CHAPTER 3
RESEARCH PROCEDURE

This section consists of several parts involving procedures to conduct the research. There is a method of the research, variables of the research, population and sample, data collection technique, research instrument, data analysis technique, steps of the research, time and place of the research.

3.1. Method of the Research

A survey research design was employed in this present study. A survey research design is a quantitative research approach that collects data from samples drawn from specific groups regarding beliefs, attitudes, traits, behaviours, and variable connections, as well as testing numerous hypotheses concerning sociological and psychological factors (Sugiyono, 2019). In quantitative research, survey designs include distributing a survey or questionnaire to a small number of participants (referred to as the sample) to find patterns in the attitudes, views, behaviours, or attributes of a much larger group of participants (referred to as the population) (Creswell, 2012). In summary, a survey method is well-suited for investigating foreign language anxiety levels among junior high school students in EFL classrooms due to its ability to provide quantitative, objective, and generalizable data, which can inform research, policy, and practice in language education.

3.2. Variables of the Research

Any items that are the subject of a study are considered variables. The term "variable" describes a trait or quality of a person or an organisation that can be measured or seen and that changes depending on the subject under study (Creswell, 2012). The variable used in this study is a single variable; the foreign language anxiety levels of junior high school students in EFL classrooms. The use of a single variable aims to facilitate researchers in formulating the object or core of research, which only consists of one research object.

3.2. Population and Sample

The population in this study was all the 7th grade students of junior high school in Tasikmalaya, which consisted of 330 students, with the sample size of the study being 152 students. This current study used convenience sampling to obtain the sample. According to Sanusi (2014), convenience sampling or accidental sampling, is the process of selecting respondents as samples based on chance, meaning anyone who happens to be encountered can be used as a sample, with the main factor being seventh-grade students. The 7th-grade student was chosen since the phenomenon of foreign language anxiety is found among 7th-grade students. Besides that, the English language is first taught to the students in the 7th-grade, when the students learn English for the first time. Moreover, at the 7th-grade level, students are typically in early adolescence, a stage marked by increased self-awareness, social interactions, and cognitive development. This stage offers insights into the unique challenges and experiences junior high school students face with foreign language learning anxiety.

3.3. Data Collection Technique

The data for this study were collected using a questionnaire. The questionnaire is a data collection technique that is carried out by giving a set of written questions to the respondent to answer, which can be given to the respondent directly, sent by post, or via the internet (Sugiyono, 2019). The questionnaire is composed of several questions with five Likert-style response options, namely "strongly agree", "agree", "neither agree nor disagree / netral", "disagree", and "strongly disagree".

3.4. Research Instrument

To measure the students' FLA levels, the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986) was adopted in this study. This close-ended questionnaire has been used and validated by many researchers in the similar context. FLCAS, in its function to measure the level of anxiety perceived by foreign language learners, has been used by some researchers, such as Wu & Liu, (2014) and Al-Saggaf et al. (2021).

The scale has 33 items scored on a 5-point Likert scale, ranging from "Strongly Agree" (SA), "Agree" (A), "Neither Agree nor Disagree" (NA), "Disagree" (D), and "Strongly Disagree" (SD). FLCAS consists of two kinds of statements which are positive and negative. The positive statement scale ranged from 1- 5 with answers "Strongly Agree" to "Strongly Disagree". The negative statement ranged from 5-1 with the answer "Strongly Agree" to "Strongly Disagree". Therefore, total anxiety scores for the scale range from 33 to 165 points. There are 9 positive statements in the questionnaire which are number 2, 5, 8, 11, 14, 18, 22, 28, and 32. While, the negative statements are in number 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, and 33. Considering the respondents are still junior high school students, the questionnaire is translated into Bahasa Indonesia to make it easier for the students taking part in the study.

The following table presents the Likert scoring scale used to assess students' levels of anxiety using FLCAS:

Table 3. 1. Likert's Scoring Table adopted from Horwitz et al. (1986)

Statement	Scoring				
	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Positive	1	2	3	4	5
Negative	5	4	3	2	1

The FLCAS aims to measure three conceptually distinct components: Communication Apprehension, Fear of Negative Evaluation, and Test Anxiety. The other 11 remaining items were put in a group called anxiety of English classes.

Table 3. 2. Foreign Language Classroom Anxiety Scale (FLCAS) components

Indicator	items	Number of Questions
Communication Apprehension	8	(1, 9, 14, 18, 24, 27, 29, 32)
Fear of Negative Evaluation	9	(3, 7, 13, 15, 20, 23, 25, 31, 33)
Test Anxiety	5	(2, 8, 10, 19, 21)

| Anxiety of English Classes | 11 | (4, 5, 6, 11, 12, 16, 17, 22, 26, 28, 30) |

3.5. Data Analysis Technique

To gather the data from the students' responses, the data was statistically calculated and analysed with descriptive statistics to show the mean with Statistical Package for Social Sciences (SPSS) version 24 as the tool to calculate the data in this study.

For the statistical analysis of the data, the mean is used to determine the levels of English language anxiety of the students. After the mean is determined for each statement, the interpretation will be categorized based on Berowa's (2018) Mean Interpretation scale in the following scheme:

Table 3. 3. Mean Interpretation scale adopted from Berowa (2018)

Interpretation	Mean
Very High	4.20 – 5.0
High	3.40 – 4.19
Moderate	2.60 – 3.39
Low	1.80 – 2.59
Very Low	1.0 – 1.79

3.6. Steps of the Research

Research needs systematic research steps. This study was conducted with the following steps:

1. Formulating and identifying the problem
2. Determining the population and sample of the study
3. Determining and developing the research instrument
4. Collecting the data
5. Analysing the data
6. Making conclusions

3.7. Time and Place of the Research

The researcher conducted this study at one of the junior high schools in Tasikmalaya.

Table 3. 4. Research Schedule

No	Description	May 2023	June 2023	Sep 2023	Oct 2023	Nov 2023	April 2024	July 2024
1.	Research Proposal Writing	■	■					
2.	Research proposal examination			■				
3.	Data collection				■			
4.	Data analysis					■		
5.	Report						■	
6.	Thesis examination							■