CHAPTER III
RESEARCH DESIGN

A. Research Method

In this study the researcher used descriptive research methods. An authoritative authority on research technique, According to Creswell (2014), Descriptive research methods are techniques used to methodically and thoroughly characterise an event or phenomena. Identifying an issue, gathering information, and characterising study subjects' attributes are common uses for descriptive research. Sugiyono (2018) defines the descriptive research approach as research done to ascertain the value of independent variables, either one or more of them, without drawing connections to or comparisons with other variables. This indicates that the goal of the research is to understand the variable independently of other variables, such as those found in experiments or correlation studies.

B. Population and Sample

1. Population

Some students of 8th semester of English education program UINFAS Bengkulu, or 20 respondents who had taken the TOEFL test and received either good or bad scores served as the research participants in this study. Because the purpose of this study is to identify

the issues related to the anxiety experienced during the TOEFL test.

2. Sample

In this research, people who have taken the TOEFL test are needed, whether they have passed or not, therefore the subject of this research will be taken some students 8th semester of English education program UINFAS Bengkulu.

Table3.1
Amount of 8th Semester English Education Students

no	Class	Male	Female
1	A	3	16
2	B	4	15
3	C	6	15
4	D	4	15
Total		17	61

In taking samples, the researcher used the *Slovin* formula. To get a representative sample, the researcher took several samples that had the same probability using the *Slovin* formula (Arianto, 2020). The following is the *Slovin* formula used to take research samples:

$$n = \frac{N}{1 + N(e^2)}$$

Noted:

n = sample sized required

N = population size

e = margin of error

With an error rate of 5%, 20 respondents were obtained.

4. Data Collection

Data collection methods are one aspect that plays a role smoothness and success in research. In this research method The data collection used is as follows:

a. Questionnaire

Questionnaires are widely used and a useful instrument for gathering survey information. It provides structured questions and usually get numeric data. Questionnaires can be distributed without attendance researchers, and often analyzed in a comparatively clear Cohen, Manion, & Morrison, (2011). This type of questionnaire is a closed question.In this study, the researcher used questionnaire because the researcher did not involve in the teaching in learning process. For several reasons regarding the limited reach of students who are the object of this research, the questionnaire will be distributed online, namely via Google Form.

b. Interview

According to Banister et al (1994 in Poerwandari 1998: 72 - 73) interviews are conversations and questions and answers that are directed to achieve certain goals. Qualitative interviews are conducted because the researcher intends to obtain subjective meanings that are understood by individuals regarding the topic under study, and can conduct exploration of the issue, something that is not done through other approaches. Like this research, the interview technique used to explore the subjective experiences of the informants.

c. Documentation

In this research, the researcher collect the documentation data will obtain from Research by documenting the implementation of research activities through worksheets, photos or pictures, documentary films as physical evidence of implementation study. Obtaining data and information in the form of books, archives, records, written numbers, and images in the form of reports and information that might help study is known as documentation, according to (Sugiyono, 2015). This documentation is carried out to provide evidence of implementation that research has been carried out. By using the documentation method, the

researcher will get an image as a source or research reinforcement.

C. Instrument of the Research

Based on the background given above, there are two problem formulations, namely how anxiety can develop when TOEFL candidates take the TOEFL test in general. The main tool in quantitative research is the researcher. (important tool) to collect and interpret data using questionnaires.

1. Anxiety Test Questionnaire

according to (Sugiyono, 2017) a questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer. The types of questions in the questionnaire are divided into two, namely: open and closed. and in this study the authors chose to use a closed questionnaire. The instrument of this research is a questionnaire. There is a closed questionnaire made for answer four research questions. The questionnaire used is the Hamilton Anxiety Rating Scale (HARS) which has been modified by researchers according to needs study. This research will use modified HARS instrument results from (Suratmi, Rukman Abdullah, and M. Taufik,

2017). There are 35 statement items from a total of 13 indicators modified from the HARS instrument

Table 3.2
Anxiety Instruments for Testing

NO	Anxiety Indicator	Item	Amount
1	Feelings of anxiety	1, 2, 3	3
2	Tension	4, 5	2
3	Fear	6, 7, 8	3
4	Sleep disorder	9, 10, 11	3
5	Intelligence Disorders	12, 13, 14, 15	4
6	Feelings of depression	16, 17, 18	3
7	Somatic/ muscular symptoms	19	1
8	Sensory symptoms	20, 21	2
9	Cardiovascular symptoms	22, 23, 24	3
10	Respiratory symptoms	25, 26	2
11	Digestive symptoms	27, 28	2
12	Urogenital symptoms	29, 30	2
13	Autonomic symptoms	31, 32, 33, 34, 35	5
	Amount		35

Each of the HARS's anxiety indicator questions has four possible responses on a Likert scale : Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD) The anxiety rating scale for the exam is described in this recommendation in table 3.3

Table 3.3
Anxiety Scale Guidelines for Testing

No	Scale	Score
1	Strongly Agree	1
2	Agree	2
3	Disagree	3
4	Strongly Disagree	4

Validity test is used to find a valid questionnaire among the questionnaires that have been tested previously, then used as a support in using the applied method. This test uses SPSS26 to support the calculation of data correctly. In summing up the results, if the t-count is greater than the t-table, then the questionnaires or items are valid.

Validity itself means the accuracy and precision of a measuring instrument in carrying out its measuring function. (Azwar, 2012). In addition, to measure whether a questionnaire is valid or not, a validity test will be applied to the measurement (Ghozali, 2006). To sum up, Validity test is a measurement used in research to determine whether or not a questionnaire is valid as a tool in implementing research methods.

Table 3.4
Validity Test Result

No.	Question Items	Validity Test Score
1.	Feeling anxious when facing the TOEFL exam	0.848
2	Having a bad feeling you will win bad grades after taking TOEFL Test	0.844
3	Feeling nervous when facing TOEFL test	0.844
4	Feeling shaky when facing TOEFL test	0.844
5	Easily surprised or startled when faced TOEFL test	0.818
6	Fear of being left alone by friends who have finished working on when TOEFL test	-0.286
7	Not confident to do TOEFL	0.843
8	Feel afraid that can't pass the TOEFL	0.843
9	Hours of sleep disturbed when facing the TOEFL test	0.843
10	Having nightmares before approaching TOEFL test.	0.502
11	It is very difficult to fall asleep or wake up during the night of the day before the TOEFL test	0.843
12	It's hard to concentrate during a TOEFL test	0.817
13	Very difficult to focus	0.717
14	Hard to be serious because of the many distractions	0.013
15	It is difficult to remember the material that has been studied before the TOEFL test	0.851
16	Feeling interest in learning often changes before the biology exam	0.612
17	Lack of enjoyment in activities often done just before the TOEFL test	0.851
18	Often wake up with body condition sore before the TOEFL test	0.851

19	Feeling stiff muscles when working on questions TOEFL test	-0.286
20	Feeling blurred vision (dizzy) during the TOEFL test	0.851
21	Pale face before the TOEFL test	-0.193
22	Feeling nervous when the TOEFL test	0.514
23	Feeling heartburn when the TOEFL test	0.715
24	Stomach ulcer recurred while working on TOEFL	-0.286
25	Often take deep breaths take a biology exam	0.851
26	Breath feels short when facing the TOEFL test	0.612
27	Experiencing digestive disorders when before the TOEFL test	0.612
28	Feeling nauseous just before the TOEFL test	0.851
29	Feeling frequent urination when take the TOEFL test	0.013
30	Feel like farting when during the TOEFL	-0.193
31	Feel Thirsty / hungry during the TOEFL	0.844
32	I t's easy to sweat when facing TOEFL	0.612
33	Often daydreaming during the TOEFL	0.844
34	Not enthusiastic when doing the TOEFL	0.013
35	Feel sleepy when facing the TOEFL	0.851

Table 3.6
Valid & Non-Valid Items in Validation Test

NO	Anxiety Indicator	Item	Valid Item	Non-Valid Item
1	Feelings of anxiety	1, 2, 3	1, 2, 3	-
2	Tension	4, 5	4, 5	-
3	Fear	6, 7, 8	7, 8	6
4	Sleep disorder	9, 10, 11	9, 10	10

5	Intelligence Disorders	12, 13, 14, 15	12, 13, 15	14
6	Feelings of depression	16, 17, 18	16, 17, 18	-
7	Somatic/ muscular symptoms	19	-	19
8	Sensory symptoms	20, 21	20	21
9	Cardiovascular symptoms	22, 23, 24	23	22, 24
10	Respiratory symptoms	25, 26	25, 26	-
11	Digestive symptoms	27, 28	27, 28	-
12	Urogenital symptoms	29, 30	-	29, 30
13	Autonomic symptoms	31, 32, 33, 34, 35	31, 32, 33, 35	34
	Amount	35	25	10

Reliability test is a tool for measuring a questionnaire which is an indicator of a variable or construct (Ghozali, 2006). Therefore, an instrument must be valid and reliable. This is because an instrument used as a data collection items are able to reveal the actual information in the field (Sitinjak, 2006). The researcher has involved questionnaires whose questions are in accordance with the conditions of the questions. Before being used to 8th semester English Education students, the researcher had conducted questionnaires to 7th semester students randomly at UIN Fatmawati Sukarno Bengkulu. A total of 28 students have answered 35 question items. The results of the validity test

showed that 10 of the 35 question items were declared invalid. While the others are valid.

After the data is analyzed whether it is valid or not, the next thing the researcher does is analyze the reliability of the data collection tool. As Sitinjak said, the collecting data item will be an important momentum in the research to be able to reveal what is happening in the field factually and actually. Therefore, the researcher conducted a reliability test on the collecting data item.

The collecting data items are tested using Cronbach's Alpha, a common statistic to determine whether the data collection tool is reliable or not. If the Cronbach's Alpha result is at least 0.60 or more, then the collecting data item is reliable and can be applied in research.

Table 3.7
Case Processing Summary

		N	%
Cases	Valid	28	100,0
	Excluded[a]	0	,0
	Total	28	100,0

Table 3.7
Reliability Statistics

Cronbach's Alpha	N of Items
,940	35

In the results of the reliability statistics above, it shows that the Cronbach's Alpha value obtained is 0.940. This value exceeds the value of 0.05 (0.940>0.05). This means that the Cronbach's Alpha value obtained is significant so that this data collection tool is reliable and can be trusted.

Moreover, the Cronbach's Alpha value obtained will be interpreted for reliability testing based on the table below.

Table 3.8
Cronbach's Alpha Interpretation

Cronbach's Alpha	Interpretation
$\alpha > 0.8$	Very Reliable
$0.7 < \alpha \leq 0.8$	Reliable
$0.6 < \alpha \leq 0.7$	Quite Reliable
$0.5 < \alpha \leq 0.6$	Rather Reliable
$\alpha < 0.5$	Less Reliable

(Suminto B. &., 2013)

Based on the table above, it shows that the Cronbach's Alpha value obtained is 0.940. This value is in the interpretation of "Very Reliable" (0.940 > 0.8). So, the interpretation of the Cronbach's Alpha value on the data collection tool is Very Reliable.

2. TOEFL test score data

Data on student TOEFL test scores used are in the form of assessment results using documentation techniques. The documentation obtained is in the form of a soft file of scores

owned by the concerned TOEFL test administrator.

5. Data Analysis

Student assessment of a statement in a questionnaire divided into 4 categories, namely strongly agree (SA) score 4, agree (A) score 3, disagree (DA) score 2, and strongly disagree (SDA) score 1. Next, the qualitative data is transferred to data quantitatively using the formula:

P= $\frac{f}{n}$ x 100%

With

p = percentage of answers

f = frequency of answers

n = number of respondents

Table 3.9

Classification Interpretation of Percentage Calculations

no	Large Percentage	Interpretation
1	0%	Nothing
2	1 % - 25 %	Fraction
3	26% - 49%	Nearly half
4	~50%"	Half
5	51 % - 75%	Most of the
6	76 % - 99 %	In general
7	100%	The whole thing

After analysis, the data is interpreted using percentage categorization based on Kuncaraningrat's opinion (in Pramudiani. 2007: 39) as follows:

Techniques for gathering data include observation, obtaining test results from the TOEFL takers as respondent's , and analyzing descriptive research through examinations of policy theories. According to Miles & Huberman, (in sugiyono, 2013), is made up of three concurrent activity flows: data collection, data display, and withdrawal conclusion/verification. Here are some more specifics regarding the three flows:

i. Data Collection

The process of choosing, concentrating on simplification, abstracting from, and transforming raw data that emerges from field notes is known as data reduction. A study focused on qualitative research involves ongoing data reduction. Data reduction is part of the analysis. Data reduction is a type of analysis that clarifies, groups, directs, eliminates, and organizes data in a way that allows for the drawing and verification of final conclusions.

ii. Data Display

According to Miles and Huberman, a presentation is only ever a set of structured facts from which one might infer conclusions and take

appropriate action. They think that better presentations, which include different kinds of matrices, graphs, networks, and charts, are a key tool for reliable qualitative analysis. everything created with the intention of combining structured data into an easily accessible form.

iii. Drawing Conclusion

Drawing conclusions according to Miles & Huberman is only part of one activity of the complete configuration. Conclusions too verified during the research.