

CHAPTER III

RESEARCH METHODOLOGY

This chapter points out the methodological procedures that this research followed to achieve the objectives stated and the implementation of comic as a reading comprehension tool in English language teaching. This chapter presents the design of research design, the population and sample, validity and reliability of the instrument, and data analysis.

3.1 Research Method

In accordance with the research questions asked, this research uses a qualitative approach. There are three reasons why this research is appropriate to use a qualitative approach (1) Using case studies as a data source to support the results. (2) Data results are presented with a thorough explanation. (3) To support the two reasons above, researchers need interviews to prepare appropriate data.

This study uses a qualitative approach to answer the question of how students experience and overcome anxiety during the thesis exam presentations. This study was conducted in an academic context, specifically for students facing thesis exams. Through this approach, the researcher aims to explore in depth the subjective experiences of students in dealing with anxiety. This approach was chosen because it allows researchers to understand complex psychological and linguistic dynamics through direct interaction with participants and thematic data analysis. As explained by Nur (2022), the case study method in qualitative research is effective in

identifying the causes of anxiety, both linguistic and non-linguistic, as well as the strategies used by students to overcome them. These strategies include thorough preparation, relaxation, positive thinking, seeking support from peers, comforting oneself, and praying.

This study was conducted by involving students as participants who were facing a thesis exam. Data was collected through direct interaction, field notes, recordings, and interview transcriptions. By using a qualitative approach, this study not only provides a comprehensive understanding of the phenomenon of anxiety in an academic context but also offers practical insights for the development of more effective intervention strategies in supporting EFL students during their academic process. This approach is in line with Moleong's opinion (2017) which states that qualitative research aims to understand the phenomena experienced by respondents, such as behavior, perception, and motivation, holistically through oral and written narratives. In addition, this approach is also in accordance with Preissle's definition (2008), which describes qualitative research as a research design that explores verbal, visual, tactile, and emotional data in the form of descriptive materials such as field notes, recordings, or transcriptions.

3.2 Research Design

This study used a qualitative approach with multiple case studies to explore the anxiety experiences of EFL students during thesis exam presentations at several private universities in Aceh. This approach allows for in-depth analysis of each case as well as comparisons between cases to identify common patterns and significant differences (Yin, 2018).

The subjects of the study were final-year students of the English Language Education study program who were or had undergone thesis exam presentations. Data was collected through in-depth interviews, participant observation, and document analysis, then analyzed thematically to reveal the causes of anxiety and the coping strategies used.

The selection of subjects was carried out by purposive sampling, ensuring the relevance of the subjects to the research objectives. According to Suryani (2020), this method is effective in qualitative research because it allows the selection of informants who have in-depth experience related to the topic.

Through the multiple case study method, this study not only provides a comprehensive understanding of academic anxiety but also offers practical insights for the development of more effective intervention strategies in supporting EFL students during their academic process.

3.3 Research Subject

This study used a qualitative approach with multiple case studies to explore the anxiety experiences of EFL students during thesis exam presentations at several private universities in Aceh. The subjects of the study were final year students of the English Language Education study program who were or had undergone the presentation.

The selection of subjects was based on the aim of understanding students' anxiety experiences in an academic context, with private universities in Aceh being chosen because of their unique cultural and academic nuances. The research time was adjusted to the thesis exam schedule at each university, ensuring relevant and contextual data.

Data was collected through in-depth interviews, which allowed for exploration of the factors causing anxiety and the strategies used by students to overcome them. The multiple case study approach was applied because it provides an in-depth analysis of each individual case and comparisons between cases to identify common patterns and significant differences (Yin, 2018).

The focus of the study included the types of anxiety experienced by students and the factors that influenced them, such as level of preparation, perceptions of examiners, and social support. Subjects were selected through purposive sampling, ensuring relevance to the research objectives and direct experiences related to anxiety (Suryani, 2020).

3.4 Research Instrument

The research instruments that are used by the researcher to conduct this research are as follows.

3.4.1 Interview Guideline

In the context of this research, researchers used semi-structured interviews as a data collection method. This method involves a series of questions that have been previously determined by the researcher, totaling 10 sub-indicators, which map out 3 questions from 1 sub-indicator each, so that the total number of interview questions designed in this research by the researcher will be given to the informant, totaling 30 questions et all that guide the interview but also allow for further exploration of the topic based on the responses given by the researcher.

Furthermore, interviews in qualitative research are often recorded to ensure accuracy and facilitate subsequent analysis. By doing so, researchers can revisit the

conversation and ensure that every detail is considered during the data interpretation process. According to Sugiyono (2019), interviews are particularly valuable when researchers seek to conduct an exploratory study or aim to understand a phenomenon in greater depth. In this study, the semi-structured interview method provides an effective means to explore the multifaceted nature of anxiety among students during their thesis defense, capturing both individual experiences and the broader contextual factors influencing those experiences.

3.5 Instrument Validity

Instrument validity is the process of testing the validity of a measuring instrument used in a study to ensure that the instrument can measure what it is supposed to measure. In this study, the validated instruments included interview guidelines related to EFL (English as a Foreign Language) students' anxiety during thesis defense presentations. Instrument validation is important to ensure the accuracy and credibility of the data collected. By using valid instruments, the research results become more reliable and trustworthy. Instrument validation was carried out by relevant experts, including English experts to check the grammar in the interview guidelines, as well as education or psychology experts to ensure the suitability of the EFL anxiety indicators.

The instrument validation process was carried out before the main data collection, so that the instruments used were tested and were ready to use. Validation was carried out in an academic environment, involving private universities in Aceh as the research location. Validation was carried out by asking experts to review and provide input related to the instruments that had been prepared. The researcher compiled anxiety indicators in interview questions, then asked the experts to assess the adequacy, clarity, and relevance

of each item. After obtaining input, the researcher made revisions according to the experts' suggestions until the instrument was considered valid.

3.6 Data Collection Procedures

According to Sugiyono (2018), Data collection procedures are a series of steps taken to collect information needed in a study. In this study, data were collected through interviews, observations, and documentation. Data collection procedures were designed to ensure that the information collected was relevant, accurate, and in accordance with the objectives of the study. The researcher obtained permission from the supervisor before starting data collection. Student participants in the study were involved with free and informed consent. Data collection was carried out after obtaining permission from the supervisor and research participants, according to a predetermined schedule. Data collection was carried out at a private university in Aceh, where this study took place. Data were collected through three main stages: (1) Preparation, namely compiling research instruments and obtaining permission, (2) Data collection, namely conducting interviews, and (3) Data analysis, namely processing and compiling research results reports.

3.6.1 Pre-Data Collection

Pre-data collection is the process of obtaining basic information from respondents before the main data is collected. In this study, initial data were collected through interviews Komariah (2020). Pre-data collection was conducted to ensure that respondents were suitable participants and understood the purpose of the study. The researcher contacted potential respondents and asked for their consent to participate in the study. Initial data collection was conducted before the main data collection process,

after the researcher obtained permission from the supervisor. Initial data were collected from private university students in Aceh, who were the subjects of the study. The researcher reviewed the track records of the respondents as research subjects, then contacted them to obtain consent. Data collection techniques included interviews to obtain general information and for further exploration.

3.6.1.1 Interview

In this study, interviews were conducted by researchers to dig deeper into the types of anxiety experienced by students majoring in English during their thesis exam presentations. The interview process is carried out by visiting respondents directly, after obtaining prior permission from the competent authorities. The researcher then conducted interviews in an open and structured manner, using prepared questions to obtain relevant information. During the interviews, all conversations were recorded with the consent of the respondents to ensure data accuracy and facilitate analysis, although notes were also taken to note important things that might have been missed. This method is expected to provide a deeper understanding of the factors that influence student anxiety during thesis examinations.

3.6.2 While Data Collection

In collecting data, researchers used methods, namely interview guides. According to Sugiyono (2019) data collection techniques are the most important step in research, because the main aim of research is to obtain data. Data collection can be done in various settings, various sources, and various ways.

3.6.3 Post Data Collection

After the data is collected, the researcher will analyse the information obtained from interviews to identify emerging patterns and draw conclusions, by compiling a research report that includes the main findings, data analysis, and suggestions for further development. This procedure aims to ensure that the data collected is accurate and relevant.

3.7 Data Analysis Techniques

Data analysis techniques are methods used to process and interpret the data collected in this study. Data analysis was conducted to gain a deeper understanding of EFL students' anxiety during thesis defense presentations and to draw conclusions based on research findings. The researcher is responsible for conducting data analysis with the right method. Data analysis was conducted during and after the data collection process was completed. Analysis was conducted at the research location and in the process of compiling the research report. Data analysis was conducted using three main techniques: (1) Data reduction, which is filtering important information from the collected data, (2) Data presentation, which is displaying data in the form of narratives, tables, or graphs, and (3) Drawing conclusions, which is making interpretations of the data that has been analyzed. This process follows the guidelines from Sugiyono (2019).

3.7.1 Data Reduction

Data reduction is the process of simplifying and grouping collected data into more focused and relevant information for research purposes. Data reduction is important to filter out irrelevant information, so that the analysis becomes more focused and effective. Researchers are responsible for carrying out data reduction with appropriate techniques.

Data reduction is carried out during the data collection process and after the data is collected. Data reduction is carried out at the research location and when compiling reports. Researchers carry out data reduction through several stages, namely (1) Coding the information from interviews, (2) Filtering data to eliminate irrelevant information, (3) Grouping data according to predetermined themes, and (4) Synthesizing information from various sources to obtain a more comprehensive picture, (5) Making Indonesian translations of each interview quote. According to Annisa, (2022) ensuring the accuracy of the delivery of meaning, maintaining the original context of the interviewee's statements, and making it easier for readers who have different languages to understand the content of the research.

3.7.2 Data Display

Data presentation is the process of displaying data that has been collected systematically so that it is easy to understand and analyze. Data presentation makes it easier for researchers to identify patterns, relationships, and meanings from the data that has been collected. Researchers are responsible for presenting data clearly and systematically. Data presentation is done after the data reduction process is complete. Data presentation is done in a research report. Data from interviews are presented to facilitate understanding, with each indicator explained briefly. Data from interviews are presented in the form of a concise narrative, with answers from each respondent combined based on relevant indicators. This allows researchers to describe information in a more structured and easier to analyze manner.

3.7.3 Drawing Conclusions

Drawing conclusions is the process of making final decisions based on analyzed data. Drawing conclusions is essential for formulating research findings clearly and ensuring that they can be explained logically. Researchers are responsible for drawing conclusions based on the collected and analyzed data. Drawing conclusions occur after the data analysis process is complete. Conclusions are presented in the research report. Researchers summarize the research results by comparing primary and secondary data from interviews. If data from both sources show similar results, the conclusion is stronger. If there are differences, the data from the more dominant source is used as the basis for the conclusion. The final data results are presented graphically for easier understanding.