Chapter Three

Methodology

In this chapter, the researcher presents the methodology used for this study. There are some points to discuss in this chapter. This chapter consists of research design, setting of the study, population, and data collection method. Then, research instrument and data analysis technique are also discussed in this chapter.

Research Design

Quantitative Design. This study used a quantitative research design. It to help the researcher to reach aim for the study, which is to find out "Level of EFL reading anxiety among English major students in early years". The decision to choose quantitative research for this study is appropriate to the researcher's aim. Quantitative research is a structured way of collecting and analyzing data obtained from different sources. Quantitative research involves the use of computational, statistical, and mathematical tools to derive results. According to Borrego, Douglas, and Ammelink (2009), quantitative method fits for deductive approaches which hypothesis justifies the variables of the narrowly defined research questions. It is conclusive in its purpose as it tries to quantify the problem and understand how prevalent it is by looking for projectable results to a larger population

Survey Design. The most appropriate design used in this research is survey design method. According to Creswell (2012), survey research designs are the procedures in quantitative research in which the investigators administer a survey to a sample and population of people to describe the attitudes, opinions, behaviors, or

characteristic of the population. Survey design helps the researcher to identify the important beliefs and attitude of the students about their reading anxiety.

Setting of The Study. The setting of this study done in the classroom at ELED batch 2018 of Private University. Moreover, it makes the researcher easier to access and collect the data from participants of this research. Because the researcher study is about the levels anxiety of EFL students among English major students on the early years, the researcher was finding out the data of student in reading class from the teacher to match the data and the result of my research. Therefore, because the researcher is a student of English Language Education Department and the place support the researcher easier to collect the data and appropriate to the purpose of the study and significances of this research.

Population. The population in this research were students from ELED Private University Batch 2018 that consist of 243 students. The reason why the researcher chose the participants because the researchers assume that students of English Education Department were familiar with reading activity. The researcher also chose students from batch 2018 because they were still new as students in EED UMY in learning English, and it was supposed to know how actually students reading anxiety level in early years study. The method that used in this research is confidence sampling, that means from sample size confinience levels, confidence interval 5% of 243 are, minimum 151 students. For students available in this research are 170 students at ELED of Private University batch 2018 become participants of this research.

Data collection method. To collect the data from this research, researcher used questionnaire, the questionnaire adapted from previous research that used by Zoghi

(2012). Questionnaire by paper sheet distributed to the 170 students from ELED batch 2018. In the questionnaire there are 27 questions that included 5 components can be analyzed. After questionnaire distributed to participants, participants complete the questionnaire on 10 to 15 minutes. To find the average and validity scores of reading anxiety level the researcher used statistical analysis tool.

       The Instrument of the Research. To know students reading anxiety level of students' batch 2018 at EED the researcher used a questionnaire to collect the data. Kothari (2004) stated that the questionnaire is a set of questions focused on specific topics or specialized area. The questionnaire is used as an instrument to- gather data from student participants. In addition, the researcher took a questionnaire from previous studies were made from the journal of Asia TEFL that has been used before by Zoghi at 2012 on his research "An Instrument for EFL Reading Anxiety: Inventory Construction and Preliminary Validation". It was use data record students from their teacher about their reading performance and find out anxiety level at once to match result from their answer from questionnaire toward reading anxiety. The researcher prepared a questionnaire first to collect the data from students. The questionnaire that used before by Zoghi at 2012 consisted of 27 questions that translated from English to Bahasa to avoid any misunderstanding. From the questionnaire, students asks to choose through multiple choice. The multiple choice is the 1-4 scale which has been provided in the questionnaire, the participants were required to answer the questions in 10-15 minutes. Each section contains specific variables that in turn gives rise to the anxiety factor identified. The components of the questionnaire were as follow.

The first component of this questionnaire is background and cultural knowledge. The components of background and cultural knowledge are involved in questionnaire number 1, 2, and 3. The second component is the general reading ability. Reading ability by preference components involved in question number 4, 5, 6 and 7. The third component is the vocabulary. Vocabulary involved in questionnaire number 8, 9, 10, 11, 12, 13, 14 and 15. Next is forth component, there is Grammar. Grammar is involved in questionnaire number 16, 17, 18, 19, 20 and 21. The last component involved in question number 22, 23, 24,25,26 and 27 is teaching method.

Furthermore, the researcher used a Likert scale in the questionnaire. According to Sugiyono (2013), Likert's scale is the scale to measure attitude, opinion, and perception of someone or group toward the social phenomenon. The researcher decided to use a 1-4 scale. The scale of the questionnaire was as follow.

Components on the Questionnaire	
Component	Questions number
Background & Cultural knowledge	1-3
General Reading Ability	4-7
Vocabulary	8-15
Grammar	16-21
Teaching Method	22-27

No	Scale	Score
1.	Sangat Tidak Setuju/Strongly Disagree	1

2.	Tidak Setuju/Disagree	2
3.	Setuju/Agree	3
4.	Sangat Setuju/Totally Agree	4

No	Levels of reading anxiety	Scores
1	Low level	0.00-1.33
2	Fair level	1.34-2.66
3	High level	2.67-4.00

Reliability of the Instrument. Reliability is the value that showed the consistency of the finding data and shows the truth of the instrument. According to Creswell (2012), reliability means that the score from an instrument is stable and consistent. Therefore, the result of the score should be nearly the same when the researcher administrated the instrument repeatedly at different times. The purpose of the reliability was to evaluate the stability of the instrument. It means that instrument can be administrated in several times by several respondents with the similarity results. The criterion of the reliability according to Winterstein and Kimberlin (2008), scores from the measurement instrument is composed of the true score which is unknown and error in the process of measuring. Furthermore, because this instrument has been used before, the previous researcher has tested the reliability.

The Validity of the Instrument. There were two steps to ensure the validity of the questionnaire reliability in this research. The first step was to use an expert's judgment before gathering the data. In this research, the researcher adapted the

questionnaire from previous studies and translated the questionnaire into the Indonesian language. Expert's judgment in this research was used to measure the validity of the questionnaire which translated into Indonesian. The researcher used a scale from 4 – 1 as a score to measure the readability of the questionnaire, and this scale is based from very relevant, relevant, irrelevant and very irrelevant. After the researcher conducted the expert's judgment, the researcher asked the expert judgment to justify less appropriate words. From the expert judgment questionnaire can be use if the scores are minimum 2.50, and the level of scores and the result from expert judgment can be seen in the table 3.1 and 3.2 on the next page.

Table 3.1 *Levels of scores*		
No	Levels of reading anxiety	Scores
1	Low level	0.00-1.33
2	Fair level	1.34-2.66
3	High level	2.67-4.00

Table 3.2 *Validity of Instrument*				
Question Number	Assessor 1	Assessor 2	Value of validity	Validity level
1.	3	4	3.50	High
2.	3	2	2.50	Fair
3.	3	4	3.50	High
4.	3	4	3.50	High

5.	3	3	3.00	High
6.	3	4	3.50	High
7.	3	3	3.00	High
8.	3	4	3.50	High
9.	3	4	3.50	High
10.	3	4	3.50	High
11.	3	2	2.50	Fair
12.	3	4	3.50	High
13.	4	4	4.00	High
14.	3	4	3.50	High
15.	3	4	3.50	High
16.	3	4	3.50	High
17.	3	2	2.50	Fair
18.	3	4	3.50	High
19.	4	4	4.00	High
20.	3	2	3.00	High
21.	3	3	3.00	High
22.	3	4	3.50	High
23.	3	4	3.50	High
24.	3	4	3.50	High
25.	4	4	4.00	High
26.	4	4	4.00	High
27.	4	4	4.00	High

Data Analysis. This research aims to find out the "Levels of EFL reading anxiety among English major student on the early years. Data collection is one of the most important aspects of the quantitative research process. Data collection involves the researcher to prepare and obtain the required information from the target audience. The media to collect data for this research is through a questionnaire toward the students in the classroom by questionnaire paper sheet. The researcher finished the data collection of this study through a questionnaire with student participants. Furthermore, the researcher chooses questionnaire paper sheet to collect the data because for the researcher this method is easier than use a google document. After the data were gathered, the researcher analyzed the data to find the average score of the data from the questionnaire used statistical analysis. In addition to the introductory section of the questionnaire providing participant information (Name, and Student number) on respondents, the instrument lists 27 items in three sections. The items are rated on a 4-point Likert format, corresponding to 1 (totally disagree), 2 (disagree), 3 (agree), and 4 (strongly agree). Scores range from a low of 27 to a high of 108, with higher scores reflecting greater perceived of reading anxiety level.