

## CHAPTER III

### METHODOLOGY OF RESEARCH

#### A. Research Design

The researcher used a mixed-method to get the data in this research. According to Sugiyono notes mixed-method research is a research method that combines between quantitative and qualitative methods to be used together in a study in order to obtain more comprehensive, valid, reliable and objective data.<sup>1</sup> Further, Cresswell and Plano Clark claim that mixed-method research is a research design with philosophical assumptions as well as method inquiry.<sup>2</sup> It incriminates philosophical opinions that lead the direction of collecting and analyzing the data and the combination of qualitative and quantitative data in a single study. Its main premise is that the use of quantitative and qualitative approaches in mixture gives a better understanding of the research problem that either approach alone.

Based on the opinion, mixed methods research is a research method that uses two methods of quantitative and qualitative research methods. Therefore, it is very appropriate to find out how anxious students speak English through virtual media and the causes of these students' anxiety in speaking through virtual media.

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<sup>1</sup> Sugiyono, *Metode Penelitian Kombinasi (Mixed Methods)*, (Bandung : Alfabeta, 2011) p.404

<sup>2</sup> Creswell et.al., *Designing and Conducting Mixed Methods Research*, (Thousand Oaks : SAGE Publications, 2007), p.5

## **B. Location and Time**

This research conducted at Sekolah Menengah Kejuruan Negeri (SMKN) 3 Enrekang. The location of this school is in JLN. DR. Ratulangi No. 7 Maroangin, Bangkala, Maiwa District, Enrekang Regency, South Sulawesi Province. Since the research was conducted during the COVID 19 outbreak, it was conducted through online. Researchers examined eleventh grade students. In this study, the researcher give questions to the sample via google form, because the current situation does not allow researchers to give a questionnaire directly due to the Covid-19 pandemic. This research will take several weeks.

## **C. Population and Sample**

The population in this study were students of class XI of SMKN 3 Enrekang, where class XI was divided into four classes and each class consisted of 20-25 students. Researchers use purposive sampling technique to take samples, where purposive sampling is a technique of collecting data not based on random or random, but based on considerations to achieve a specific target or focus.<sup>3</sup> The researcher took class XI Accounting with a total of 21 students, taking into account the information obtained that most of the students experienced speaking anxiety in the process of learning English.

## **D. Focus of The Research**

This research will focus on the students' anxiety in speaking English through virtual media. Analyze their speaking and causes is the main focus of this research.

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<sup>3</sup>Arikunto, S. *Metode Penelitian Kualitatif*, (Jakarta: Bumi Aksara : 2006)

## E. Types and Data Source

Source of the data is based on all information which take from the subject of the research. The data source is all data obtained directly from everything related to research. In the research, there are usually two types of data analyzed, namely primary data and secondary data. Data sources that will be used in this research are :

### 1. Primary Data

In this research, the primary data was obtained directly from the field either in the form of questionnaire, interview and documentation about analyzing the students' anxiety in speaking English through virtual media during the Covid-19. Primary data is the main data from the source of the information taken by the researcher herself. This kind of data has no third parties, means all pure from the subject of the research and recorded by notes, audio or visual recording.<sup>4</sup>

### 2. Secondary Data

Secondary data is all of kinds of data that can be support researcher to know the students' anxiety in speaking English . In order to support further data, all the related information not from the subject is taken as part of secondary data. This data has different types such as educational record, articles and etc.<sup>5</sup>

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<sup>4</sup>Marzuki, *Metodologi Riset*, (Yogyakarta :Hanindita Offset, 1983), p.55.

<sup>5</sup>SujonoSoekanto, *PengantarPenelitianHukum*, (Jakarta : UI Press, 1986), p.12.

## F. Data Validity Check

In obtaining the validity of the data, the research was conducted to first check the validity of the data. Moleong explains that the validity of data in qualitative research can be obtained through triangulation<sup>6</sup>. Triangulation is a data validity checking technique that uses something else to check and compare the data. In this study using source triangulation. Sugiyono explains that source triangulation is done by checking data that has been obtained through several sources while technical triangulation is done by checking data obtained through interviews, observation and documentation<sup>7</sup>.

## G. Technique and Procedure of Collecting Data

In this research, the researcher will use two types of instruments in collecting data, they are :

### 1. Questionnaire

To collect research data, the uses an instrument in the form of a scale. The scale is used to measure the level of anxiety of students in speaking using English. The scale in this study uses a modification of the DASS 42 (Depression, Anxiety and Stress Scale) anxiety subscale compiled by P.F. Lovibond and S.H. Lovibond. DASS 42 is designed to measure depression, anxiety, and stress in an individual.<sup>8</sup>

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<sup>6</sup>Meolong, L, J., *Metodologi Penelitian Kualitatif Edisi Revisi*.(Bandung: PT Remaja Rosdakarya, 2011), p.330.

<sup>7</sup>Sugiyono, (2010). *Metode Penelitian Kuantitatif Kualitatif dan R&D* Bandung: Alfabeta.

<sup>8</sup>Elaine K. Horwitz, Mchael B. Horwitz, and Joann Cope. *Foreign Language Classroom Anxiety*, (The Modern Language Journal, Vol. 70, No. 2 1986)

DASS 42 has been tested in several clinical samples and non-clinical samples, therefore DASS 42 can be used in conducting research. DASS 42 consists of 42 items, where depression consists of 14 items, anxiety is 14 items, and stress consists of 14 items. In this study, the researcher wanted to examine students' anxiety in speaking English in virtual learning. Therefore, the researcher only used items from the anxiety variable on the DASS 42 scale.

Questions Indicator	Question Number
- Dry mouth	2
-Out of breath	4
-Shaking often	7,41
-Be in anxious situation	9
-Dizzy	15
- Sweating for no reason	19
-Fright	20,36
-It's hard to swallow	23
- Be aware of the action of the heart motion	25
-Close to panic	28,40
-Helpless	30

This research was also purposed to examine the factors of students' speaking anxiety in English class. Thus, interview in the form of open-ended question was added to examine along with the questionnaire in the beginning. In the interview, the researcher only gave one question related to the factor of students' speaking anxiety. The kind of interview was written interview because of the pandemic of Covid-19 nowadays, hence the writer could not

conduct interview directly. In addition, the data from DASS 42 also add the data to the factors of speaking anxiety in English class. The answers were examined with writer's findings of factors of speaking anxiety in English class by categorizing them based on the theory.

## 2. Interview

The second instrument is interview, the researcher used an open-ended question, a question was about why the students experienced speaking anxiety. The data from the interview is purposed to find out the factors of speaking anxiety in media virtual. The kind of interview was written interview because of the situation that made the writer couldn't interview directly.

## 3. Documentation

The last, to get the data of this research, he writer used documentation technique. The researcher captures some screenshots of the result of the questionnaires. The documentation technique of this research is used as a complement to the questionnaire an interview data that had been conducted.

## H. Data Analysis

According to Savenye & Robinson, data analysis is the process of deliberately applying factual or logical techniques to describe, show, and evaluate the data.<sup>9</sup>

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<sup>9</sup> Savenye, W. C. and Robinson, R. S. Qualitative Research Issues and Methods: An Introduction for Educational Technologists. In Handbook of Research on Educational Communications and Technology, 2nd ed. p. 1045-1071. (Mahwah, NJ: Lawrence Erlbaum Associates, 2004)

Step 1

The researcher summarized the students' responds on DASS 42.

Step 2

The researcher made the percentage of students' preference toward 14DASS 42 items

Step 3

The researcher examined and classified the data based on the theory to answer the levels of students' anxiety

One of the tools that can be used to analyze students' speaking anxiety is DASS 42 developed. DASS 42 consists of 42 items where depression consists of 14 items, anxiety totals 14 items, and stress consists of 14 items. In this study, the researcher wanted to examine students' anxiety in speaking English in virtual learning. Therefore, the researcher only used items from the anxiety variable on the DASS 42 scale. The points scale consisted of "never", "sometimes", "quite often", and "very often".

14 items of DASS 42 will be checked and presented as a percentage. Percentages are rounded to the nearest whole number. Regarding the score of the statement, answer options are given 0-3. The value 0 is never at all, 1 sometimes, 2 is often, and 3 is very often. After answering all the questions, the score from the scale is accumulated so that the total score is as shown below:

Scale	Anxiety
Normal	0-7
Mild	8-9
Moderate	10-14
Severe	15-19
Extremely Severe	20+

Confirming the students' answer in the questionnaire, an open-ended question employed as the second instrument. Then question used an open-ended question, it is a question about the factors of speaking anxiety in English class. To make easy in analyzing the data, the researcher showed the

**STEP 1**

The researcher collected and wrote the data of students' answers.

**STEP 2**

The researcher categorized the data of students' answers about the factors of speaking anxiety.

**STEP 3**

The researcher displayed the results of the factors of students' speaking anxiety