

CHAPTER 3

RESEARCH METHODOLOGY

The methods used to carry out the study are presented in this chapter. The study technique, data and its source, data collection, data analysis, and research timeline are all covered.

A. Research Design

This study employs a descriptive survey design using a quantitative approach. A survey design is considered appropriate for research that aims to obtain data from a large number of participants to identify trends, attitudes, or opinions in a population (Creswell, 2014). The purpose of the study is to identify the level of anxiety experienced by junior high school students in Tasikmalaya when reading English. This design allows the researcher to collect numerical data from many respondents at once by distributing a standardised questionnaire (FLRAS). Furthermore, the data are analysed statistically to find patterns and levels of anxiety in reading a foreign language.

B. Population and Samples

The population of this study consisted of junior high school students in Grades VII, VIII, and IX in Tasikmalaya City. This population was selected because English is a compulsory subject at the junior high school level, and reading activities constitute an essential component of English language learning. Students at this level regularly engaged with English reading tasks, such as reading passages, textbooks, and other instructional materials, making them an appropriate population for investigating Foreign Language Reading Anxiety (FLRA). Since the study focused on anxiety experienced during English reading activities, the population was limited to students who had experience reading English texts in formal classroom settings.

The sample consisted of 100 junior high school students from several junior high schools and Islamic junior high schools (MTs) in Tasikmalaya City who voluntarily participated in the study. The participants comprised 50 Grade VII

students (50.0%), 35 Grade VIII students (35.0%), and 15 Grade IX students (15.0%). They were recruited from SMP Negeri 6 Tasikmalaya (n = 50), SMP Negeri 2 Tasikmalaya (n = 11), SMP Negeri 18 Tasikmalaya (n = 9), MTs Negeri 2 Tasikmalaya (n = 9), SMP Negeri 8 Tasikmalaya (n = 5), MTs Negeri 1 Kota Tasikmalaya (n = 3), SMP Negeri 4 Tasikmalaya (n = 2), SMP Negeri 13 Tasikmalaya (n = 2), SMP Negeri 14 Tasikmalaya (n = 1), SMP Negeri 1 Tasikmalaya (n = 1), and SMP Negeri 4 Tasikmalaya (n = 1). The demographic characteristics of the participants are presented in Table 1.

A convenience sampling technique was employed because participants were recruited based on their accessibility, availability, and willingness to participate in the study (Stratton, 2023). This technique was considered appropriate because the present study aimed to describe the level of Foreign Language Reading Anxiety (FLRA) rather than to generalise the findings to the entire population. Furthermore, the researcher did not have access to a complete sampling frame of all junior high school students in Tasikmalaya City, making probability sampling impractical. Therefore, the questionnaire was distributed online via WhatsApp to accessible students from several schools who met the inclusion criteria and voluntarily agreed to participate in the study.

The inclusion criteria were as follows: (1) students enrolled in Grades VII-IX, (2) students actively attending English classes, (3) students who had experience reading English texts as part of classroom learning activities, and (4) students who voluntarily agreed to participate in the study. These criteria were established to ensure that the participants had relevant experience with English reading activities and could provide meaningful responses regarding their level of Foreign Language Reading Anxiety.

Table 1. Demographic Characteristics of the Participants (N = 100)

Variable	Category	Frequency (n)	Percentage (%)
Grade	Grade VII	50	50%
	Grade VIII	35	35%
	Grade IX	15	15%

Variable	Category	Frequency (n)	Percentage (%)
School	SMP Negeri 6 Tasikmalaya	50	50%
	SMP Negeri 2 Tasikmalaya	11	11%
	SMP Negeri 18 Tasikmalaya	9	9%
	MTs Negeri 2 Tasikmalaya	9	9%
	SMP Negeri 8 Tasikmalaya	5	5%
	MTs Negeri 1 Kota Tasikmalaya	3	3%
	SMP Negeri 4 Tasikmalaya	2	3%
	SMP Negeri 13 Tasikmalaya	2	2%
	SMP Negeri 14 Tasikmalaya	1	1%
	SMP Negeri 1 Tasikmalaya	1	1%

C. Data Collection

1. Instrument

The instrument used in this study was originally developed to measure reading anxiety among learners of French, Japanese, and Russian as foreign languages. Data were collected using the Foreign Language Reading Anxiety Scale (FLRAS) developed by Saito et al. (1999). FLRAS has been widely recognised as an instrument capable of assessing students' reading anxiety levels across different foreign language contexts. Therefore, the FLRAS is considered to have strong construct relevance and cross-linguistic applicability. The original FLRAS developed by Saito et al. (1999) consists of 20 items. Following empirical validity testing, six items (Items 13, 14, 16, 18, 19, and 20) did not meet the minimum corrected item–total correlation criterion ($r \geq .30$). Therefore, these items were excluded from further analysis. The final instrument used in the data analysis consisted of 14 valid items. The instruments were measured using a four-point Likert scale ranging from strongly disagree (1) to strongly agree (4). The questionnaire was translated and adapted into Bahasa Indonesia to ensure its suitability for junior high school students.

2. Validity

The validity of the adapted questionnaire was established through both content validity and empirical validity. The instrument was adapted from the Foreign Language Reading Anxiety Scale (FLRAS) developed by Saito et al. (1999), which has been widely used to measure foreign language reading anxiety across different language learning contexts.

Content validity was established by translating and adapting the FLRAS into Bahasa Indonesia, followed by consultations with the research supervisor, whose expertise includes reading and English language education. The review focused on the clarity, appropriateness, comprehensibility, and semantic equivalence of the translated items for junior high school students. Revisions were made based on the supervisor's feedback to ensure that the instrument adequately represented the construct of foreign language reading anxiety.

Empirical validity was examined using the Corrected Item-Total Correlation (CIT) analysis in SPSS. According to Hair et al. (2019), items with a corrected item-total correlation coefficient of 0.30 or higher are considered acceptable. As shown in Table 2, 14 of the 20 items met this criterion, while six items (Items 13, 14, 16, 18, 19, and 20) did not and were therefore excluded from the final analysis. Consequently, the validated instrument used in this study consisted of 14 items. The complete adapted questionnaire and the final validated version are presented in Enclosure 1 and Enclosure 2, respectively.

Table 2. Corrected Item-Total Correlation (CIT) Results

Item	Corrected Item-Total Correlation	Interpretation
S1	0.919	Valid
S2	0.805	Valid
S3	0.739	Valid
S4	0.896	Valid
S5	0.895	Valid

Item	Corrected Item-Total Correlation	Interpretation
S6	0.828	Valid
S7	0.844	Valid
S8	0.785	Valid
S9	0.805	Valid
S10	0.933	Valid
S11	0.919	Valid
S12	0.782	Valid
S13	-0.581	Not Valid
S14	-0.451	Not Valid
S15	0.850	Valid
S16	-0.555	Not Valid
S17	0.850	Valid
S18	0.020	Not Valid
S19	-0.442	Not Valid
S20	0.031	Not Valid

3. Reliability

To examine the internal consistency of the adapted questionnaire, a reliability test was conducted using Cronbach's Alpha in SPSS. According to George & Mallery (2003), a Cronbach's Alpha coefficient above 0.70 indicates acceptable reliability. The reliability analysis yielded a Cronbach's Alpha coefficient of 0.98, indicating acceptable internal consistency. Therefore, the questionnaire was considered reliable and suitable for data collection in this study.

Table 3. Reliability Test Result

Instrument	Number of Items	Cronbach's Alpha	Interpretation
FLRAS	14	0.98	Acceptable Reliability

4. Procedures

The data collection process consisted of several stages. First, the researcher translated and adapted the Foreign Language Reading Anxiety Scale (FLRAS) into Bahasa Indonesia to ensure its linguistic suitability for junior high school students. After the adaptation process, the questionnaire was reviewed through expert judgment. The finalised questionnaire was then distributed online using Google Forms. Participants were invited to complete the questionnaire voluntarily. Before responding, they were provided with information regarding the purpose of the study and instructions for completing the questionnaire. The participants were given approximately 10-20 minutes to complete all items. The responses were automatically recorded and stored for further analysis.

5. Ethical Consideration

Ethical principles were maintained throughout the research process. Before participation, students were informed about the purpose of the study, the voluntary nature of their participation, and their right to withdraw from the study at any time without any consequences. Participants were asked to provide their names and school information to verify that they met the study criteria as junior high school students in Tasikmalaya. However, all personal information was kept confidential and was used solely for participant verification purposes. The collected data were stored securely and used only for academic and research purposes.

D. Data Analysis

All data obtained in this study were analysed using descriptive statistical techniques. The responses from the Foreign Language Reading Anxiety Scale (FLRAS) questionnaire were tabulated and analysed to obtain the mean, standard deviation, frequency, and percentage of students' scores. These statistics were used to describe the overall level of foreign language reading anxiety among the participants and to classify the scores into anxiety-level categories. No inferential

statistical tests were conducted because the study aimed to describe the level of reading anxiety rather than to examine relationships or differences between groups.

E. Research Schedule

This research was conducted over a period of ten months, from September 2025 to June 2026. The research stages included proposal preparation, proposal examination, data collection, data analysis, report writing, and the presentation of findings and thesis examination. A detailed schedule of research activities is presented in Table 4.

Table 4. Research Schedules

Description	Sep/ 2025	Oct/ 2025	Nov/ 2025	Apr/ 2026	May/ 2026	Jun/ 2026
Research Proposal Writing						
Research Proposal Examination						
Data Collection						
Data Analysis						
Report						
Thesis Result Seminar						
Thesis Examination						