CHAPTER III

METHOD

A. Research Design

This study employed quantitative research methodology. Specifically, this study adopted a descriptive quantitative research design. The primary data collection instrument was a cross- sectional survey, which entailed gathering data from the sample population at single point in time to describe the current condition of Foreign Language Anxiety (FLA), without changing any variables. This design was chosen because the researchers intended to measure the existing level of FLA among the Non-English Department students at UIN Imam Bonjol Padang. The survey approach was deemed appropriate, as suggested by Creswell (2014), for efficiently collecting data from numerous respondents within a limited timeframe.

The purpose of this research was to measure and analyze the level of Foreign Language Anxiety (FLA) experienced by this specific group when learning English as a foreign language. The data obtained were presented in the form of descriptive statistics such as Mean, Standard Deviation, Frequency, and Percentage. This analysis was provided a comprehensive overview of the participants' anxiety level, fulfilling the aim of descriptive research by presenting the status of the variables without seeking cause-effect relationships.

B. Population and Sample

1. Population

The population of this research was the first-semester students of the PGMI (Pendidikan Guru Madrasah Ibtidaiyah) Department at UIN Imam Bonjol Padang in the academic year of 2025/2026. These students were chosen because, as new students in a non-English department, they faced a significant transition in learning English at the university level, which potentially triggerd higher levels of anxiety. The total number of first-semester primary Islamic teacher education students was 363 students, who were distributed across 9 classes.

2. Sample

The sample for this study was determined by combining purposive sampling and proportional stratified random sampling techniques. The primary Islamic teacher education Department was purposively selected as the research focus because it represented the non-English Language Department group with the most limited exposure to English (only one course in the first semester), thus providing a valid case for studying Foreign Language Anxiety (FLA) within the broader non-English Language Department population.

To ensure data representativeness and validity, the sample size was determined using the Yamane formula (1967). The 5% margin of error, which was an acceptable standard level in educational research (Creswell, 2012). Based on a population estimate of 363 students in 9 classes, the minimum required sample size was 191 students. However, to increase the

power of study and anticipate potential data loss, the researcher rounded the sample size to 200 respondents. These students were selected through proportional random sampling from each class to ensure that the research results could be generalized to the entire population of first-semester primary Islamic teacher education students at UIN Imam Bonjol Padang.

$$n = \frac{N}{1 + N(e^2)} = \frac{363}{1 + 363(0,05^2)} = \frac{363}{1,9075} = 190,29 \approx 191$$

Where:

n: number of samples

N: population size

e: *Margin of error* (accuracy limit, usually 0,05 or 5%).

C. Data Collection Technique

In this research, data collection techniques were carried out through one main instruments:

1. Questionnaire (Foreign Language Classroom Anxiety Scale- FLCAS)

To gather data for this study, a questionnaire was employed. The researchers followed multiple steps in the data collection process. Initially, they applied purposive sampling to select students from departments other than English at UIN Imam Bonjol Padang, ultimately choosing 200

respondents from the primary Islamic teacher education department. Subsequently, the participants were given access to a Google Forms-based questionnaire. They were instructed to select the option that based on their personal experiences and feelings regarding English language learning anxiety. To facilitate better understanding for the respondents, the questionnaire was presented in Bahasa Indonesia. The researcher translated the original items of the FLCAS to ensure that the participants could provide accurate responses without being hindered by language complexity. This step was taken to maintain the clarity of each statement while preserving the original meaning of the instrument.

Participants rated each statement on a Likert scale from 1 to 5, where 1 indicated "Strongly Disagree" and 5 meant "Strongly Agree." The data were collected using the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire, developed by Horwitz, Horwitz, and Cope in 1986. This instrument comprised 33 statements rated on a five-point Likert scale, ranging from Strongly Agree (1) to Strongly Disagree (5). To ensure the validity of respondent answers and avoid response bias, this instrument included both favorable (positive) and unfavorable (negative/reversed) statements. In accordance with the methodological requirement to include at least 5% negative items, this instrument had 9 negative items (Numbers 2, 5, 8, 11, 14, 18, 22, 28, and 32), which accounted for 27% of the total 33 items. This exceeded the minimum requirement and strengthened the instrument's ability to detect inconsistent responses.

The FLCAS assessed three primary components of foreign language learning anxiety: Communication Apprehension (fear of communicating), Test Anxiety (exam-related anxiety), and Fear of Negative Evaluation (fear of negative judgment). Some items were worded positively and others negatively, necessitating reverse scoring for the negative ones. Total scores ranged from 33 to 165, with higher scores indicating greater levels of anxiety. The validity and reliability of the FLCAS had been established through numerous studies, featuring a Cronbach's alpha coefficient of 0.93 and a test-retest reliability of 0.83. The FLCAS, originally developed by Horwitz in 1986, was utilized by various researchers for similar purposes. Respondents were asked to 33 items measuring the level of foreign language anxiety based on the FLCAS framework.

To provide a clearer focus on what each item measured, the researcher classified the 33 items of the FLCAS into three main components as suggested by Horwitz et al. (1986). The distribution of these items is presented in the following table:

Table 3. 1

Specification of the Foreign Language Classroom Anxiety Scale (FLCAS)

No	Components	Item Numbers	Total Items
1.	Communication Apprehension	1, 4, 9, 14, 15, 18, 24, 27, 29, 30, 32	11

2.	Test Anxiety	3, 5, 6, 8, 10, 11, 12, 17, 20, 21, 22, 25, 26, 28	14
3.	Fear of Negative Evaluation	2, 7 ,13, 16, 19, 23, 31, 33	8
Total			33

Once the data was collected, the researchers analyzed questionnaire percentages via Google Forms, input scores into Microsoft Excel to identify student factors and anxiety types, and employed SPSS for frequency analysis to calculate anxiety scores and categorize students' anxiety levels and components. They calculated percentages of factors and anxiety types for non-English major students by subtracting the highest score and applying a specific formula.

D. Data Analysis

This research consists of several systematic steps in identifying the students' anxiety. First, the research determined the sample of the study by using purposive and proportional stratified random sampling. The second step was to distribute the FLCAS questionnaire to 200 respondents via Google Forms. The researcher collected data regarding three main components of anxiety: communication apprehension, test anxiety, and fear of negative evaluation. The final step was to analyze the data using descriptive statistics to calculate the mean, frequency, and percentage of the students' anxiety categories.The data obtained from the questionnaire will be analyzed using descriptive statistics. The steps will include:

1. Scoring and total score calculation. The researcher will utilize a five point Likert scale to process the responses from 33 items in the Foreign Language Anxiety Classroom Scale (FLCAS). Following the framework established by Horwitz et al. (1986), the scoring system will be differentiated based on the orientation of each statement.

   The specific distribution of scores for each response will be presented in the table below:

Table 3. 2

Likert Scale Scoring (adapted from Horwitz et al., 1986)

Statement	Scoring				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Positive	5	4	3	2	1
Negative	1	2	3	4	5

To ensure the accuracy of the data, the calculation will be conducted according to the following mechanism:

a) Positive items (negatively worded): for items that indicate high anxiety. For example, I am afraid of making mistakes

b) Negative items (positively worded): is for items that indicate low anxiety. For example, I feel relaxed when speaking English in class. The researcher will apply reverse scoring. In this case, “strongly

agree” will be scored as 1, while strongly disagree will be assigned a score of 5.

Furthermore, the scores from all 33 items will be summed to obtain the total cumulative score for each respondent. The application of reverse scoring for positively worded items is crucial, as it will ensure that a higher total score consistently represents a higher level of foreign language classroom anxiety. By consolidating these numerical values, the researcher will be able to ascertain the participants’ comprehensive anxiety levels, utilizing the cumulative score as the fundamental metric for further statistical analysis.

2. Categorizing the scores

Table 3. 3

Classification of Anxiety Levels

Range	Level
124-165	Very Anxious
108-123	Anxious
87-107	Mild Anxious
66-86	Relaxed
33-65	Very Relaxed

The researcher will categorize the data into five different levels of anxiety after computing the total scores from the FLCAS questionnaire. In order to provide a clear and methodical evaluation of the students' anxiety levels, this classification will be based on the criteria modified from Horwitz et al. (1986). Cumulative scores between 124 and 165 will be classified as "Very Anxious," while scores between 108 and 123 will be classified as "Anxious." Additionally, pupils who score between 87 and 107 will be

categorized as "Mildly Anxious," while those who score between 66 and 86 will be categorized as "Relaxed." Lastly, the "Very Relaxed" level will be represented by the lowest range of 33 to 65. The researcher will be able to precisely ascertain the participants' distribution of anxiety in foreign language classrooms by using this standardized scale, which will serve as a key foundation for the subsequent descriptive statistical analysis.

3. Descriptive Statistical Analysis

Descriptive statistical analysis will be performed using SPSS version 27 to provide a comprehensive overview of the participants' overall anxiety:

a. Frequency and percentage, used to show the count and proportion of respondents in each anxiety level category.
b. Mean, is used to measure the central tendency of the overall anxiety scores for the sample group.
c. Standard Deviation, is used to measure the spread (variability) of the anxiety scores around the mean value.

4. Analysis of anxiety components

Further analysis will be conducted based on the three components of foreign language anxiety proposed by Horwitz et al. (1986), communication apprehension, test anxiety and fear of negative evaluation. Mean scores and percentages will be calculated to identify the dominant anxiety component among the students.

5. The results of the data analysis are then presented in tables and figures to improve clarity and facilitate interpretation. This descriptive analysis forms the basis for

interpreting the findings in Chapter IV and for drawing conclusions about the level of foreign language anxiety among primary Islamic teacher education students.