

CHAPTER III

RESEARCH METHOD

A. Research Design

This study employs a mixed-methods research approach to address the research questions. This study employs a mixed-methods research approach to address the research questions. Mixed Methods Research (MMR) is an approach that combines qualitative and quantitative methods within a single study or research program (Timans et al., 2019). By integrating both methods, the researcher can obtain a more comprehensive understanding of the phenomenon under investigation. In this study, quantitative data are collected through questionnaires to identify the strategies used by students to overcome speaking anxiety, while qualitative data are obtained through interviews to gain deeper insights into students' experiences and perspectives regarding those strategies.

The mixed-methods approach was selected because it enables the researcher to obtain a more comprehensive understanding of students' strategies to overcome anxiety in speaking English (Taqwa et al., 2022). By combining quantitative and qualitative methods, the researcher is able to collect different types of data that complement each other and provide a more complete picture of the phenomenon being studied. Quantitative data provide information about the frequency, distribution, and patterns of the strategies used by students. Through the questionnaire, the researcher can identify which strategies are commonly employed by students and determine the most dominant strategy used to reduce speaking anxiety. The quantitative findings also help describe the

overall tendencies of students in dealing with anxiety when speaking English.

Additionally, qualitative data offer deeper insights into students' experiences, perceptions, and reasons for using particular strategies. Through interviews, students can explain how they apply these strategies in real classroom situations, the challenges they face when speaking English, and the extent to which the strategies help them reduce feelings of nervousness, fear, or lack of confidence. The qualitative findings provide detailed explanations that cannot be fully captured through numerical data alone.

Moreover, the integration of quantitative and qualitative data allows researchers to compare, support, and enrich the findings obtained from each method. The questionnaire results indicate which strategies were used and how frequently they were employed, while the interview data help explain why those strategies were chosen and how they contributed to reducing speaking anxiety. Therefore, the use of a mixed-methods approach is considered appropriate in this study because it provides both statistical information and in-depth descriptions, resulting in a more comprehensive understanding of students' strategies for coping with anxiety when speaking English.

In this study, quantitative data were collected through a questionnaire administered to Grade 8 students of MTs Pancasila Kota Bengkulu. Through the questionnaire, researchers can obtain numerical data on the frequency of strategy use and determine which strategies students use most often. Quantitative data also provide an overview of students' tendencies in managing anxiety when participating in English speaking activities. In addition, the questionnaire allows researchers to

identify the most commonly used strategies for managing speaking anxiety based on the collected responses.

Meanwhile, qualitative data were collected through interviews to explore students' explanations and experiences regarding the strategies they used to overcome anxiety in speaking English. The interviews enabled the researcher to gain in-depth information about how students implemented these strategies in classroom activities. Through this method, students were able to share their feelings, challenges, and experiences related to speaking English. Furthermore, the interview data provided insights into the reasons for students' use of particular strategies and how these strategies contributed to reducing their speaking anxiety.

In addition, the concurrent use of questionnaires and interviews allows researchers to gain a more comprehensive understanding of the research issue. Questionnaires provide numerical evidence regarding the frequency and prevalence of strategy use, while interviews offer more in-depth explanations to support and enrich the quantitative findings. Therefore, the combination of these two instruments is considered appropriate for investigating the strategies students use to cope with anxiety when speaking English. Integrating data from both instruments helps researchers answer the research questions by identifying the strategies students use and determining the most dominant ones, as well as providing a deeper understanding of how these strategies help students manage their anxiety when speaking English.

The analytical process in this study reflects the principles of mixed-methods research, which seeks to integrate qualitative and quantitative data to achieve a more comprehensive understanding of students' strategies to overcome anxiety in speaking English (Luís et al., 2017). The quantitative data obtained through questionnaires provide

information regarding the frequency and dominance of strategy use among students, while the qualitative data collected through interviews offer deeper insights into students' experiences, perceptions, and reasons for employing particular strategies. By integrating these two sources of data, the researcher is able to obtain a more complete understanding of how students manage speaking anxiety in English classes. Such integration allows the findings to go beyond simple numerical descriptions and incorporate contextual explanations, thereby strengthening the credibility and meaningfulness of the research results.

B. Place and Time of Research

This research will be conducted at MTs Pancasila Kota Bengkulu, focusing on 8th-grade students. Data collection will take place for approximately one month, from December 5 2025 to January 5 2026, including the stages of preparation, data collection, and analysis.

C. Data Source

Data sources are a crucial element in qualitative research, as they provide the essential information required to explore and understand the phenomena being studied.

1. Primary Data Sources

The primary data sources in this study comprise students from MTs Pancasila Kota Bengkulu who experience public speaking anxiety. These participants are selected through purposive sampling to ensure they have relevant experiences with public speaking and can provide insightful reflections on their anxiety levels, contributing factors, and coping strategies. Semi-structured interviews serve as the main method for data collection, allowing for open-ended responses that encourage participants to share their personal experiences, opinions, and perceptions in depth. This approach is essential in

qualitative research, where understanding individual experiences is a key objective (Creswell & Poth, 2018).

2. Secondary Data Sources

Secondary data sources complement the primary data by providing contextual support and additional insights. A qualitative study by (Rahman Hz, 2022) identified common themes related to students' fear of public speaking, such as fear of being judged and uncertainty about the topic, which are relevant to understanding the factors contributing to anxiety. In addition, institutional records, such as the syllabus, course plans, and academic guidelines of MTs Pancasila Kota Bengkulu, served as secondary data sources, providing insight into how public speaking activities are integrated into the curriculum and the support mechanisms available to students. Furthermore, previous research on public speaking anxiety offers comparative insights and helps identify patterns, which strengthens the validity of the findings.

By utilizing both primary and secondary data sources, this study aims to gain a comprehensive understanding of public speaking anxiety among students of MTs Pancasila Kota Bengkulu, ensuring a robust and thorough analysis.

D. Research Subjects

The subjects of this study were eighth-grade students at MTs Pancasila Kota Bengkulu in the 2025/2026 academic year. These students were selected because they were actively involved in English speaking activities and were at a stage of development where general language learning anxiety was experienced. In this case, the researcher selected 10 students as participants based on purposive sampling,

especially those who showed signs of anxiety when speaking during English lessons.

E. Data Collection Technique

Data collection techniques to obtain relevant results in this study are:

1. Interview

Interviews are the cornerstone of qualitative research, allowing for in-depth exploration of participants' experiences, perceptions, and feelings. Semi-structured interviews are particularly effective because they provide a balance between directed questions and the flexibility to explore emerging topics during the conversation. According to (Dejonckheere & Vaughn, 2019), semi-structured interviews provide a balance between directed questions and the flexibility to explore new issues that arise during the conversation. This approach facilitates a deeper understanding of the factors contributing to English speaking anxiety and the strategies students use to overcome it.

Through this technique, the researcher can capture rich and detailed narratives that cannot be obtained through quantitative instruments alone. The semi-structured format allows the researcher to probe participants' responses, ask follow-up questions, and clarify meanings, thereby increasing the depth and credibility of the data. This method also enables students to express their thoughts freely using their own words, which is essential for understanding the personal and emotional dimensions of speaking anxiety. In addition, interviews help reveal individual differences in anxiety experiences and coping strategies, providing nuanced insights into how students respond to speaking challenges in the classroom.

2. Observation

Observation is a data collection technique that enables researchers to obtain direct information about participants' behaviours, interactions, and experiences in their natural settings. Through observation, researchers systematically watch and record events as they occur, allowing them to gain a deeper understanding of the research context and participants' actual actions. Recent studies emphasize that observation is an essential method in qualitative research because it provides firsthand evidence that may not be fully captured through interviews or questionnaires (Jamie & Rathbone, 2022).

In this study, observation was conducted during English learning activities to identify students' speaking behaviors, signs of anxiety, and the strategies they used to overcome their anxiety while participating in classroom interactions. The researcher observed several indicators, including students' willingness to speak, confidence in answering questions, interaction with peers and teachers, hesitation during speaking tasks, and other visible responses related to speaking anxiety.

Observation complements the interview data by providing direct evidence of students' actual behavior in the classroom. It allows the researcher to compare participants' statements during interviews with their real actions in the learning process, thereby enhancing the credibility and trustworthiness of the research findings. Through this technique, the researcher gains a more comprehensive understanding of how students manage and reduce their anxiety when speaking English.

3. Documentation

Documentation was used as a data collection technique to support and complement the data obtained through interviews and questionnaires. Documentation was collected during the research period, not during the learning process, so as not to disrupt classroom teaching and learning activities. Documentation serves as supporting data, helping researchers strengthen their understanding of the research context and increase the validity of the analysis results. The documentation in this study consisted of photographs taken during the research period, such as photos of interviews, student questionnaires, and the general condition of the school environment relevant to the research. These images provide a contextual overview of the research implementation and the characteristics of the research subjects, without directly recording learning activities. This documentation data helps researchers explain the research situation, strengthens data triangulation, and enhances the credibility of the research findings. Thus, documentation serves as a supporting instrument that complements the primary data in this study regarding students' speaking anxiety and the strategies used to overcome it.

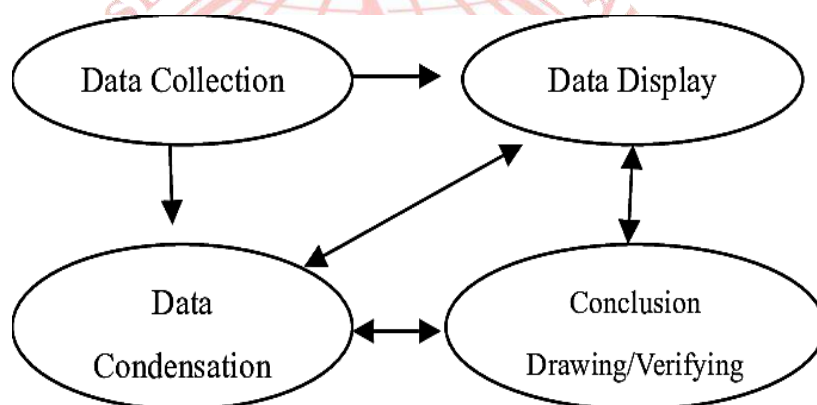
F. Data Analysis Technique

In mixed-methods research, data analysis involves the systematic analysis of both qualitative and quantitative data, followed by the integration of the findings to provide a more comprehensive understanding of the research problem. According to Creswell and Plano Clark (2018), mixed-methods data analysis requires researchers to analyze qualitative and quantitative data separately using appropriate

procedures and then combine or compare the results during the interpretation stage.

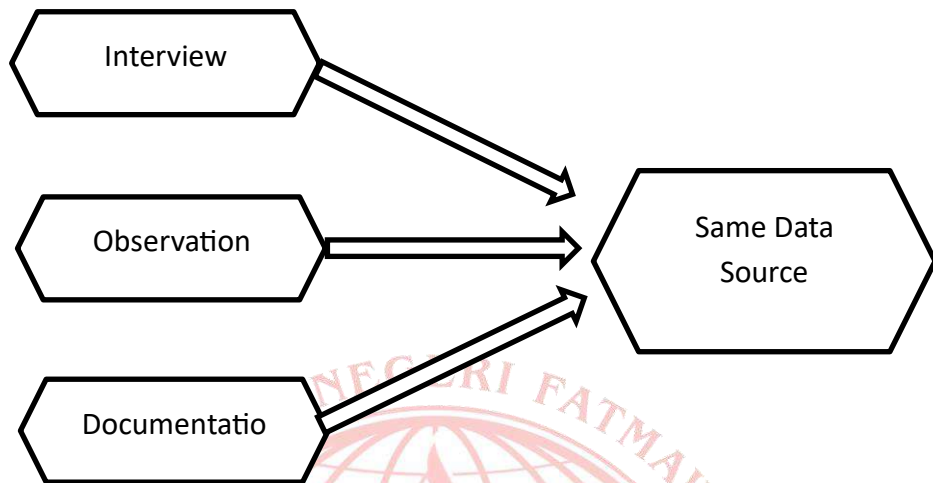
In this study, the qualitative data obtained from interviews and observations were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña (2020), which consists of three stages: data condensation (or data reduction), data display, and conclusion drawing/verification. These steps were used to identify patterns, themes, and meanings related to students' speaking anxiety and the strategies they used to overcome it.

Picture 3.1 Interactive Model Data Analysis



Meanwhile, the quantitative data obtained from the questionnaire were analyzed using descriptive statistics by calculating the frequency and percentage of each response. The quantitative results were used to determine the dominant strategies employed by the students in overcoming English-speaking anxiety. The findings from both qualitative and quantitative data were integrated and compared to provide a more complete and comprehensive interpretation of the research objectives. This integration enabled the researcher to confirm, complement, and enrich the results obtained from each method.

Grafik 3.2 Triangulation Data



1. Data Reduction

Data reduction is the process of selecting, focusing, simplifying, and transforming raw data collected during the research (Miles et al., n.d.). This stage is essential for managing large amounts of data and ensuring that only relevant information is considered. In this study, data reduction will involve the following activities:

a. Transcription:

All interviews, observations, and any other audio recordings related to the study will be transcribed verbatim. Transcription will include both verbal communication and non-verbal cues such as pauses, laughter, and other significant actions, which can provide insight into students' emotional responses to public speaking situations.

b. Coding:

The researcher will code the transcribed data by identifying key pieces of information related to students' levels of public speaking anxiety, the factors contributing to this anxiety, and the strategies they use to overcome it. This process will help categorize data into themes such as "fear of judgment", "physical symptoms", "lack of preparation", and "confidence-building strategies".

c. Filtering:

After coding, the researcher will filter out any irrelevant or repetitive data that does not contribute directly to answering the research questions. The filtered data will focus specifically on the core elements of public speaking anxiety and strategies for managing it.

2. Data Display

Data display is the process of organizing and presenting reduced data in a systematic form to facilitate understanding and conclusion drawing (Miles, Huberman, & Saldaña, 2014). In this study, the reduced qualitative data will be presented through a thematic matrix and narrative descriptions. The thematic matrix will organize the identified themes and categories, while narrative descriptions supported by participants' quotations will provide detailed explanations of the findings. In addition, the quantitative data obtained from the questionnaire will be presented in tables and percentages to show the distribution and dominance of students' strategies.

3. Conclusion Drawing

The researcher will draw conclusions based on the patterns and themes identified in the data display step. These conclusions will focus on answering the research questions relating to students' public speaking anxiety levels, the underlying factors that contribute to this anxiety, and the strategies used to manage or overcome it. The conclusions will also consider variations in anxiety levels based on different student demographics (e.g., gender, previous public speaking experience).

