CHAPTER III

RESEARCH METHODOLOGY

This chapter covers the research methodology of the study. It consists of four sections which talks about the research design, research site and participants, data collection techniques, and data analysis technique.

3.1 Research Design

This study employed descriptive qualitative method. Descriptive analysis characterizes the world or a phenomenon—answering questions about who, what, where, when, and to what extent. Whether the goal is to identify and describe trends and variation in populations, create new measures of key phenomena, or describe samples in studies aimed at identifying causal effects, description also plays a critical role in the scientific process in general and education research in particular (Loeb, Dynarski, McFarland, Morris, & Reardon, 2017). According to Hamied and Malik (2014) it allows researchers to identify issues from the perspective of participants and understand the meanings and interpretations that they give to behavior, events or objects. It is relevant with the study to use descriptive qualitative method since the researcher will not give any treatment to the participants and only describe causal effect of the problems raised in this study. This study was aimed to portray writing anxiety among eighth semester (fourth year) EFL University Learners' Majoring in English in one of universities in Bandung.

Therefore, this study adopted a developed questionnaire by Cheng (2004) Second Language Writing Anxiety Inventory (SLWAI). The participants who were in High Anxiety (HA) have been chosen to have an interview session in order to gain deeper information about factors causing learners' writing anxiety. This design was chosen to determine the factors that caused learners' anxiety in English writing.

3.2 Site and Subjects

The study was conducted in EFL University Learners' at one of universities in Bandung majoring in English. It involved eighth semester (fourth year) learners as its participants and took approximately two classes. It was conducted in eighth semester because in this semester, learners are believed to have had an enough skill and experienced in learning writing English for academic purposes.

At this level, they have had to make some papers, articles, and any kind of long text that requires critical thinking, and well-organized structure of the text. Besides, the participants were in the same semester as the researcher, so it became easier in analyzing and perceiving the access.

There were 36 eighth semester (fourth year) learners who were involved in this study. The researcher took two classes, English Education A and English Education B.

3.3 Data Collection

Data collection is an important part in the process of research. Two forms of data collecting techniques were used in this study. An online questionnaire and in-depth interview. The two forms of data collecting techniques used to know what factors causing learners' writing anxiety in English were.

The study employed an online questionnaire (Second Language Writing Anxiety Inventory) SLWAI which was adopted and developed by Cheng (2004) distributed to the whole classes. The last techniques employed an in-depth interview as its way to collect and gain deeper answers about factors causing learners' writing anxiety among university learners majoring in English. The two forms data collection techniques are further described below;

3.3.1   Questionnaire

Questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to administer without the presence of the researcher, and often being comparatively straightforward to analyze (Wilson & McLean, 1994). It is believed that questionnaire should be standardized in which each respondent is exposed to the same questions and the same coding system of responses (Siniscalco & Auriat, 2005).

The present study adopted a developed questionnaire on Second Language Writing Anxiety Inventory (SLWAI) by Cheng (2004). The questionnaire followed a Likert-type 4-choice response format: 1 (strongly disagree), 2 (disagree), 3 (agree), and 4 (strongly agree). Normally it has 5 choices, but in this research, to avoid indeterminate results, the researcher got an advice from some experts who examined the researcher when presenting the seminar proposal, they are; Mr. Handi G. and Mrs. Yanty W to elect one choice that possibly be the safest choice of all four choices.

This questionnaire has been evaluated, validated, and used by many researchers in conducting the same topic about writing anxiety. The results suggest that both the total scale and the individual subscales of the SLWAI have good reliability and adequate validity (Cheng, 2004).

3.3.2   Interview

Interview enables participants – be they interviewers or interviewees – to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view (Cohen, Manion, & Morrison, 2000). After getting the result from questionnaire, about four learners who have higher anxiety level took a part in the in-depth interview session.

At the beginning of the interview, the researcher explained that their answers will be anonymous and used only for the purpose of this research. They were also encouraged to give lengthy answers, and to ask for clarification if they did not understand the questions.

Although participants were all form English Education majors, the interviews were conducted in *Bahasa Indonesia* so as to ensure the participants' complete understanding of the questions and authentic communication of their ideas. The learners were asked several questions in *Bahasa Indonesia* regarding factors causing their writing anxiety.

This study adopted the interview guide outlined four basic questions proposed by Cheng (2004). The questions were being explored during the course of interview, they are;

1. The interviewee's general feelings about English writing.
2. The interviewee's perceived degree of anxiety when writing in English and his/her explanations for the perceived magnitude of anxiety.
3. The situations that provoked writing anxiety in the interviewee.
4. The interviewee's perceived sources of anxiety.

3.4 Data Analysis

Data analysis in this study was conducted during the questionnaire and interview finished. All the instruments above were used to analyze the data; it depends on the need in each problem statement.

The data from the questionnaires were collected to measure learners' level of anxiety in writing English, the type of learners' writing anxiety and factors causing learners' writing anxiety based on theory from Cheng (2004) mentioned in chapter 2. Then, they were analyzed mainly in terms of percentage because of the number of participants about 36 learners and it consider to be a small respondent. The

questionnaire result about types of learners' writing anxiety was explained together with the data from interview session. There were three steps in analyzing data through interview to answer the research question, to confirm and to support the data from the questionnaire. They are; First, transcribing the data from the audio recorder. Second, categorizing the data about factors causing learners' writing anxiety in English language. The last, relating the data to theories, previous study and the data from questionnaire to answer the research question.