

CHAPTER III

METHODOLOGY

3.1 Research Questions

Following the background of the study, the research questions on this study will be focusing on:

1. What is the state of students' foreign language anxiety during English language online learning?
2. How do the students cope with foreign language anxiety during English language online learning?

This chapter explains how this study is conducted to know the answer to the research questions. It involves research design, research site and participants, data collection, and data analysis. The research design section conveys the method used in this study. The research site and participants explain where the study is conducted and who are admitted to this study. The data collection section discusses the data instruments and data collection techniques in this study, and in the last, data analysis presents the procedures of how the collected data are analyzed.

3.2 Research Design

This study investigated the foreign language anxiety of senior high school students in the English language online learning during the Covid-19 pandemic. This study used a qualitative case study as the research design of the study.

To get an in-depth explanation and insights of certain phenomena (Gay et al.,2011), which is the language anxiety experienced by the participants in a naturally occurring context, Woodside (2010) defined case study research as an analysis that focuses on explaining, understanding, predicting, or controlling the individual. The focus and definition of both the qualitative approach and case study research are in line with the objectives of this research to answer the research questions related to the existence of foreign language anxiety and teacher's support during the English online learning process during the Covid-19 pandemic. To add, Forman et al. (2008), mentioned that the main goal of the qualitative approach is

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understanding than measuring as a holistic process that meant understanding the entire phenomenon as a complex picture that cannot be reduced and separated.

According to Ary (2010), using a qualitative approach allows the researcher to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The qualitative case study approach studies an individual, group, or another important subject to formulate the interpretation or to give a meaningful generalization (Frankel & Wallen, 2009). Using Fraenkel & Wallen's perspective (2009), this study aims to provide insight into the language anxiety case by studying the participant, which later could enable the researcher to formulate the interpretation of the language anxiety of the English language subject 11th-grade students in senior high school.

This research aims to analyze the occurrence of language anxiety experienced by senior high school students. The components of the qualitative approach used in this research started with the description, findings, and the data collections instrument, which are the interview and questionnaire. Forman et al. (2008) explained that qualitative methods aim to understand rather than measure a certain phenomenon. Thus, with a qualitative approach, researchers often use open-ended questions and open-ended data collections.

3.3 Site and Participants

Below is the detailed information regarding the site and participants of the research.

3.3.1 Research Site

This research was conducted in a public Senior High School located in South Jakarta. Like other public schools in Indonesia, this particular high school that became the research site of this study has conducted online learning ever since the governments had instructed due to the pandemic. The location of the school was in a strategic area where people could easily reach it because of its location that is close to the railway station and other public transportations. As it is a public school, the socioeconomic situation of the students varied. The researcher chose this school as the site of this research because of the available access to research with both the

English teacher and the students in that school. Moreover, the researcher had already familiar with the environment of the school and the location is close to where the researcher lives. The supportive administration matters the school gives facilitated the researcher to conduct the research precisely.

3.3.2 Research Participants

The participants of this research are the eleventh-grade senior high school students and their English language teachers. The total participants included in this research consist of one English teacher, 7 students who joined the interview session, and 45 students, consisting of 28 females and 17 males who filled the questionnaire.

In the beginning, the researcher planned to interview eight students from two classes. Eight students consist of 4 people from each class who got the highest and lowest English skill scores (2 from the highest and 2 from the lowest). The information regarding students' English skill scores was obtained by asking the English teacher based on the students' accomplishments in the first semester. Unfortunately, one student is having trouble regarding the internet quota thus and other factors, thus cannot participate in the interview session. The researcher chose eleventh-grade students since they have been learning English as a compulsory subject for several years. Additionally, eleventh-grade senior high school students could properly participate in this research since they did not have to deal with various exams.

3.4. Data Collection

To collect the data, the researcher used three kinds of data instruments to gain an insight into the phenomenon. The data instruments used in this research are teacher's interview, students' interview, and students' questionnaire. A more detailed depiction regarding data collection will be written as follow.

3.4.1 Teacher's Interview

In this study, I included two groups of participants in the interview session in order to get a deeper and richer view from both the teacher and students regarding students' foreign language anxiety.

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According to Ary et al. (2010), interviews are used to gather data from people about opinions, beliefs, and feelings to make the researcher understand the real experience related to the topic investigated. By conducting an interview, the researcher can gather deep and rich information directly from the participants by asking several questions.

The questions of the teacher's interview were created to get the teacher's view and beliefs regarding foreign language anxiety and the teacher's suggestion regarding the issue. There were seven questions proposed in the interview as displayed below.

Question Number	Questions
1	How would you describe your students' English skills in general?
2	Do you acknowledge the language anxiety phenomenon happened in students' during English lesson?
3	Inside the classroom, do you address questions to certain students or let them self-select?
4	What are the techniques you propose to make the students actively involved in the classroom?
5	Do you think that anxiety is one of the main causes of the students' under-achievement in their English performance?
6	Do you think that the students will perform better if they did not know that their performance is going to be evaluated?
7	What do you suggest for students to reduce anxiety during English lessons?

Table 3.1 The Outline of Teacher's Interview

This study used semi-structured interviews using open-ended questions mentioned above as the way to get more detailed information and allow the participants to answer freely without the limitation of the given questions. The

interview was aimed to get teacher's perspectives regarding the English language learning process and the language anxiety phenomenon experienced by the students.

Interview with the English language teacher of the two classes was valuable in this study to gather the information initially from the teacher's perspective. Interview with the teacher was conducted as the very first data collection in an online form using Zoom Meeting. Furthermore, the interview session used the Indonesian language to make the setting during the interview more comfortable.

3.4.2 Students' Interview

Similar to the previous section, an interview was meant to gather deep and rich information from someone by asking several questions involving two people.

The questions for students' interviews were made to get in-depth of how their learning process experience of English language lesson during online learning in Covid-19 pandemic. The participants of the interview were seven students from two classes who got the highest and lowest score in English lessons. The score and the student's information to be interviewed were taken from the English teacher herself. The interviews were conducted in an online form using Zoom Meeting and WhatsApp Call for one student due to the limited approach to accessing Zoom Meeting. There were nine questions proposed to the students as mentioned as follows.

Question Number	Questions
1	Do you like English? Why?
2	Do you felt anxious when the English lesson is starting? Why?
3	Do you feel anxious when getting asked to perform English in front of the class? Why?
4	What things make you restless when speaking English?

5	Do you feel scared to be evaluated on your English skills? Why?
6	Do you feel uncomfortable when you are practicing English, but your friends or teachers correct your words or your structure? Why?
7	Do you feel confused or troubled in understanding the explanation given by your teacher during the class is conducted?
8	Is your body experiencing something, such as sweating, mouth stuttering, heart beating faster, when getting asked to perform English skills? What skills? Why?
9	Do you feel tense when your teacher called your name suddenly to practice your English skills in front of the class? On what skill? Why?
10	What are the challenges you encountered during online learning?

Table 3.2 The Outline of Students' Interview

The interview was very advantageous in this study to get direct information regarding students' personal experience whilst learning English lessons, specifically during online learning in a pandemic situation. Similar to the teacher's interview, this data collection was also using the semi-structured interview to allow the students to give their honest answers and experience comfortably. The interview was also conducted using Bahasa Indonesia as the way for students to give their answers easier and comfortably.

3.4.3 Students' Questionnaire

A survey or questionnaire in this research was conducted to the students. The instrument focused on the students' learning experience and the language anxiety they are experiencing during the learning process. The questionnaire was convenient to propose for the students for its easy access, and they can choose whether to agree or disagree with the statement mentioned according to their own experience.

A questionnaire is a technique in data collection by giving several statements related to the study. In this study, the researcher used open-ended questions in the questionnaire by giving the choices for yes or no options and the place for them to

state out the reasons. Open-ended questions can allow the participants to give the answers spontaneously, thus avoiding the bias that can occur by providing only the suggesting responses (Reja et al., 2003).

The open-ended questionnaire was distributed to 45 students from two classes of eleventh-grade senior high school students located in South Jakarta. Below is the gender information of students gender who took part in the questionnaire.

The gender	Number
Male	17
Female	28
Total	45

Table 3.3 The Students' Gender

The role of a questionnaire in this study meant to validate the result of the interviews, both from the teacher and the students mean the questions written were similar to the questions proposed to the students during the interview. Additionally, the open-ended questions in the questionnaire have a similar function to the previous data collection tools, which is to get more detailed information and a bigger picture of the language anxiety phenomenon of the eleventh-grade students of senior high school. The specification of the students' questionnaire is proposed as mentioned below.

No	Components	Indicator	Number of Items
1	To know students' foreign language anxiety during English language online learning	To know students' over-fear of what will happen forward	1
2		To know students' communication apprehension	2,3,9
3		To know students' fear of negative evaluation	4,5,6,7
4		To know students' test anxiety	8

5		To know students' condition during the English language in online learning	10
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Table 3.4 The Outline of Students' Questionnaire

The questionnaire focused only on students' experience during English language learning. Each of the questions was proposed in the Indonesian language to make them easier to both understanding and answering the questions.

3.5 Data Analysis

The analysis of the data was conducted to generate all the collected data needed to answer this study's research questions.

3.5.1 The analysis data of teacher's interview

The data gathered from the interview session with the teacher were analyzed to learn the teacher's perspective regarding foreign language anxiety experienced by the students throughout the learning process. The teacher's interview was used as one of the primary sources of data in completing this study.

In doing the analysis, several steps were done. Firstly, the researcher transcribed the data of the interview, which was recorded when the interview session was held. Then, the transcribed data was interpreted in order to formulate the findings. The result of the formulated findings was presented in the form of a qualitative explanation.

The transcribing and interpreting process was begun by replaying the recorded interview and writing down the participant's answers on each answer given. Hereafter, the interpretation was included in the findings section along with other findings gathered from the interview session with the students and the questionnaire. The included interpretation was written accordingly based on the finding's section categorization.

3.5.2 The analysis data of students' interview

The data gathered from students' interviews will be analyzed to find students' most real experience regarding English language learning, specifically around foreign language anxiety issues, during online learning in a pandemic situation. The students' interview was used as one of the main sources of data in completing this research.

Similar to the teacher's interview, the steps in analyzing the data from students' interviews are the same. Initially, researchers will transcribe the recorded interview sessions into written form. Afterward, the transcribed data will be interpreted to generate the findings based on the research questions. Then, the result of the interpretation was described in the form of a qualitative explanation.

The transcribing and interpreting process, as mentioned before, was started by replaying the interview sessions. The participants' answers were written sequentially according to the interview questions. Then, the interpreting process done during the findings chapter is arranged together with the result of the teacher's interview and the questionnaire's result. The included interpretation was written accordingly based on the finding's section categorization.

3.5.3 The analysis data of students' questionnaire

The ten items presented in the questionnaire proposed to the students were made using Horwitz's theory of Foreign Language Classroom Anxiety (FLCA) components as the baseline. The questions were reflective of communication apprehension, test anxiety, and fear of negative evaluation (Horwitz et al., 1986), with some changes to adapt to this study's objectives.

The data obtained from the questionnaire was generated as the validation of the result gathered from the previous students' interview sessions. In analyzing students' questionnaires in this research, the researcher will calculate each of the student's responses to regulate each student's experience regarding foreign language anxiety and their challenges in English language learning. After calculated

the responses, the researcher will be classifying each of the question's responses to see the tendency of the questionnaire's result.

3.5.4 Triangulation

This research used a triangulation technique to ensure the accuracy and validity of the data. According to Creswell & Clark (2006), the triangulation technique enables the researcher to best understand the research problem by merging the several data sets as well as their results into the interpretation and facilitating them when the data were integrating during the analysis. Additionally, the different data results can be used in the validating process and can take the role of supporting data one another. In this research, the data were analyzed using thematic analysis. Braun and Clarke (2006) defined thematic analysis as a method for identifying and reporting themes within the data gathered. The approach of thematic analysis in qualitative data enabled the researcher to generate new insights and concepts from both the data and the theories used.

Throughout this research, after the data from the interview and questionnaire were gathered, they were processed using the triangulation technique. As mentioned before, the interview with the teacher was transcribed and translated into English. The same action was given to the interview with students, where the interview was transcribed and translated. Then, the data from the questionnaire was described and analyzed to support the result from the interviews and to justify the finding related to foreign language anxiety during online learning in English language lessons. Every transcribed and gathered data from the data collection was set on the theme and it is triangulated using the theories mentioned in the literature review.

3.6 Concluding Remarks

This chapter has shown the research methodology of the research, including the research questions, research design, site and participants, data collection, and data analysis. Furthermore, this chapter also explained how the process of collecting the data was processed using interviews and questionnaires. This chapter also presented

an overview of the source of data and participants admitted. Finally, this chapter depicts how to analyze the data obtained from the instruments used. The next chapter will show the findings and discussion of this research.