

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter provides the methodological aspects of the study. The elaboration covers research design, research site and participant, instruments, data collection, and data analysis to find the answer of 1) types of student's anxiety; 2) students' strategies to overcome their anxiety; and 3) the relationship between the student's type of anxiety and their performance. This chapter ends in concluding remark.

#### **3.1 Research Design**

This study wanted to find out the relationship between the types of the students' writing anxiety and the students' performance. This is a correlational research which aims to see whether two measurement variables vary in the same time period and to quantify the strength of the relationships among those variables (Hamied, 2017). Besides, the strategies that was used by the students to overcome their writing anxiety were also investigated.

Both quantitative research method and qualitative research method were utilized to answer the research questions in this present study. Based on Creswell (2014), quantitative research is used for testing objective theories by examining the relationship among measurable variables. On the other hand, qualitative research is used to explore and to understand the meaning individuals or groups ascribe to a social or human problem.

Furthermore, in this study, quantitative method was used to answer research question one and three. The first research question is about the types of students' writing anxiety. The students' answer were calculated by using Likert Scale. In doing so, the tendency of students' types of writing anxiety was calculated from the mean of their responses in each type. The third research question was about the relationship between types of students writing anxiety and

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the students' performance. It was calculated by using Chi-square test since the data that was analyzed is kind of nominal data. Chi-square test is a simple non-parametric test of significance which is suitable for nominal data. It is used to assess whether two categorical variables are related to each other or not (Hamied, 2017). There were hypotheses that should be rejected or accepted based on the result of Chi-square test. The hypotheses for Chi-square analysis in this study are:

$H_0$  = Null hypothesis: there were no association between types of students' writing anxiety and the students' writing performance.

$H_1$  = negative directional hypothesis: there is a negative association between types of students' writing anxiety and the students' writing performance.

Then, qualitative method was used to answer research question number two about the strategies that were used by the students to overcome their writing anxiety. Qualitative data identified the issues from the perspective of the participants and understood meanings and its interpretations that they gave (Hamied, 2017). The data were collected through questionnaire and interview. The data from questionnaire were analyzed and described in the form of percentage. However, the qualitative method, that was interview, was also used to validate the students' answer in research question one.

In conclusion, both qualitative and quantitative designs in this research were considered appropriate to answer the research questions in this study since the quantitative design helped to find out the types of students' writing anxiety and the relationship between the students' types of writing anxiety and the students' writing performance. While the qualitative design allowed for investigating the students' strategies to reduce their own anxiety.

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### **3.1.1 Research Site and Participant**

Research site and participant for this present study had chosen based on the needs of this study. Some considerations were also taken into account in selecting site and participant.

#### **3.1.1.1 Research Site**

In order to meet the aim of this study, the researcher conducted this research in one of the universities in West Sumatera, Indonesia. This university was chosen since two lecturers in this university said that their students were not really good in their writing performance and writing anxiety might be one of the factors that affected their performance. Besides, the authorities from English education major in this university permitted the researcher to conduct a research.

#### **3.1.1.2 Research Participant**

The population of this research was an English Education program who had taken an Academic Writing class. EFL university students were chosen since they have academic writing class. They were also considered to have a better skill in writing rather than senior high school students since they had studied writing intensively. So, it would help in the process of assessing the students writing performance. While the participants in this research were 50 students who took an academic writing class. This participants were selected randomly.

### **3.1.2 Instruments**

There were three kinds of instrument used in this study: questionnaire, interview, and writing test. In detail, there were two sets of questionnaire, two kinds of interview, and a writing test.

#### **3.1.2.1 Questionnaire**

The first instrument that was used is questionnaire. Based on Gay and Airasian (2000), a questionnaire is a written collection of self-report questions to

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be answered by the participants of the research. Two sets of questionnaire were used in this research in order to answer research question one and research question two. The first questionnaire, adapted from Cheng about Second Language Writing Anxiety Inventory (SLWAI), was used to find out the students' type of anxiety of the student's anxiety individually. It was chosen since its reliability and validity have been proved (Cheng, 2004). This questionnaire showed the types of student's anxiety whether they have cognitive anxiety, somatic anxiety, or avoidance behavior. This questionnaire had 27 items in terms of Likert-type scale.

The questions distribution in the first questionnaire was based on the types of students anxiety in writing. Cognitive anxiety (reflected in negative expectations, preoccupation with performance) was in the statements number 1,3,7,9,14,17,20, and 21. Somatic anxiety (reflected in negative feelings such as tension) was in the statements number 2,6,8,11,13,15, and 19. And the last one, avoidance behavior (reflected in avoidance in writing) was in the statements number 4,5,10,12,16,18, and 22.

**Table 3. 1The Distributions of the Questions in the Types of Writing Anxiety Questionnaire.**

No	Types of Anxiety	Items Number	Total of Items
1.	Cognitive Anxiety	1, 2, 3, 4, 5, 6, 7, 8, and 9	9
2.	Somatic Anxiety	10, 11, 12, 13, 14, 15, 16, 17, and 18	9
3.	Avoidance Behavior	19, 20, 21, 22, 23, 24, 25, 26, and 27	9

The second questionnaire was to find out the students' strategies to overcome their anxiety in writing. It was answered after the students took the writing test. This questionnaire was adapted from Kondo and Ling (2004) about

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the students' strategies to cope with anxiety. There were five types of strategies offered: positive thinking, relaxation, preparation, resignation, and peer seeking strategy. This theory was chosen since these five strategies coherence with the types of writing anxiety that had been described before. Positive thinking strategy and peer seeking strategy are kinds of strategy to supress or alter problematic thought related to test taking that is related to cognitive anxiety. Relaxation is characterized by its affective quality that is useful to alleviating bodily tension associated with emotional arousal. The last, preparation and resignation related to the behavior. The distributions of 45 questions in this questionnaire can be seen in Table 3.2 below.

**Table 3. 2 The Distributions of the Questions in the Types of Students' Strategies Questionnaire.**

No	Types of Students' Strategies	Items Number	Total of Items
1.	Positive thinking	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, and 15.	15
2.	Peer Seeking	16, 17, 18, 19, and 20.	5
3.	Relaxation	21, 22, 23, 24, 25, 26, 27, 28, 29, and 30.	10
4.	Preparation	31, 32, 33, 34, 35, 36, 37, and 38.	8
5.	Resignation	39, 40, 41, 42, 43, 44, and 45.	7

### 3.1.2.2 Interview

The second instrument used in this research was interview. Interview was a purposeful interaction between two people where one person trying to get information from the other person (Gay & Airasian, 2000). First interview was

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about types of students writing anxiety, and the second one was about the strategy to cope with writing anxiety. This interview was held to support the data that had been collected through the questionnaire. It was also called as triangulation. To meet the purposes of this interview, semi-structured interview was held. It allowed the interviewer to explore more information from interviewees by using additional questions as the interview proceeds (Gay & Airasian, 2000).

The first interview asked about the types of the students' writing anxiety. The questions were formulated based on the theory from Cheng (2004) about types of writing anxiety. This theory used was the same theory as in the questionnaire since this interview was used to support the data from the questionnaire. There were 15 questions as guidelines and additional questions could be added when the interview was conducted. The distributions of the questions in the interview can be seen in Table 3.3 below.

**Table 3. 3 The Distributions of the Questions in the Interview about Types of Writing Anxiety.**

No	Types of Anxiety	Items Number	Total of Items
1.	Cognitive Anxiety	1, 2, 3, 4, and 5.	5
2.	Somatic Anxiety	6, 7, 8, 9, and 10.	5
3.	Avoidance Behavior	11, 12, 13, 14, and 15	5

The second interview was about the students strategies to cope with their writing anxiety. This interview was designed based on the theory from Kondo and Ling (2004) which was supposed to give a clear understanding and to support data from the questionnaire. There were 20 questions as guidelines and some additional questions could be added during the interview. The distribution of the questions can be seen in Table 3.4 below.

**Table 3. 4 The Distributions of the Questions in the Interview about Students' Strategies.**

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No	Types of Students' Strategies	Items Number	Total of Items
1.	Positive thinking	1, 2, 3, 4, and 5.	5
2.	Peer Seeking	6, 7, 8, 9, and 10.	5
3.	Relaxation	11, 12, and 13.	3
4.	Preparation	14, 15, 16, and 17.	4
5.	Resignation	18, 19, and 20.	3

### 3.1.2.3 Writing Test.

In order to find out the relationship between student's type of anxiety and students' performance, the writing test was conducted. A test in this research was kind of instrument and set of techniques, procedure, or items that require performance from the participant of the test (Brown, 2004). There were three topics of writing and the students could choose one of the topics to be developed into a good academic writing.

1. As computer translate quickly and accurately, learning foreign language is a waste of time.
2. Some people think that a person can never understand the culture of a country unless they speak the language.
3. Some people think that you can never become fluent in language unless you have spent time living or working in that country.

These topics were chosen after a discussion with the lecturer that taught in academic writing class. The consideration was that currently the students had learnt about argumentative essay, and had a lot of practices in writing argumentative essay in writing class.

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### 3.1.3 Data Collection

There were some techniques used in collecting the data in this research. They were questionnaire, interview, and writing test.

#### 3.1.3.1 Questionnaire

The first data was collected by using questionnaire. It was about types of writing anxiety and students' strategies to cope with writing anxiety. The first questionnaire was administered to get the student's type of anxiety. The students answered the questionnaire before the writing test was conducted with an assumption that they got a kind of "test-atmosphere" when they answered it. While the second questionnaire was given after the writing test to see how the students cope with their writing anxiety. For one questionnaire, the students needed 20 until 30 minutes to answer all of the questions.

Both of the questionnaires could be responded by choosing one appropriate answer based on the students' condition. There were five choices: Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D), and Strongly Disagree (SD). For positive statements, the scores were 1 to 5, from strongly agree to strongly disagree. While in negative statements, the scores were 5 to 1, from strongly agree to strongly disagree. In the first questionnaire, the questions were varied from positive statements to negative statement. The scoring table for each statement can be seen in Table 3.5 below.

**Table 3. 5 The Likerts' Scoring Table**

<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Uncertain</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Positive	1	2	3	4	5
Negative	5	4	3	2	1

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While in the second questionnaire the analysis was not using the Likert's scoring scale, but using the presentation of the students' answer.

### **3.1.3.2 Interview**

The next data collection technique used was an interview. Semi-structured interview was conducted in order to obtain deeper information from the participants related to their types of writing anxiety, and their strategies to cope with writing anxiety. There were several questions that were asked related to the topic. These questions were open ended. It determined before the interview was conducted. Eleven participants were chosen purposively to take the interview. Three participants had cognitive anxiety, three participants had somatic anxiety, and three participants had avoidance behavior. The types of participants' anxiety could be seen from the result of the first questionnaire about types of writing anxiety. The interview took for about 30 minutes for each participant. To make it easy in analyzing the data, the interview was recorded by using the recorder.

### **3.1.3.3 Writing Test**

The last technique of data collection was through the academic writing test which was conducted for about 40 minutes. In this test, the students were asked to write an argumentative essay. They could choose one topic from three topics that were offered. The topics had been mentioned in the instrument above. In their writing, the students were asked to write at least three paragraphs. After that, the students' academic writings were checked and given a score in order to measure the students' performance in writing. The scoring process in this research used an analytic scale for rating composition task, designed by Brown and Bailey (Brown & Abeywickrama, 2010). Five aspects that were assessed are organization; logical development of ideas; grammar; punctuation, spelling, and mechanics; and style and quality of expression. Later, the scores from the test

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were used to find out the relationship between students' types of writing anxiety and students' writing performance.

### 3.1.4 Data Analysis

Data that had been collected was analysed in different ways based on the types of the data.

#### 3.1.4.1 Questionnaire

The first questionnaire about student's type of anxiety was analysed by using the Likert's scale. There were 27 statements that were divided into 8 positive statements, and 19 negative statements. The questionnaires followed the Likert's scoring scale. The distributions of positive and negative questions can be seen in Table 3.6 below.

**Table 3. 6 The Distributions of Positive and Negative Questions in Questionnaire 1**

Statement	Items Number	Scoring				
		SA	A	U	D	SD
Positive	1, 2, 4, 8, 19, 22, and 23.	1	2	3	4	5
Negative	3, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 24, 25, 26, and 27.	5	4	3	2	1

*Note.* SA = Strongly Agree, A = Agree, U = Uncertain, D = Disagree, and SD = Strongly Disagree.

After the data from positive and negative items in the questionnaire 1 was calculated, then, the highest score between the three types of writing anxiety was found by using this formula:

$$\frac{\text{Total score in the type of anxiety}}{\text{Maximal score}} \times 100$$

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The highest score was found to see the types of students writing anxiety individually. Later, this individual type of writing anxiety was used to see its' correlation to students' performance.

The second questionnaire about students' strategies in reducing their writing anxiety. There were 45 questions that could be divided based on the strategies to cope with writing anxiety. This questionnaire was adapted from Kondo and Ling (2004) which have five kind of strategies. All of the statements in the questionnaire about students' strategies in reducing writing anxiety were negative statements, except in resignation strategy. In resignation strategy, all of the statements were positive statements. So, if the students answer Strongly Agree (SA) or Agree (A), it means that they were not using resignation strategy. In contrast, if the students answer disagree and strongly disagree, it means that they used resignation strategy. The results of the questionnaires were analyzed by calculating the percentage of the responses from the participants by using the formula below:

$$\frac{\text{Number of instrumental responses}}{\text{Total number of responses}} \times 100$$

#### **3.1.4.2 Interview**

The interview was recorded to gain information about the student's type of anxiety and the students' strategies to cope with writing anxiety. Then, the transcriptions were made and coded to find its theme and description of the problems that were asked in the interview. Finally, the result of the analysis of the code in the interview could support the data that had been collected through questionnaire. So, the research question number one and two, about the students' type of anxiety and the students' strategy to cope with writing anxiety were answered.

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### 3.1.4.3 Writing Test

The score of the students' writing was given based on an analytic scale for rating composition task, designed by Brown and Bailey (Brown & Abeywickrama, 2010). Five aspects that were assessed, they are: logical development of ideas; grammar; punctuation, spelling, and mechanics; and style and quality of expression. The criteria can be seen in Appendix 5. For the students' score, the categories were based on Brown and Abeywickrama (2010) can be seen in Table 3.7 below.

**Table 3. 7 The Categories of the Student's Score based on Brown and Abeywickrama (2010)**

Students' Score	Categories
20 – 18	Excellent to Good
17 – 15	Good to Adequate
14 – 12	Adequate to Fair
11 – 6	Unacceptable
5 – 1	Not College Level Work

In order to get the student's final result, the score in five aspects were calculated by obtaining the mean score. The formula was:

$$Mean = \frac{\Sigma X}{N}$$

$\Sigma X$  = Total score from five aspects that are assessed.

$N$  = Total number of aspects that are assessed.

There were three raters to rate the students' writing. Rater 1 and Rater 2 are the lecturers in different universities in West Sumatera. Both of them are teaching writing class. The last rater was the researcher. In order to create writing

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scores that was reliable, interrater reliability test was conducted by using Intraclass Correlation Coefficient (ICC) in SPSS version 24. The interrater reliability of the scores resulted on .98 which indicated a high level of reliability. It means that the test was reliable. The table 3.8 showed the result from interrater reliability from the SPSS.

**Table 3. 8 SPSS Statistics Output for Interrater Reliability Analysis**

<b>Reliability Statistics</b>		
<b>Cronbach's Alpha</b>	<b>Cronbach's Alpha Based on Standardized Items</b>	<b>N of Items</b>
,980	,981	3

After the student's score was found, the analysis was continued by analysing the relationship between the student's types of writing anxiety and the student's performance by using Chi-square. The formula for Chi-square test is:

$$x^2 = \sum \frac{(O - E)^2}{E}$$

$x^2$  = Significance

$O$  = Observed Frequency

$E$  = Expected Frequency

$\Sigma$  = Summation over all the categories being measured

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At the end, the data and its analysis could answer the aim and the research questions of this research.

### **3.2 Concluding Remarks**

This chapter has described the research method that was used in this present study. It covers research design, research site and participant, instruments, data collection, and data analysis to find the answer of 1) types of student's anxiety; 2) students' strategies to overcome their anxiety; and 3) the relationship between the student's type of anxiety and their performance. Quantitative and qualitative data were needed to answer the research questions. This research was conducted in one of universities in West Sumatra. The instrument were questionnaire and interview to find out the student's type of anxiety and the students' strategies to cope with writing anxiety. The last instrument was writing test to see the relationship between the student's type of anxiety and the students' performance that was analysed by using chi-square test.

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