.1. The participants are obliged to take the test on EnglishScore application by British Council. English Score is chosen because it is quick, accurate, and free English test level. Moreover, it is from renowned institution, British Council. The participants take two type tests, core test and speaking test. Core test includes proficiency in grammar, vocabulary, reading and listening. Speaking test assesses the participants' fluency, communication, and pronunciation of their speaking proficiency.

The result of the test follows CEFR (Common European Framework of Reference for Language). The Common European Framework of Reference for Languages (CEFR) plays a crucial role in establishing a standardized system for understanding and assessing language proficiency in various languages, including English. It provides a comprehensive framework that defines and elucidates the levels of oral and written expression and comprehension. The CEFR consists of six

levels of reference, categorized into three blocks: A for basic user, B for independent user, and C for proficient user. Each block is further subdivided into two sublevels, namely 1 and 2. Conversely, in this research, the English Score guidelines were utilized as a reference, specifically focusing on five levels of proficiency ranging from A1 to C1. This hierarchical structure facilitates a clear understanding of language proficiency and allows for effective communication and evaluation across different contexts. It is intended to gain more comprehensive information about the participants' background. Hence, the author can provide valuable insight in the finding and discussion.

Table 3.1
Detailed Information of Participants

No	Name	Gender	School Level	Teaching Experience	Core test	Speaking Test
1	Participant 1	Female	JHS	<1 year	389	332
2	Participant 2	Male	JHS	<1 year	381	415
3	Participant 3	Male	JHS	<1 year	508	408
4	Participant 4	Female	JHS	<1 year	300	307
5	Participant 5	Male	JHS	<1 year	249	347
6	Participant 6	Female	SHS	<1 year	380	412
7	Participant 7	Female	SHS	<1 year	302	350
8	Participant 8	Female	SHS	<1 year	407	400
9	Participant 9	Male	SHS	<1 year	333	318

Note: JHS (Junior High School) – SHS (Senior High School)

Table 3.2
Information of CEFR Level (https://www.englishscore.com/english-test/the-score/)

Test Score	CEFR Level

0-99	Pre-A1
100-199	A1
200-299	A2
300-399	B1
400-499	B2
500-599	C1

The results obtained from the English Score test indicated that the majority of participants in this study were at the B1 level of English proficiency. Notably, some participants achieved consistent results between the core test and the speaking test at the B1 level. Specifically, participant 1, participant 4, participant 8, and participant 9 all demonstrated consistent performance at the B1 level in both tests. However, there were instances where participants initially scored at the B1 level in the core test but improved to the B2 level in the speaking test. This was observed for participant 2 and participant 3. Participant 7 attained the B2 level in both the core test and the speaking test. Interestingly, participant 3 achieved a C1 level in the core test but a B2 level in the speaking test. Conversely, participant 5 demonstrated higher proficiency in the speaking test with a B1 level, while scoring lower at the A2 level in the core test. The participants' proficiency levels ranged from A2 to C1, with the highest level attained in the core test being C1 and the highest level in the speaking test being B2. The lowest proficiency level observed in the core test was A2, while the lowest level in the speaking test was B1.

Participants at the A2 level of proficiency possess the ability to comprehend basic sentences and frequently-used expressions pertaining to their immediate personal and familial context, as well as topics like shopping, places of interest, and employment. They are capable of engaging in simple, everyday tasks that involve uncomplicated and direct exchanges of information on familiar and routine subjects. Additionally, they can provide straightforward descriptions of aspects

related to their past, environment, and immediate needs. On the other hand, participants at the B1 level demonstrate the capacity to understand the main ideas presented in clear texts on familiar subjects expressed in standard language. They are capable of navigating most situations encountered during a trip to English-speaking regions. Furthermore, they can generate coherent and concise written texts on familiar topics, effectively conveying their experiences, events, wishes, aspirations, and opinions, as well as articulating their plans.

Participants at the B2 level are subsequently able to perceive both concrete and abstract topics in complex texts, such as technical discussions. In addition, they have the fluency and spontaneity to communicate readily with other English speakers. These individuals are able to produce coherent and detailed written texts on a variety of topics, articulating complex perspectives that include both benefits and drawbacks. In contrast, participants at the C1 level demonstrate their ability to comprehend a wide variety of difficult and longer texts by effectively comprehending implicit meanings. In addition, they exhibit a fluent and spontaneous command of the English language, requiring minimal effort to locate the appropriate expressions. Their use of language is adaptable and efficient, serving social, academic, and professional purposes. In addition, they are adept at writing concise, well-organized, and comprehensive compositions on complex topics.

3.3 Data Collection Technique

This research uses four kinds of instrument in the process of data collecting. A questionnaire with open-ended questions, a questionnaire with closed-ended questions, a semi-structured interview, and observation are used to gather the data. Participants are first chosen and inspected based on particular criteria, and then contact through WhatsApp to determine their availability for participation. After verifying their participation, the participants complete the questionnaire and engage in an interview to offer more detail. The interviews last around 1 hours and are undertaken either through Zoom or in-person with Bandung-based participants. The

interviews are conducted in the participants' native language, Indonesian, so that they can freely communicate their feeling and thoughts, thereby increasing the data's reliability as reflected from previous studies that use native language in interview (Gregersen & Horwitz, 2002; Kahraman, 2013; Tsang, 2022). It is anticipated that by using their native language, teachers will be able to provide more authentic and genuine responses, resulting in a deeper understanding of their experiences. The detailed description of the data collection is concluded in Table 3.1.

Table 3.3 Data Collection and the Instrumentation

No	Data Resources	Objectives	Instrument
1	Close-ended Questionnaire	To decide the level of EFL pre-service teachers' foreign language speaking anxiety	1. Adapted and modified closed-ended questionnaire from Kralova & Tirpakova (2019) 2. The result of GForm
2	Open-ended Questionnaire	To support and strengthen the data from interview	1. Adopted open-ended questionnaire from Marzec-Stawiarska (2015) & Karakaya (2011) 2. The result of GForm
3	Semi-Structured Interview	1. To justify the data from close-ended questionnaire about the foreign language speaking anxiety level of EFL pre-service teacher 2. To explore deeply about the factors of	1. Audio recording 2. List of interview question

		foreign language speaking anxiety experienced by EFL pre-service teacher	
		3. To investigate the coping strategies of foreign language speaking anxiety used by EFL pre-service teacher	
4	Observation	1. To add more additional information	1. Video recording 2. Field notes

To summarize the table, data collection instruments included closed-ended questionnaires, open-ended questionnaires, and semi-structured interviews in this research. For the first research question, closed-ended questionnaires and semi-structured interviews were used to collect primary and secondary data, respectively. For the second research question, semi-structured interviews were the primary data source, while open-ended questionnaires provided supplementary data. The third research query was analyzed utilizing the same methods as the second. Detailed descriptions of each instrument are detailed below.

3.3.1 Close-ended Questionnaire

The researcher adopts a closed-ended questionnaire as one of the data gathering methods in this investigation. This conclusion is founded on the realization that earlier researchers had used the closed-ended questionnaire and that its validity and reliability had been examined, including in a number of studies on foreign language speaking anxiety. The closed-ended questionnaire offers a systematic and standardized method of data collection, allowing for the collection of data in a reliable and consistent way. Therefore, it is determined that the closed-ended questionnaire is an adequate instrument for this study in order to successfully address the research questions.

The first close-ended questionnaire uses in this current research is ESA scale designed by Kralova & Tirpakova (2019) to measure the foreign language speaking anxiety levels of participant, the first research question. The ESA scale comprises 20 declarative statements written in English language that reflect their perceptions of their English-speaking abilities. Before filling the closed-ended questionnaire, participants are provided with a comprehensive overview of the instruments used. Bryman (2001) recommends that participants be adequately informed of the research objectives. Therefore, the questionnaire begins with an explanation of its purpose and an emphasis on the strict confidentiality of the responses. Detailed instructions are also provided to ensure that the questionnaire is filled out accurately and thoroughly. Briefly, respondents are required to indicate their level of agreement or disagreement with the statements, using a 5-point Likert-type scale ranging from strongly agree to strongly disagree, with points 5 to 1, respectively. For items 2, 5, 12, and 16, a reverse scoring method is employed.

The rationale for selecting the ESA instrument has been extensively discussed (See p. 20 in the literature review). Moreover, the author also pilots the instrument (ESA) by inviting five participants to fill out the questionnaire so as to eliminate possible misunderstandings on the part of the participants. Also, the questionnaire read and check by one expert in this field. After the answers had been analyzed by the researcher, some of the items are revised and modified.

3.3.2   Open-ended Questionnaire

In addition to the close-ended questionnaire, an open-ended questionnaire is included in the data collecting process to supplement the data gathered from the closed-ended questionnaire and the interview. This sort of questionnaire provides a qualitative approach to data collecting, enabling respondents to give more in-depth and personal responses. The benefits of utilizing a close-ended questionnaire encompass a broad scope of content coverage, objectivity, ease of correction, straightforward question analysis, the creation of a question bank, transparency, and the potential for self-learning and independent learning. Conversely, these

questions come with certain limitations, such as their inability to measure the depth of knowledge, low face validity, the possibility of increasing hypotheses, and the potential to encourage learners to adopt superficial learning approaches and rely on memorization (Saeidi et al., 2022).

In this research, the open-ended questionnaire is used to combine with the finding from the interview. Weller et al. (2018) clarifies that open-ended questions are employed either individually or in conjunction with other interview techniques to delve deeply into topics, comprehend underlying processes, and identify potential factors contributing to observed correlations. This item's objective is to collect data on the sources of anxiety associated with speaking a foreign language, the second research question.

The open-ended questionnaire is shared to the participants after the interview section because there is a probability the participants forget the mention during the interview and want to add it in the next day. The participant is given one week to fill the open-ended questionnaire while thinking about it deeply. It is added to give a more thorough knowledge of the participants' opinions, hence boosting the reliability of the study's findings & conclusions. As the open-ended questionnaire' limitations are low validity and low reliability (Saeidi et al., 2022), therefore, this research uses a single item derived from Marzec-Stawiarska (2015) and Karakaya (2011) for its open-ended questionnaire which has been used in the previous research. The researcher explains how to answer this open-ended questionnaire to the participants and tell them to ask if there is anything that they cannot understand to avoid misunderstanding in answering the open-ended questionnaire.

3.3.3 Interview

In addition to the data gathering procedures indicated earlier, semi-structured interviews are done to acquire a deeper knowledge of the pre-service teachers' viewpoints and experiences. This form of interview provides a general framework or template for the discussion, while enabling interviewees to freely express their views and thoughts (Berg, 2007; Cohen et al., 2007). Moreover, according to

Oxford (1990 as cited in Kahraman, 2013), the use of semi-structured interviews is considered preferable to unstructured interviews because it facilitates the categorization of themes into specific groups, which can be difficult in the absence of predetermined questions. In contrast, fully structured interviews may lack the flexibility required to collect comprehensive data. Using this method, the researcher hopes to acquire a full grasp of the opinions of the participants and to further corroborate the results from the open-ended questionnaire.

Semi-structured interviews are frequently used in qualitative research because they enable participants to express themselves openly and allow researchers to query for further clarification or collect additional data as needed (Radnor, 2002; 1994). Most of the research who explore the factors of foreign language speaking anxiety used semi-structured interview to address the research question. Dowsett (1986) approves the use of semi-structured interviews, emphasizing their capacity to elicit in-depth insights into life experiences that structured interviews may miss. In addition, the adaptable and flexible character of semi-structured interviews permits researchers to collect rich and detailed data (Bell, 2010).

However, like any other research tool, interviews have inevitable drawbacks. A significant time commitment is required for both data collection and analysis, which is a significant disadvantage. Appointment scheduling, rescheduling in the event of cancellations, and in-person interviews can be burdensome responsibilities. In addition, it is possible for respondents to provide false or misleading information in an effort to satisfy the interviewer. Moreover, both the researcher and the participants may be susceptible to the influence of personal biases, thereby compromising the objectivity of the data. To mitigate these risks, the researcher made efforts to prevent the interference of personal opinions and allowed the participants' perspectives to emerge naturally.

The interview questions posed to the participant interviewees are developed by drawing upon the study's research questions, existing interview guides from previous studies (Aydin, 1999; Balemir, 2009; Karakaya, 2011; Korkmaz, 2019; Marzec-Stawiarska, 2015; Samad, 2014; Tsang, 2022), and the researcher's own

knowledge of the Foreign Language Speaking Anxiety (FLSA) topic. The types of the question in semi-structured interview are followed the DeJonckheere & Vaughn (2019) who divided the types of questions into four types; Grand tour, core question, planned follow-up questions, and unplanned follow-up questions (See Table 3.3 for detailed explanation). A set of comprehensive and open-ended primary questions are formulated to investigate the specific language skills that generate the most anxiety, the factors contributing to FLSA during English teaching, and the potential strategies employed to alleviate it. After finalizing the interview schedule, it is sent to the expert for revisions and adjustments.

Table 3.4 Types of Semi-structured interview question

No	Type of question	Definition
1	Grand tour	General question related to the content of the overall research question, which participant knows a lot about
2	Core question	Five to 10 questions that directly relate to the information the researcher wants to know
3	Planned follow-up question	Specific questions that ask for more details about particular aspects of the core questions
4	Unplanned follow-up question	Questions that arise during the interview based on participant responses

Prior to commencing the actual interviews, it is crucial to conduct a pilot study, as advised by Dörnyei , in order to address any potential challenges that may arise. The pilot study involves conducting interviews with three volunteer participants. The primary objectives of this pilot phase are to identify and rectify any difficulties that may arise during the formal interviews and to ensure that the questions are easily comprehensible to the intended interviewees, accurately convey the intended meanings, and yield sufficiently detailed data (Dörnyei, 2007). Feedback and suggestions provided by the students who participated in the pilot interviews are taken into account, and necessary adjustments are made to the interview guide. In

essence, conducting the pilot study enhances the researcher's confidence and preparedness for the actual interviews, enabling better management of the interview process, formulation of clear questions, encouragement of participants to share more, and facilitation of open expression of their perceptions. Once the final version of the interview protocol is established, the researcher proceeds with conducting the formal interviews.

In general, the phase of making semi-structed interview question are followed Kallio et al. (2016) which divided into four steps (See figure 3.2): (1) Identifying for the prerequisites for using semi-structured interviews; (2) Retrieving and using previous knowledge; (3) Formulating the preliminary semi-structured interview guide; (4) Pilot testing of the interview guide.
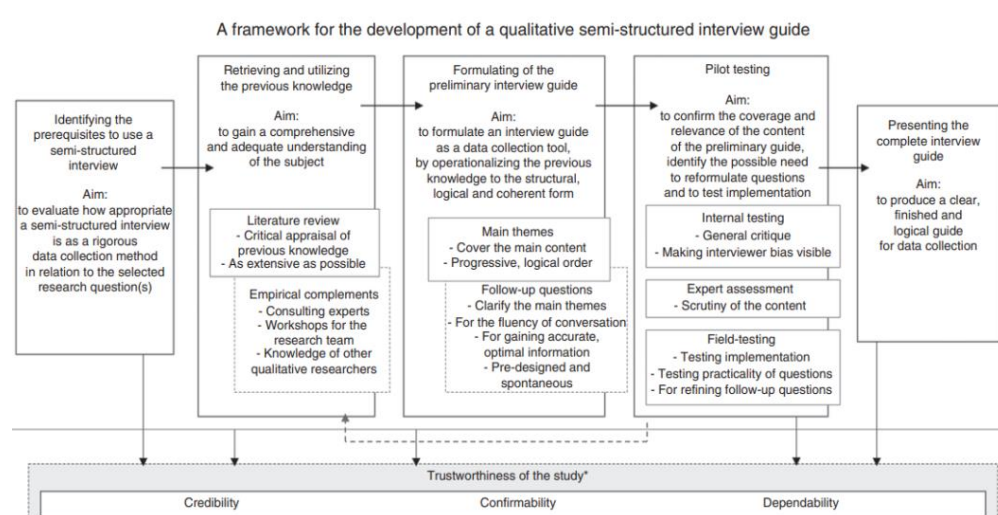

Figure 3.1

The phases of a semi-structured interview guide development

All of the participants will be interviewed in this section since there is a probability that they have different opinion toward the question. To obtain a comprehensive overview of the participants' viewpoints, it is necessary to conduct interviews with all of them, since they may have varying views on the research question. To ensure that every contact between the researcher and participant is documented, the interview is done through Zoom and a voice

recorder is deployed. This arrangement enables both sides to meet and physically watch each other, allowing for a more thorough comprehension of the participant's facial expressions throughout the interview. Also, face-to-face interviews are also performed with Bandung-based participants who are available and willing to participate in this manner.

3.3.4 Observation

The researchers also used classroom observation as a supplementary qualitative data collection technique. Classroom observation is widely acknowledged as a fundamental component of qualitative research methodology, and it is often used as a prominent instrument for collecting data (Cha, 2006). In agreement with Angrosino (2009), observation involves the methodical recording of occurrences, typically with the use of equipment, in order to support scientific investigation. Within the field of educational research, observation is highly regarded by a multitude of researchers due to its effectiveness in capturing the complex and dynamic actions of participants in actual circumstances (Cohen et al., 2007).

Burns (1999) emphasizes that this particular technique enables a more authentic understanding of "classroom interactions and events as they unfold, rather than as they are perceived based on assumptions." In a similar vein, this approach provides the researcher with immediate access to data that is relevant to everyday behavioural situations (Merriam, 1998), allowing for a firsthand examination of events rather than relying on second-hand reports (Ruane, 2005). One may argue that the act of observation positions the researcher in close proximity to the participants, facilitating an accurate investigation of the topic under study. Simultaneously, this approach enables the documentation of patterns of participant behaviour within their natural setting.

Furthermore, observation has the potential to generate data that is more credible and genuine than data obtained through mediated or inferential techniques (Cohen et al., 2007). Besides, it serves as a means of verifying reality,

as emphasized by Robson (2002), who suggests that disparities might exist between what people say they do and what they actually do. Consequently, observational data facilitates a corroboration of findings obtained via alternative data collection instruments (Hitchcock & Hughes, 2002), such as interviews. Also, the act of observation provides researchers with the opportunity to explore topics that participants may be reluctant to discuss openly during interviews (Cohen et al., 2007).

In the present situation, observation functions as a distinct approach that enables researchers to get access to insights and information that may be difficult to obtain using other study methods. For example, it is possible that some participants in interviews may display shyness or doubt, perhaps refraining from sharing sensitive information. However, the act of observation has the possibility to reveal these hidden aspects (Ryan & Bernard, 2003). From the process of observation, researchers are able to get a more comprehensive and in-depth understanding of the issue being studied. This is achieved by directly immersing themselves in the real setting, which goes beyond the insights that can be obtained alone from interviews (Hitchcock & Hughes, 2002). As a result, the observation has the capacity to reveal unforeseen aspects of the subject matter, thereby making a valuable contribution to a thorough depiction of the topic. In addition, the subjective reflections, feelings, and perspectives of the researcher play a crucial role in qualitative research (Ruane, 2005). Observation serves as a valuable instrument for researchers to develop and shape these perspectives.

Despite its limited use in studying language anxiety, observation has been shown to provide useful insights (Cha, 2006). According to Horwitz et al. (1986), experts argue that anxiety may be seen in several ways, including both physiological and behavioural symptoms. Gregersen (2005) also supports the use of non-verbal signs, such as physical gestures, smiles, interpersonal interaction, and eye contact, in the examination of language anxiety. Based on Bailey (2007), observations are a valuable method for documenting non-verbal behaviour. Moreover, in the field of educational research, the use of observation

is dependent on the ontological perspective of the study, which acknowledges behaviours, interactions, and the interpretations made by participants as crucial elements (Mason, 2017). As a result, the researchers used a combined approach of observation, questionnaires, and interviews to comprehensively examine the many aspects of foreign language speaking anxiety.

The utilization of this data collection technique was of great value, as it provided the researcher with a direct and natural understanding of the context, events, actions, interactions, behaviours, genuine classroom dynamics, teaching practices of the pre-service teachers, and other important events that were crucial for addressing the research questions (Patton, 2014). Observation plays a crucial role in enabling researchers to directly see the manifestation of FLSA in real-life classroom settings. This approach provides an inside viewpoint into EFL pre-service teachers' own experiences of FLSA. The classroom observations were carried out after the completion of the interview process. The current study used the non-participant observation technique, which is one of the two observational methodologies discussed by Wellington (2000). This choice was made to coincide with the researcher's function as an observer during the recording of teaching practicum sessions. It is worth mentioning that only one participant underwent classroom observation, which was conducted with the purpose of enhancing and expanding upon the results by providing additional information.

3.4 Data Collection Analysis

In the present research, the focus of the data analysis is on the ESA questionnaire, which was adapted from the work of Kralova & Tirpakova (2019). In addition, a semi-structured interview and an open-ended questionnaire from Marzec-Stawiarska (2015) and Karakaya (2011) are employed. The information collected from closed-ended questionnaires is calculated, displayed, and analyzed. The open-ended questionnaire and interview data are subsequently transcribed, coded, interpreted. In order to collectively address the research questions, each data collection's analysis is subsequently compiled and discussed in depth.

1. Analysing Data Close-ended Questionnaire

This study implements a singular closed-ended questionnaire, the ESA questionnaire adapted from Kralova & Tirpakova (2019). The purpose of this questionnaire is to measure the participants' foreign language speaking anxiety. Upon completion of data collection, the following information is manually entered into an Excel spreadsheet: participant number, name, gender, school level, teaching experience, core test score, speaking test score, total questionnaire score, and anxiety level.

Table 3.5

Score of each item for ESA

Value	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

Once the results from the ESA questionnaire are obtained, they are further categorized into three levels of foreign language speaking anxiety: high, moderate, and low. These classifications serve as a guide for determining the participants' foreign language speaking anxiety level. Participants scoring between 80 and 100 are classified as having a high level of foreign language speaking anxiety, while those scoring between 55 and 79 are considered to have a moderate level, and those scoring between 20 and 54 are likely to have a low level of foreign language speaking anxiety. The table provides an overview of the foreign language speaking level.

Table 3.6

Distribution of the level of foreign language speaking anxiety

Score	Level of Foreign Language Speaking Anxiety

80-100	High level
55-79	Moderate level
20-54	Low level

2. Analysis Data Open-Ended Questionnaire

This study's analysis of the open-ended questionnaire followed the approach outlined by Zipp (2022). Selecting the units of analysis is the first stage, which is referred to as unitizing. Jackson & Trochim (2002) explain further that a unit of analysis typically consists of a single-concept sentence or phrase. Respondents frequently convey one idea per listed concern or opinion, allowing for the extraction of complete units from their responses. Alternately, unitizing can be accomplished by dividing sentences into phrases representing individual concepts.

Next, the researcher repeats analyses of the data, or at least selected portions of it, in order to obtain a thorough understanding of the represented meanings. Through open coding or pre-coding, this procedure identifies and emphasises key concepts. These identified words or phrases are used to construct categories. During this phase, it is essential to limit the number of categories as much as possible.

Following the creation of codes, the researcher (re-)codes all of the data using the established codes, making any necessary adjustments and adding new codes when the data do not align with existing codes. Revising the set of codes, grouping or combining them whenever feasible, and organising them into themes is the final phase.

This study employed an open-ended questionnaire with short-answer questions. Respondents are required to provide brief responses in the form of a few phrases or sentences. Within this category are spQecific, open-ended questions designed to collect information about individual preferences. In addition, the research employed broad open questionnaire,

another type of open-ended questionnaire. These questionnaire elicit responses that are longer than a single sentence, allowing for an investigation that is more exploratory. The data obtained from the open-ended questionnaire served as secondary data for supporting the interview's findings. Table 3.7 depicts an example of data analysis for short-answer questions, while Figure 3.2 depicts an example of data analysis for broad-open questions.

Table 3.7

Example of Data Analysis for Short Answer Question

(Karakaya, 2011)

What can be the reasons for an EFL instructor's feeling <u>confident</u> while communicating in English?	Frequency
1. Personality (self-confident, out-going, easy going etc.)	37
2. Fluency in L2	26
3. Having a lot of speaking practice in daily life	24
4. Educational background	17
5. Knowing the language well (proficiency)	15
6. Good command of English & communicative competence	14
7. English-speaking country experience	13
8. Contact with native speakers	11
9. Knowledge of vocabulary	10
10. Knowledge of structure	9
11. Teaching experience	8
12. Having no fear of making mistakes	8
13. Background knowledge about the subject being discussed	7
14. Learning the L2 at an early age	6
15. Good pronunciation skills	4
16. Exposure to songs, TV programmes, films and books in English	3
17. Native-like pronunciation skills	3
18. Being exposed to L2 regularly	3
19. The university s/he graduated from	1

Students' responses to the open-ended question in the questionnaire also support the data gathered through the questionnaire and interviews. Various responses revealed that students believe that speaking activities create more anxiousness and difficulties for them than those related to reading, writing and listening. The sample responses gleaned from the open-ended section include, *"Speaking induces more anxiety than the other skills because it puts me on the spot"; "I do not like speaking. It is almost impossible for me to speak without fear"* and *"Speaking brings many other problems which make me anxious, whereas reading, writing and listening don't create many problems for me".*

Figure 3.2

Example of Data Analysis for Broad-open Question

(Samad, 2014)

3. Analysing semi-structured interview

The analysis of the interviews adhered to the procedure offered by Miles & Huberman (1984), which covered three major stages: data reduction, data presentation, and conclusion drawing. To obtain a thorough comprehension of the data, the recorded interviews were listened to multiple times with great care. The complete captured data was subsequently transcribed and, when necessary, accurately translated from Indonesian to English. This phase required a great deal of effort to guarantee the accuracy and dependability of the translation. In addition, the accuracy of the translation was confirmed, and the transcripts were meticulously reviewed to assure respondent validation and data credibility.

The primary objective was to conduct a thorough and methodical analysis of the data with attention to detail. To accomplish this, the researcher read the transcripts multiple times in order to obtain a holistic comprehension of the whole interview (Agar, 1996). This immersive approach facilitated the identification and removal of irrelevant and insignificant data elements (Spencer et al., 2003). The research questions served as a basis for selecting which segments to keep and which to

eliminate. However, special care was taken to ensure that no significant, fascinating, or pertinent information was omitted (Marshall & Rossman, 2014).

The process of data analysis proceeded with the segmentation of collected data through coding and labelling and attribution of meaning units to the information (Radnor, 2001). These codes were attentively selected to precisely depict particular concepts, ensuring distinction and appropriate categorization of significant statements (Miles & Huberman, 1994). This detailed classification process improved the data's management and comprehension. Subsequently, the data were displayed in a consistent manner via thematic charts. To improve the information's organization and accessibility, similar categories were merged, and new ones were created. As data analysis is an iterative process, continuous refinement and development of the analysis led to a comprehensive and cohesive understanding of the research findings.

The final step of the data analysis phase is deriving conclusions and answering the research questions. Through integrating, remarking, and constructing arguments based on the data, a comprehensive and insightful understanding of the participants' perspectives on the topic of research was developed during this crucial stage (Holliday, 2007). The presentation of multiple facets of a phenomenon was made possible by the examination of differing perspectives on particular issues. Given the importance of this stage, each category was carefully analysed to determine the underlying significance of the data. The analysis was guided rigorously by the data, ensuring that readers received sufficient information and were presented with enthralling, meaningful, and diverse statements (White et al., 2003). Figure 3.5 below provides an illustration of the data analysis process using semi-structured interviews. The theme discovered in the present research differed from the exemplified.

Table 3.8

Example of Data Analysis for Semi-structured Interview

(Korkmaz, 2019)

Interview question	Theme	Code
What might be the reasons for you to feel anxious?	Lack of self-confidence	Incompetent
		Think that I do not know about the topic
		My voice is funny in English
		I cannot used to speaking English
		I am not good enough to cope with anxiety
	Fear of interaction	I feel pressure if I have to speak
	Fear of negative perception and error correction	afraid of being ridiculed or laughed
		if the teacher gets angry
		being looked down on
		being embarrassed in front of my friends
		What if I say something nonsense or weird
	Language proficiency	Forgetting how to say and what to say
		Lack of vocabulary
		Mispronounce words
		Lack of practice
		Incorrect order of the words in a sentence

This example illustrates the use of themes and codes. According to Braun & Clarke (2006), a code is a container for a specific topic, whereas a theme captures dimensions or meanings that extend across multiple codes. In this way, themes function as an "argument" concerning the "phenomenon being examined". Therefore, themes entail a broader scope than codes, as they frequently combine multiple codes into a cohesive theme and involve the interpretation of codes and data. This dynamic is illustrated in Table 3.8,

which demonstrates how themes serve as the conceptual glue that bonds the codes together. To display it, the researchers may use tables or mind maps.

In this study, the researcher used tables to organize the themes and codes, and added subthemes to provide additional information. Subthemes were employed when the text segments exhibited significant distinction that necessitated further classification beyond the main theme (Mihas, 2023). Four main themes were applied for the second research question: personality factor, classroom factor, student factor, and teacher factor. Likewise, the third research question contained four main themes: personal coping strategies, professional coping strategies, social coping strategies, and institutional coping strategies. These thematic categories were chosen in order to successfully achieve the research objectives and provide comprehensive data analysis.

4. Analysing Observation

This study included doing observations in order to gather more information that would contribute to addressing the research question. At first, the researcher meticulously observed the collected data. During the observation of the recorded data, the researcher documents their observations in the form of field notes. In order to get thorough field notes, researchers use all sensory modalities throughout the process of observing a classroom setting (Bailey, 2007). The researcher observed various subtle factors and non-verbal behaviours, including the body positions of EFL pre-service teachers, such as leaning towards or away from the students as well as gestures, eye contact, head nodding, adjustments of clothing, facial scratching, hair touching, hand rubbing, fake smiles, hesitant hand raising, deep breaths while speaking, repeated eye blinking, nail biting, sweating, and avoidance. These behaviours possess a symbolic significance and help the researcher in identifying and comprehending the language anxiety experienced by EFL pre-service teachers (Gregersen, 2005). The data obtained from the classroom observation was transcribed, coded, classified,

and analysed in order to identify the elements that lead to foreign language speaking anxiety, as well as to determine the amount of foreign language speaking anxiety experienced during the teaching practicum.