

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In conducting a study, it requires appropriate method to investigate certain phenomenon. As such a methodology will help the researcher to get deeper understanding about the phenomenon investigated by analyzing the data from the result of study and then gaining the conclusion. Like other studies, this study takes foreign language reading anxiety as its primary concern. It needs an appropriate method of how to find out the level of reading anxiety among EFL senior high school students, potentials factor of reading anxiety and reading strategies to reduce anxiety in reading. Therefore, in this chapter, the steps of collecting relevant data will be elaborated as well as the method used to analyze the data.

This chapter consists of four major sections. The first section presents the research design. The second section describes the population and sample. The third section is the instrumentation administered in gaining the data. The last is the data analysis.

#### **3.1 Research Design**

To accommodate the investigation toward foreign language reading anxiety among Senior High School students, this study was guided by a survey research design. The survey research design uses data collected on “things or people as they are, without trying to alter anything” (Jaeger, 1988, as cited in Marungudzi, 2009). Nunan (1992, as cited in Marungudzi, 2009) adds that

“where a snapshot of conditions, attitudes, or events at a single point in time” need to be taken, the survey research design is the most suitable method. The survey research design is also suitable for this study because it provides “a broad overview of a representative sample” (Mouton, 2001, as cited in Marungudzi, 2009). It is also supported by Creswell (2012) who explains that survey designs are procedures in quantitative research in which the researcher administer a survey or questionnaire to representative of large group of people (sample) to identify trends in behaviors, attitudes, opinions, or characteristics of a large group of people (population). This method has been widely used in foreign language anxiety studies (Horwitz et al., 1986; Saito et al., 1999). A total of 32 students of Indonesian EFL Senior high school students took part in this survey study. The primary data sources come from the three questionnaires, namely, Foreign Language Reading Anxiety Scale (FLRAS) proposed by Saito et al. (1999), Survey of Reading Strategies (SORS) proposed by Mokhtari and Sheorey (2002) and a developed questionnaire to measure the trend of potential factors of reading anxiety proposed by Ahmad et al. (2013). Then, by conducting a survey, all the data gained from the questionnaires were conveyed through descriptive statistics. Descriptive statistics is a medium for describing survey data in manageable form (Babbie, 1973). The last, data from an interview were the secondary data sources triangulating the results obtained from the primary data sources.

### **3.2 Population and Sample**

To gather the data of the current study, purposive sampling was employed in selecting the participants. The researcher intentionally selected the participants who have learnt English for several years and those who can provide the best information to achieve the objective of the study (Creswell, 2009). It is one of the most common sampling strategies which are more relative to the nature of the research question. Moreover, this kind of sampling is extremely useful to describe this phenomenon.

The research participants were students from a senior high school in Bandung. From the first to the third grade, thirty two second grade students were chosen to be the respondents of this study in consideration that they have learnt English for several years and are capable to represent their opinion related to the research questions. In addition, an observation guideline consisting of several criteria of selection was also employed in this study. There were some criteria such as students' classroom participation, attitude toward English class, English reading proficiency, English test score, and their length of study. After the data from the FLRAS questionnaire was collected, and the students' reading anxiety level was determined. Afterward, nine students with various level of reading anxiety were chosen to be interviewed. In addition, those who were chosen to be interviewed also met criterion of selection that the nominated students should be expressive to give rich information.

### **3.3 Data Collection Procedure**

In collecting the data from the respondents, the study used four instruments which were FLRAS (Foreign Language Reading Anxiety Scale) questionnaire proposed by Saito et al. (1999) to reveal reading anxiety level among students. Then, SORS (Survey of Reading Strategies) questionnaire proposed by Mokhtari and Sheorey (2002), a developed questionnaire to measure the trend of the potential factors that cause foreign language reading anxiety proposed by Ahmad et al. (2013) and semi-structured interview to confirm the questionnaire results about potential factors that cause students' reading anxiety and students' reading strategies to reduce their reading anxiety. The questionnaires were administered to the participants in different times to avoid the effect of retention. Participants were informed about the confidentiality of their data and only students who volunteered took part in the study.

Firstly, the FLRAS questionnaire, the SORS questionnaire, and a developed questionnaire to measure the trend of the potential factors of reading anxiety were administered to 32 Second Grade Senior High School Students in different meeting. Secondly, the administered questionnaires were collected and the data from FLRAS and SORS were analyzed by using SPSS to determine the mean and standard deviation score as matter of consideration to categorize the level of reading anxiety and the trend of reading strategy used among the students. Meanwhile, the third questionnaire was analyzed manually to determine the percentage of each item on the questionnaire as criterion to determine the dominant factor that causes reading anxiety.

Afterward, the questionnaires were collected and the answers were analyzed. The answers were presented in percentage to show the number of students who belong to the high, medium and low reading anxiety level. Based on the analysis of some participants for each level of anxiety were selected to be interviewed. The interview was administered to nine selected participants.

Lastly, based on the result of analysis of reading anxiety level, students' answer from FLRAS questionnaire, SORS questionnaire, a developed questionnaire by Ahmad et al. (2013), and interview were analyzed using some experts' theory and compared with some studies results. Finally, all of the results of each step of this study were presented in Chapter IV.

The instruments used to obtain the data in order to answer the research question are explained in this following sub-chapter.

### **3.3.1 Questionnaires**

In order to measure the level of reading anxiety, the questionnaire used is the adaptation and translation of FLRAS (Foreign Language Reading Anxiety Scale) developed by Saito et al. (1999). They also found that FLRAS shows good internal reliability with internal consistency coefficient of .86 (Cronbach Alpha,  $n=383$ ). This finding compares reasonably well with the result of .94 for the FLCAS computed on the same sample. FLRAS, in its function to measure the level of reading anxiety perceived by foreign language learners has also been used by some researchers such as Cetinkaya, 2011; Kuru-Gonen, 2005, 2009; Shariati & Bordbar, 2009; Zhao, 2009). FLRAS consists of 18 items (two items deleted from the original scale as a result of reliability and validity studies) with answers

response option ranged from “Strongly Disagree” (SD), “Disagree” (D), “Neither Agree nor Disagree” (NA), “Agree” (A), and “Strongly Agree” (SA). The questionnaire was adapted and translated to suit the respondents. Therefore, if the points are summed up by adding each answer score of each statement, the score of students’ reading anxiety scale would range from 18 to 90. The higher the total score is, the more anxious the respondent is.

The second questionnaire is SORS (Survey of reading strategies) questionnaire used to seek students’ reading strategies to reduce their anxiety. It was designed by Mokhtari and Sheorey (2002). It is explained more that the instrument was tested on a population of ESL students studying at two universities in the United States and found consistent results relative to the instrument’s reliability (internal reliability = .89 or better), indicating a reasonable degree of consistency in measuring awareness and perceived use of reading strategies among non-native students of English. SORS consists of 30 questions with answers response options ranged from 1-5 of each item. The 5 point scale is ranged from score ‘1’ means that “I never or almost never do this”, score ‘2’ means that “I do this only occasionally”, score ‘3’ means that “I sometimes do this”, score ‘4’ means that “I usually do this”, and score ‘5’ means that “I always or almost always do this”. The questionnaire was adapted and translated into Indonesian to avoid misunderstanding. If the points are calculated by adding each answer point of each statement, the score of students’ reading strategies would range from 30 to 150. The higher scores refer to the more frequent use of reading strategies.

SORS consists of three subcategories: Global Reading Strategies (GLOB), Problem Solving Strategies (PROB), and Support Strategies (SUP). Global Reading Strategies facilitate readers to intentionally monitor their reading. Problem Solving Strategies help readers to directly solve reading difficulties. Lastly, Support Strategies are basic mechanism to enhance reading comprehension. Those three subcategories are included in each statements of the SORS questionnaire, as follows:

Table 3.1

Type of Reading Strategies

TYPES OF READING STRATEGY	ITEM NUMBER
1. Global Reading Strategies (GLOB)	1,3,4,6,8,12,15,17,20,21, 23, 24,27
2. Problem Solving Strategies (PROB)	7,9,11,14,16,19,25,28
3. Support Strategies (SUP)	2,5,10,13,18,22,26,29,30

The third questionnaire is a developed questionnaire that has been checked the validity and the reliability of the instrument by Ahmad et al. (2013). It is explained more that this instrument was used to investigate bachelor student during the second semester enrolled at Yarmouk University, Jordan. The validity of the instrument has been checked by giving to a jury of two doctors from the education department, five teachers from the language center, and two PhD students in the field of foreign language teaching to review and comment on the layout and the statement. Finally 26 from initial 40 generated statements were mostly agreed on. The instrument looked right, which reflected high quality of

face validity and content validity. In relevance to reliability of the instrument, by using Cronbach Alpha, the reliability coefficient the final version of the instrument was 0,846, which still indicates the acceptable value in the educational research. This instrument is intended to investigate the trend of the potential factors of foreign language reading anxiety among foreign language learners. This questionnaire postulates five specific domains of the factors of foreign language reading anxiety in its items, as follows:

Table 3.2

Factors of Foreign Language Reading Anxiety

FACTORS OF READING ANXIETY	ITEM NUMBER
1. Unknown vocabulary	Items 1-6
2. Unfamiliar Topic	Items 7-10
3. Unfamiliar Culture	Items 11-15
4. Fear of Making Error	Items 16-20
5. Worry about Reading Effect	Items 21-26

### 3.3.2 Interview

Based on the questionnaire analysis, a structured interview was administered to nine selected students. The interview was conducted to clarify and elaborate on the information provided in the questionnaire before. Moreover, the interview was considered to fit this study because it tried to find the respond from the participant of some basic idea that need to cover. This type of interview was



required to get the “in-depth information”, as it allows researcher to ask “follow-up questions” about the participants’ answers on the questionnaire (Alwasilah, 2008). The interview that was recorded and transcribed to avoid “inaccuracy and incompleteness” data (ibid). Personal data of each of participant was collected (i.e., name, program major, year in school, etc.).

### **3.4 Data Analysis**

In order to answer the research questions, data analysis is needed. It covers the anxiety level perceived by the students in reading English, their sources of anxiety in reading English as well as their reading strategies to reduce it.

#### **3.4.1 The Level of Students’ Reading Anxiety**

FLRAS consists of two kinds of statement which are positive and negative. The positive statement scale ranged from 1-5 with answer “Strongly Agree” to “Strongly Disagree”. While, the negative statement will be ranging from 5-1 with answer “Strongly agree” to “Strongly Disagree”. They are 4 positive statements in the questionnaire which are number 10, 11, 12, and 16. The negative statements are in number 1, 2, 3, 4, 5, 6, 7, 8, 9, 13, 14, 15, 17, and 18. The data were summed up manually by using Likert’s scoring scale which is shown below:

Table 3.3

Likert's Scoring Table adopted from Horwitz et al. (1986)

Statement	Scoring				
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Negative	5	4	3	2	1
Positive	1	2	3	4	5

As for the categorization of the reading anxiety level, the total score of all participants were calculated by using IBM SPSS Statistic Version 20 to determine the mean and standard deviation score as matter of consideration to categorize the level of reading anxiety. Afterward, the following formula was applied to FLRAS scores to determine the level of students' reading anxiety from high, medium, and low anxiety levels:

- **High Anxiety:** Mean + Standard Deviation = The score higher than this
- **Low Anxiety:** Mean – Standard Deviation = The score lower than this
- **Medium Anxiety:** The score between Mean – Standard deviation and Mean + Standard deviation

Based on the calculation by using the formula above, the range score for each reading anxiety level perceived by students is as follows:

Table 3.4  
FLRAS Anxiety Scale

Level	Range
Low level	< 49
Medium level	49 – 63
High level	> 63

### 3.4.2 The Potential Factors of Reading Anxiety

The research questions also aims to look for the factors that cause students' reading anxiety. Therefore, the present study used a developed questionnaire made by Ahmad et al. (2013). It consists of 26 items which revolved around five themes of potential factors of reading anxiety, such as unknown vocabulary, unfamiliar topic, unfamiliar culture, fear of making error, and worry about reading effect.

In addition, one of items in interview questions attempted to seek students' anxiety factor in reading English. The question is as follow:

- Do you feel anxious when you have to read in English? Why?

The answers of students in interview session were expected to add the data for students' reading anxiety factors. The result of the questionnaire and also the interview were then analyzed with the theory of Ahmad et al. (2013).

### **3.4.3 Students' Reading Strategies to Reduce Anxiety**

The next research question aims to find out reading strategies used by students in reducing their anxiety. Therefore, the present study used Survey of Reading Strategies (SORS) questionnaire proposed by Mokhtari and Sheorey (2002). It consists of 30 items which postulated three broad strategies such as Global Reading Strategies (GLOB), Problem Solving Strategies (PROB), and Support Strategies (SUP). The total score of SORS questionnaire from all participants were calculated by using IBM SPSS Statistic Version 20 to determine the mean score as matter of consideration to find out the most and the least reading strategies used by participants.

Moreover, in interview session, the selected participants were also asked to investigate reading strategies used most and least frequently among the students. The question is as follow:

- When you feel anxious in reading, what reading strategies are mostly used?

The students' answers were analyzed and categorized using theory proposed by Mokhtari and Sheorey (2002).

