

## **CHAPTER III**

### **METHODOLOGY OF THE RESEARCH**

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

Research Design is the initial step before doing the process of collecting data and analyzing them. The method in research is selected by considering its appropriateness with the research object. In this case, the object determines the method.<sup>1</sup>

This research, the researcher used mix method by combining qualitative and quantitative research. This method helped the researcher to collecting, analyzing and conclude the research information to answer the aim of the research. The design used to guide and to collect fact to obtain an accurate description of exiting status but also effort to trace interrelationship between facts that provided a deeper insight into the phenomena. Moreover, the design of study provided a systematic, factual, and accurate description of a situation. This research combining quantitative approach which analyzed by questionnaire and qualitative approach followed by interview, the researcher conducted the quantitative first than quantitative for deep research result.

#### **B. Location and Time**

The researcher conducted this research at IAIN Parepare. It located in Jl. Amal Bhakti No.8, Bukit Harapan, Kec. Soreang, Kota Pare-Pare, Sulawesi Selatan 91131. In this research, the researcher interviewed and spread questioner directly and taken for 45 days in finishing this research.

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<sup>1</sup>Afrijal, *Metode Penelitian Kualitatif: Upaya Mendukung Penggunaan Penelitian Kualitatif Dalam Berbagai Disiplin Ilmu*, (Jakarta:PT Raja Grafindo persada, 2014),h.13

### C. Source of The Research

The respondents taken from the ninth semester students at English Department of IAIN Parepare. The ninth semester students consisted of 98 students and there were 20 taken as source of the data or respondents.

### D. Focus of the Research

This research conducted on the students' anxiety in presenting research proposal at English Program of IAIN Parepare. These focused were the main research question of this research.

### E. Research Instruments

#### 1. Questionnaire

Spreading questionnaire to the students were a great way more concrete data students. Questionnaire was one of the ways to know the situation and process in the class so we can get information about students' anxieties. In this instrument, the form of questionnaire related with several aspect that mentions on chapter II. This kind of instrument answered the first research question referred to the students' level anxiety; this instrument was adopted from the theory of Horwits which consisted of 36 items and answered by 20 respondents from the total of population.

Table 3.1 Questioner Indicators

No	Indicators	Items
1	Communicative	
2	Test Anxiety	
3	Fear Evaluation	

## 2. Interview

The interview was conducted. Interview guide used as a path to complete the research question. This lead the researcher to give the question to respondent. In conducting interview, the researcher used semi-structured interview. Bernard states these types of interview are the best option to give more question to research subject deeply without any limitation of chance.<sup>3</sup>

Interview participants might be affected by the presence of the researcher or by their awareness of being part of a study: participants recognize that their experiences, opinions, actions and attitudes are being listened to and watched, and that they might be evaluated or judged by another person. The researcher asked 11 questions which referred to the description of the students' level of anxiety caused the instrument used for second question.

## F. Technique of Data Analysis

### 1. Analysis of Questionnaire

Questionnaire is one of supporting techniques that researcher aims to identify students' feel, opinion, problem, and their situation on process learning English. In this test, the form of questionnaire closed with the alternative answers that chosen by the students. Students chosen only the best answers which were suitable to themselves. Questionnaire needed to be answered honest and correctly by the students. In analyzing the students' response, the writer used formula.

$$P = \frac{FN}{N} \times 100\%$$

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<sup>3</sup>Bernard, H. Russel, *Analyzing Qualitative Data: Systematic Approach*. (Thousand Oaks.Calif: Sage, 2009)

Where,

P= Percentage

F= Frequency

N= the Total Number of the Respondents.

The formula of liker scale as follow:

3.1 The skala likert below:

POSITIVE STATEMENT		NEGATIVE STATEMENT	
	Score	Category	Score
Strongly Agree	5	Strongly Agree	1
Agree	4	Agree	2
Middle	3	Middle	3
Disagree	2	Disagree	4
Strongly Disagree	1	Strongly Disagree	5

The following is rating score of the category:

3.2 Classifying foreign Language classroom anxiety scale based on the criteria:

Range	Level
124-165	Very Anxious
108-123	Anxious
87-107	Middle Anxious
66-86	Relaxed
33-65	Very Relaxed <sup>2</sup>

<sup>2</sup>Elaine, Horwitz, et al., eds., *Foreign Language Classroom Anxiety: The Modern Language Journal*, vol. 70 no. 2 (Summer, 1986)

## 2. Interview Analysis

Qualitative research in many data analyze was using analytical model proposed often referred to as interactive data analysis method. He revealed that the activities carried out in the analysis of qualitative data in an interactive and take place continuously until complete, so the data is already saturated. There were three activities in analyzing the qualitative data, such as the stage data reduction, data display, and conclusion or verification. Those activities were shown in the following picture.

### 1. Data Display

After the data reduced, the next step is presenting the data. In Quantitative research, the presentation data will use the table, graphs, pictograms, and so on. However, in qualitative research, the presentations of data use the form of short description chart, among categories, relationship. According to Miles and Huberman, the narrative text is more often to be used to present the data

By the data presentation, it is easier to understand what was happening and plan further work based on what we have understood about it. Furthermore, by Miles and Huberman suggest that in conducting the data display, in addition to narrative text, can be graphics, matrix, network and chart.

### 2. Data reduction

The data obtained in the field probably a lot, so it needs to be noted carefully in detail. As noted earlier, the longer the researcher to the field, the amount of data will be a lot, complex, and complicated. For that, the researcher made the analysis through data reduction. Summarize the data

means chose the basic thing, focus to the important one and sough themes and patterns/ this the data that have been reduced, would give a clearer picture and would facilitate the researcher to conduct further data collection. It could be helped with the equipment such as computer, notebook and more.

Reducing the data, the researcher was guided by the objectives to be achieved; the main objective of qualitative research is the finding. Therefore, if the researcher in conducting the study find everything considered unknown yet has pattern, that was precisely what should be the concern of the researcher in performing data reduction because it is the process of thinking that requires sensitive intelligence, flexibility, height and depth of insight. For the new researcher, he could discussed about performing data reduction with his friends or others who were considered master the problem studied.

### 3. Classification

The third step in analysis of qualitative data is the study by Miles and Huberman is drawing conclusion and verification. Preliminary conclusions presented were temporary, and were amended if not find the strong evidence to support the next phase of data collection, but if the conclusions set out in the initial stages are supported by evidence and when researcher returned to the field in order to collect the data, the conclusions put a credible conclusion. Conclusion in qualitative research is a new finding that has not previously existed. The findings may be a description or picture of an object that previously dimly light or dark, so that after investigation, it becomes clear so the conclusion of this research can be casual or interactive, or hypothesis or theory.