

CHAPTER III

RESEARCH DESIGN

This chapter explains about the methodology of the study. It covers the research design, participants and data collection techniques.

3.1 Research design

This study was designed to identify the factors of EFL reading anxiety experienced by the students in Islamic Law Department academic year 2018/2019 at private university. This present study uses quantitative research. Quantitative research involves data collection and data analysis which is typically numeric and using mathematical models (Williams, 2007).

This research used survey research method which provides a quantitative description of trends, opinions, or attitudes, of a population by studying its sample (Creswell, 2014). Instrument of this research is questionnaire. Meanwhile, the data of students' EFL reading anxiety analyzed by using SPSS 23 (Statistical Package for the Social Sciences) and Microsoft Excel.

3.2 Population and Sample

The population of this study was all students of English for Islamic Law coursework academic year 2018/2019 at private university. The population consists of 168 students from English for Islamic Law class divided into three classes: Class A consists of 58 students. Class B consists of 53 students. Class C consists of 57

students. To calculate total sample from population this research using Slovin's formula. The Slovin's formula below:

$$n = \frac{N}{1+Ne^2}$$

Explanation :

n = Number of Sample

N = Population

e = Error rate (5% = 0,05)

To determine the number of sample to be used, the researcher used the Slovin's formula by the error rate of 5%. The estimated amount of this study is 168, with the above calculation, the estimation results are as follows:

$$n = \frac{168}{1+(168)(0,05^2)}$$
$$n = \frac{168}{1,42}$$

$n = 118, 309$ or 118 students

The numbers of samples in this study were 118 participants.

3.3 Data Collecting Techniques

This subchapter explains data collecting techniques which are instrument, validity and reliability.

3.3.1 Instrument

In this study, researcher used questionnaire to collect the data. The questionnaire was adapted from Zoghi and Alivandivafa (2012) namely English as a Foreign Language Reading Anxiety Inventory (EFLRAI). The questionnaire was used to assess students' EFL reading anxiety of non-English major students in tertiary education. The EFLRAI consists of 23 items divided into three factors, namely Top-down Reading Anxiety (TRA), Bottom-up Reading Anxiety (BRA), and Classroom Reading Anxiety (CRA). TRA which was divided into background, cultural knowledge and also general reading ability (items 1-6), BRA which was related to vocabulary and grammar (items 7-17), and CRA which was associated with teaching method (items 18- 23).

Table 3.1 Distribution of Questionnaire Item

Items	Statement	Factor	Sub-factor
TRA-1	Saya merasa resah ketika judul teks terasa asing bagi saya.		
TRA-2	Saya khawatir ketika gagasan-gagasan yang tertuang di dalam teks kurang jelas karena adanya perbedaan budaya.	Top-down Reading Anxiety (TRA)	Background and cultural knowledge
TRA-3	Saya bingung ketika saya tidak punya latar belakang		

	pengetahuan tentang gagasan-gagasan yang tertuang di dalam teks	
TRA-4	Saya khawatir ketika saya tidak bisa memahami intisari teks meskipun tidak ada kosa kata atau unsur tata bahasa baru di dalam teks tersebut.	Top-down Reading Anxiety (TRA) General reading ability
TRA-5	Saya khawatir ketika saya tidak bisa memahami gagasan-gagasan kecil (detail-detail) yang ada di dalam teks.	
TRA-6	Saya gugup ketika saya tidak bisa menemukan gagasan utama dalam sebuah paragraf	
BRA-7	Saya merasa resah ketika saya menemukan banyak kata-kata yang artinya kurang jelas.	
BRA-8	Saya marah ketika saya tidak bisa menemukan arti sebuah kata yang sepertinya pernah saya lihat sebelumnya.	Bottom-up Reading Anxiety (BRA) Vocabulary
BRA-9	Saya menjadi bingung ketika ada kata yang saya sudah tahu tapi ternyata artinya berbeda di dalam sebuah kalimat	
BRA-10	Saya bingung ketika saya menemukan idiom yang terasa asing bagi saya	
BRA-11	Saya merasa khawatir ketika ada sebuah kata asing/baru yang sulit diucapkan	
BRA-12	Saya gugup ketika ada kalimat yang panjang dan memiliki struktur yang rumit.	
BRA-13	Saya khawatir ketika ada	

	kalimat dengan tata bahasa yang asing bagi saya	
BRA-14	Saya merasa gelisah ketika saya menemukan kalimat pasif	
BRA-15	Saya merasa resah ketika ada bentuk kala/waktu (tense) yang tidak jelas di dalam sebuah kalimat.	Bottom-up Reading Anxiety (BRA)
BRA-16	Saya khawatir ketika saya tidak dapat mengenali beragam jenis kata, misalnya kata sifat, kata keterangan, atau kata hubung.	Grammar
BRA-17	Saya menjadi bingung ketika pengetahuan saya tentang sebuah unsur tata bahasa terasa tidak masuk akal.	
BRA-18	Saya merasa resah ketika pengajar meminta saya untuk membaca keras.	
CRA-19	Saya khawatir ketika pengajar meminta saya menerjemahkan salah satu bagian dari sebuah teks ke dalam bahasa asli saya.	Classroom Reading Anxiety
CRA-20	Saya merasa cemas ketika pengajar memberi pertanyaan berupa soal-soal pemahaman bacaan.	Teaching method (CRA).
CRA-21	Saya merasa resah ketika pengajar memilih topik bacaan yang tidak menarik untuk dibaca di kelas.	
CRA-22	Saya merasa gelisah ketika pengajar membetulkan kesalahan pengucapan dan penerjemahan saya.	
CRA-23	Saya merasa gugup ketika pengajar menggunakan Bahasa	

Inggris sebagai bahasa pengantar di kelas dan hampir tidak pernah memakai bahasa asli kami
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The EFLRAI is composed of 23 items which consist of four-points Likert Scale, ranging from one point (totally disagree) to four points (totally agree). All the items have positive statements. The scale of the data used in this questionnaire is the Likert scale with scoring techniques as followed:

Table 3.2 The Score for Likert scale

Likert Scale	Score
Totally agree	4
Somewhat agree	3
Somewhat disagree	2
Totally disagree	1

In this research, researcher adapted 23 items of EFLRAI from Zoghi and Alivandivafa (2012) by translated it into Bahasa Indonesia. The writer translated the questionnaire into Bahasa Indonesia by CILACS UII. The survey of EFL reading anxiety can be administrated individually through online Google form. The researcher gave 20 minutes to fill out the questionnaire. Meanwhile, students fill the data themselves, first background information such as name, age, gender, and English proficiency level, email and phone number then the researcher asks students to fill in each questionnaire items.

3.3.2 Validity & Reliability of the Instrument

Before collecting the data, researcher checked the validity and reliability the instrument through pilot study. In survey research, the sample for pilot study can be 10 to 30 participants (Isaac and Michael, 1995; Hill, 1998 as cited in Johansen and Brooks, 2009). Researcher chose randomly participants consisting 20 students for the pilot study. Researcher used validity test to ensure validity of the EFLRAI questionnaire in Indonesian translation. Furthermore, the validity was determined by expert judgment analysis from thesis supervisor and calculation program SPPS 23. Based on the results of the calculation of the validity's of the EFLRAI questionnaire that consists 23 items are as follows:

Table 3.3 Validity test

Items	Pearson Correlation	R-Table (N=20)	Criteria
TRA-1	0,753	0,444	Valid
TRA-2	0,505	0,444	Valid
TRA-3	0,702	0,444	Valid
TRA-4	0,724	0,444	Valid
TRA-5	0,706	0,444	Valid
TRA-6	0,619	0,444	Valid
BRA-7	0,718	0,444	Valid
BRA-8	0,629	0,444	Valid
BRA-9	0,716	0,444	Valid
BRA-10	0,793	0,444	Valid
BRA-11	0,817	0,444	Valid
BRA-12	0,737	0,444	Valid
BRA-13	0,813	0,444	Valid
BRA-14	0,635	0,444	Valid
BRA-15	0,640	0,444	Valid

BRA-16	0,633	0,444	Valid
BRA-17	0,780	0,444	Valid
BRA-18	0,831	0,444	Valid
CRA-19	0,647	0,444	Valid
CRA-20	0,519	0,444	Valid
CRA-21	0,630	0,444	Valid
CRA-22	0,592	0,444	Valid
CRA-23	0,735	0,444	Valid

According to Machali (2015) defines that valid decision is based by the value calculated (Pearson Correlation) > R-table of 0,444 (N =20). Thus, all the questionnaire items are valid.

Meanwhile, the reliability test was done using the Cronbach alpha coefficient. Based on the SPSS 23 output below, the Cronbach alpha value is 0.957 of the total 23 items. This indicates that all questionnaire items are excellent reliable.

Table 3.4 Reliability test

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
Total		20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.957	23

3.4 Data Analysis Techniques

Data processing techniques use Microsoft Excel 2010 and the computational calculation program of SPSS Statistics 23. Descriptive statistics was used to find out the percentages, frequencies, means and standard deviations of the variables. After that, the result is presented in the form of charts. The researcher took same appropriate steps with this research:

- a. Reviewed the EFLRAI questionnaire
- b. Adapted EFLRAI as the instrument and translated into Bahasa Indonesia
- c. Checked the translated items
- d. Checked validity of EFLRAI Indonesian Version
- e. Checked reliability of EFLRAI Indonesian Version
- f. Distributed 23 items questionnaire to 118 students at Islamic Law Coursework through Google form
- g. Used Microsoft Excel 2010 and SPSS 23 to analyze the data from the questionnaires into statistical package to find Standard Deviation and Mean.