

CHAPTER 3

RESEARCH METHODOLOGY

This chapter provides information regarding the methodology employed in this study in order to answer the research question of this study. The rationale for choosing selected methodology will be presented in this chapter. This chapter consist of research design, research site and participant, data collecting, research procedure, and data analysis.

3.1 Research Design

Since the purposes of the study are mainly at exploring students' experience about their coping strategy in dealing with speaking anxiety, thus, this study will be conducted in the case study design. Case study is employed when the researcher explores a bound system (a case) or multiple bounded system (cases) over time trough in-depth data collecting through multiple resources (Creswell, 2007). The case study approach allows in-depth, multi-faceted explorations of complex issues in their real-life settings (Crowe & Cresswell, 2011, p. 100). Case study is suitable when the purpose of the study is to understanding one thing well (Stake, 2010). This goes along with the aim of this study, which mainly focuses on students' real-life experience in their coping strategy in dealing with speaking anxiety. This study will cover in-depth comprehension regarding the students' strategy and draw a conclusion based on the data obtained. Therefore, case studies are considered suitable for this present study. The case study approach is particularly useful to employ when there is a need to obtain an in-depth appreciation of an issue, event or phenomenon of interest, in its natural real-life context (Crowe & Cresswell, 2011).

3.2 Participants

One of university in Bandung has been selected due to the accessibility of the researcher. The subject of this research was freshmen students from university in Bandung. The freshmen students selected due to their inadequacy of their experience of learning in EMI classroom. Thus, it can be considered as a case. One class from the

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EMI classroom setting has been selected to fill in the questionnaires. The participants chosen, due to the limited empirical study on EMI students regarding the related matters. Thus, students from EMI classroom were selected as the participants in this study.

3.3 Data Collection

The data from this study was collected through two different methods, namely close-ended questionnaire and open-ended questionnaire. These two different methods each serve their own purpose. The questionnaire was employed to gain data which focuses on the factor generating students' anxiety, the s open-ended questionnaire on the other hand, was served as a tools for the researcher to gain the further reflection on their response.

3.3.1 Close-ended Questionnaire

The questionnaire provided was provided through Likert scale to addressing to locate student's generating factor speaking anxiety. The items included was gained through adopting theory from several established framework FLCAS (Horwitz, Horwitz, & Cope, 1986), and SFLAS (Öztürk & Gürbüz, 2014), aimed at measuring students' anxiety level and the source of their anxiety. The questionnaire comprises of 20 declarative statement with items 14, and 20 reverse scoring method is employed. Five numerical values were utilized in this Likert scale from *strongly disagree (1)* – *strongly agree (5)*.

On the other hand, the coping mechanism questionnaire was conducted to gain required information regarding on students' experience in their coping strategy in dealing with speaking anxiety. The items provided was based on (Marwan, 2007) which is modified version form (Kondo & Ling, 2004) which includes, preparation, relaxation, positive thinking, peer-seeking, resignation. The following are the items provided in the questionnaire.

3.3.2 Open-ended Questionnaire

The open-ended questionnaire was also utilized to further reflect the students' anxiety-related experience. There were two open-ended questionnaires, which focus on different aspect, both of which are consist of 10 questions on each section. The first open-ended questionnaire were intended to explore further on the factor contributing to speaking anxiety, on the other hand, the second open-ended questionnaire was aimed at investigating coping strategies utilized by the students.

3.4 Data Analysis

Before analysing the data obtained, the researcher transcribed the data to simplify the analysing process. After that, the researcher checked the validity of the questionnaire filled by the participant and score the questionnaire beforehand. The data was analysed by employing qualitative data analysis and was presented in the qualitative description. The findings were categorized into several themes stated and represented in a form of qualitative descriptive.

The classification of students' anxiety levels was based on the Mean $\pm$ Standard Deviation (SD) rule, a method widely used in previous studies on Foreign Language Anxiety (MacIntyre & Gardner, 1991; Dewaele & MacIntyre, 2014). This procedure was chosen to categorize respondents into Low, Moderate, and High levels of anxiety. First, the researcher calculated each respondent's overall anxiety index by summing the Likert-scale responses across all items. After that the researcher computed the mean (M) and standard deviation (SD) of the total scores for the whole sample. Subsequently, the cut-off formula applied:

- Low anxiety: scores $\leq (M - SD)$
- Moderate anxiety: $(M - SD) < \text{scores} < (M + SD)$
- High anxiety: scores $\geq (M + SD)$

For the present study ($n = 26$), the mean score was approximately 60 with a standard deviation of 12. Therefore, the cut-off points were:

- Low: ≤ 48
- Moderate: $48 - 72$
- High: ≥ 72

Using this method, each student was classified into one of the three levels, which were then summarized in Table 4.1. This approach provides a statistically grounded way to distinguish between relatively low, moderate, and high levels of foreign language anxiety in English-medium instruction (EMI) classrooms.

The data obtained through the open-ended questionnaire were analysed using a qualitative thematic analysis. The data were first read carefully to obtain an overall understanding, then coded to identify meaningful themes related to the source of anxiety and coping strategies. The codes were then grouped into several categories, for sources of students' including communication apprehension, fear of negative evaluation, linguistic self-efficacy and preparedness, and social peer pressure. Furthermore, for the coping strategies, the data were grouped into preparation, relaxation, positive thinking, peer support, and resignation. The themes were then reviewed and clarified to ensure they reflected the students' perspective accurately. Several selected responses were used as supporting examples in the findings to give a clearer display of the students' responses. This process allowed the researcher to capture patterns across the data while also considering unique individual experiences.