

CHAPTER 3

RESEARCH PROCEDURES

This chapter provides detailed information about the research design and procedures undertaken throughout the completion of this research endeavour. It is structured into seven distinct sections. The first section pertains to the research method, explaining the design and methodology employed by the researcher. The second section outlines the study's focus, ensuring that the ensuing discussion remains aligned with the research's core objectives and does not deviate from its contextual scope. The third section provides details regarding the research setting and participant information, including the location of the study and the participant selection process. Furthermore, this section presents how the eligible participants were identified and recruited. The fourth section outlines the data collection technique, explaining the instruments used and the methodology employed to gather the necessary data. The fifth section delves into the data analysis technique and explains the post-data collection processes and the methodologies utilised for data analysis. The sixth section details the sequential research steps undertaken in this study. Lastly, the final section presents information about the temporal and geographical aspects of the research, incorporating graphical representations of the research timeline.

3.1 Method of the Research

In this research, a qualitative descriptive case study approach was employed. A case study is an empirical method that investigates a case in a real-world context, particularly when the boundaries between the case and the context may not be clear (Yin, 2018). A descriptive case study was selected to accurately describe the phenomena observed in the relevant data. The purpose of the case study was to capture the data as it naturally occurred (Zainal, 2007). Furthermore, this approach was appropriate to facilitate a deep exploration and comprehensive understanding of the issue. The phenomenon under investigation in this study was writing anxiety among students who were arranging a research proposal in the

Research Proposal Seminar Course at the English Education Department of Siliwangi University. Zainal (2007) stated that case study methods are often employed in small-scale settings with limited participants. Therefore, this method was selected to align with the research's settings, participants, and context allowing for an investigation into the causal factors of students' writing anxiety and the strategies they employed to cope with it during the research proposal writing process.

3.2 Focus of the Research

This research aimed to analyse and explore the causal factors of writing anxiety experienced by students while arranging a research proposal, as well as the strategies employed to overcome this anxiety. It falls within the realm of the educational field.

3.3 Setting and Participants

This research was conducted at Siliwangi University, located in Tasikmalaya, West Java Indonesia. The selection of this setting was based on its relevance to the research context and criteria. The study focused on university students as they engaged in research proposal writing, which was directly related to the phenomenon being investigated. The phenomenon of writing anxiety was observed in the Research Proposal Seminar course, in which the researcher also participated as a student. This course required students to arrange a research proposal on a topic of their choice. This research proposal will be presented and submitted as it became the final project of the course. However, some students encountered challenges and experienced writing anxiety during this process. Therefore, the aim of this research was to investigate the causal factors contributing to students' writing anxiety and the strategies they employed to overcome it within the context of writing a research proposal in this course.

The participant involved in this research was a student of the English Education Department who had enrolled in the Research Proposal Seminar course and indicated experiencing a high level of writing anxiety. Considering that

descriptive case studies focus on exploring specific phenomena and are often conducted on a small scale with limited participants as stated by Zainal (2007), it was deemed appropriate to select a single participant for this research in order to obtain rich and valuable insights into the research topic. To validate the existence of writing anxiety among students and identify an eligible participant, a preliminary research phase was conducted. The preliminary research utilised a questionnaire named the English Writing Apprehension Test (EWAT) proposed by Daly & Miller (1975). The questionnaire was conducted via Google Forms and analysed using the formula provided by Daly & Miller (1975). The result revealed that several students experienced writing anxiety, ranging from low to high levels, thus confirming the presence of writing anxiety among students. Subsequently, the findings from the preliminary research were used to select a participant for the interview phase. Ultimately, one participant who indicated experiencing a high level of writing anxiety was chosen for the interview.

3.4 Technique of Collecting the Data

In collecting the data, the researcher employed a semi-structured interview as the instrument to gather the required information from the participants. A semi-structured interview is an interview where the interviewer clearly describes the topic that will be discussed, yet the interview is possible and prepared to develop into unexpected directions, opening new important areas (Heigham & Crocker, 2009). This method of data collection was chosen due to its ability to explore individuals' experiences, beliefs, perceptions, and motivations in a depth that is not possible with the questionnaires (Heigham & Crocker, 2009, p. 187). The interviews were conducted with the selected participant who had previously participated in the preliminary research, aiming to explore the participant's experiences with the causal factors of writing anxiety and the coping strategies she employed to overcome it. The interview questions were designed by the researcher and adapted from certain scholars' theories of writing anxiety that became a reference and indicator for the questions (see Enclosure 1). The interview questions were formulated in an open-ended format to encourage the participant to provide

detailed and rich information about the participant's experience with writing anxiety.

The interviews were conducted in person, and the entire conversation was recorded using a phone and PC recorder application as a means of data source and documentation. Moreover, the interviews were conducted in the Indonesian language to minimise the possibility of miscommunication, misunderstanding, and confusion between the research and the participant.

3.5 Technique of Analysing the Data

The data obtained from the interviews were analysed using the Thematic Analysis proposed by Braun & Clarke (2006). Thematic analysis is a method to identify and analyse patterns in qualitative data, this method can be used for describing the data and implicates an interpretation when choosing codes and creating themes, it is recommended to be mastered by a novice qualitative researcher (Clarke & Braun, 2013; Kiger & Varpio, 2020). Because of its flexibility and convenience for a beginner researcher and its suitability for the research context, the thematic analysis was deemed appropriate for current research. In conducting the data analysis, the researcher followed the steps of thematic analysis as outlined by Nicole Lee Fong Yee (2020) on her YouTube channel. Microsoft Word was utilised for coding, as illustrated in Figure 3.1 while Microsoft Excel was employed for the whole data, as presented in Table 3.1. These software choices were based on recommendations provided by Nicole Lee Fong Yee (2020) for conducting thematic analysis.

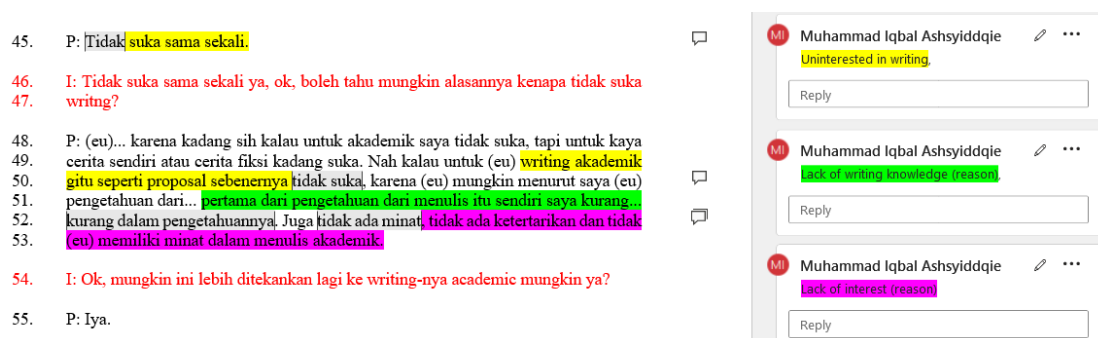


Figure 3.1 Using Ms Word for Coding

Table 3.1 Analysed Data

Thematic Analysis					
Line No.	Participant	Codes (Category)	Themes (Parent Category)	Excerpt	Remarks
52-53	P	Lack of interest	Self-assumption	<i>Juga tidak ada minat, tidak ada ketertarikan dan tidak (eu) memiliki minat dalam menulis akademik.</i>	

The following are the phases which had carried out in thematic analysis according to Braun & Clarke (2006):

- 1) Familiarising with the data; in this phase, the researchers read and comprehend the data multiple times to get familiar with the data, in this case, the interview transcription. This research presented the interview transcription as points using line numbers, as shown in Figure 3.2 below.

INTERVIEW TRANSCRIPTION

Title : An Analysis of Students' Writing Anxiety in Arranging a Research Proposal
 Venue : Siliwangi University
 Time : 10.08 am – 10.54 am (Indonesian Western Time)
 Date : Monday, 19 December 2022
 Recording Device : PC and Handphone recorder app.

1. I: Assalamualaikum, wr. wb. Selamat pagi [REDACTED]
2. P: Selamat pagi, Ibay.
3. I: Ok, [REDACTED] Jadi... langsung saja mungkin ya, tujuan saya... (eu) kita hari ini yaitu
4. saya akan mewawancarai [REDACTED] terkait ini ya (eu) untuk keperluan skripsi saya. Nah,
5. nantinya mungkin insyaallah waktu dari wawancara ini kurang lebih selama 30 menit
6. ya, bisa kurang atau lebih. Ok, dan mungkin nanti pertanyaannya tidak akan jauh
7. dari pertanyaan mengenai strategi apa atau apa penyebab dari writing anxiety yang
8. [REDACTED] rasakan, karena tujuan penelitiannya sendiri itu untuk mencari tahu apa
9. penyebab dan strategi dari writing anxiety dalam menulis proposal, seperti itu.
10. Namun sebelumnya saya mau meminta izin terlebih dahulu kepada [REDACTED] untuk
11. merekam seluruh wawancara hari ini, apakah boleh?
12. P: Iya, silakan.

Figure 3.2 Interview Transcription

- 2) Generating initial codes; after understanding the participant's answer, the researcher began to make categories or initial codes related to the research questions and purposes. The following are codes found in the interview results.

Table 3.2 Generating Initial Codes

Initial Codes		
Uninterested in writing	Aware	Lack of interest
Writing is difficult	Explore	Lack of prior knowledge
Lack of reading	Reading	Imperfect result
Poor time management	Shock	Perception of lecturer's teaching style
Fear of plagiarism	Worry	
Perfect writing	Aware	Time constraint
Lack of knowledge	Explore	Perception of grammar ability
Confuse in writing	Reading	Perception about vocabulary
Provided time	Practising	mastery
Other activity	Insecure	Looking for help
Lack of confidence	Rise	Not hard to develop writing skill
Look for references	Preparing	Fear of negative feedback
Note-taking	Spiritual	Uninterested in writing
Using tools	Praying	Perception about lack of writing practice
Positive thinking	Giving up	
Negative thinking	Overthinking	Fear of being evaluated
	Discussing	Fear of what others think
		Accepting the situation
		Try to calm down
		Do relaxing thing

- 3) Searching for themes, the researchers grouped and categorised the relevant codes into themes in this phase. A theme is a coherent pattern and has a meaning in the data relevant to a research question. In this research, the themes, later on, will be differentiated into two regarding the research questions, causes and strategies. The theme of causes was rooted in Cheng's (2004) theory of writing anxiety sources; it was then developed by the researcher with an

additional adaptation of various scholars' theories (see Enclosure 1). Then, the theme of strategies was adapted from Kondo & Ying-Ling's (2004) theory on coping with language anxiety, it was also developed by the researchers with an additional adaptation of various scholars' theories (see Enclosure 1).

Table 3.3 Searching for Themes

	Themes	Initial Codes
Causes	Self-Assumption	Uninterested in writing, Lack of interest, Writing is difficult, Imperfect result, Perfect writing, Lack of interest in writing, Negative thinking, Overthinking.
	Self-Recognition	Lack of knowledge, Confuse in writing, Lack of prior knowledge, Lack of reading, Lack of confidence, Worry, Perception about grammar ability, Perception about vocabulary mastery, Not hard to develop writing skills, Perception about lack of writing practice, Insecure.
	Instructional Practice	Shock, Provided time, Poor time management, Fear of plagiarism, Other activity, Time constraint, Perception of lecturer's teaching style
	Interpersonal effect	Fear of negative feedback, Fear of being evaluated, Fear of what others think.
Strategies	Preparation	Aware, Exploring, Reading, Practicing, Preparing, Looking for references, Looking for help, Note-taking, and Using tools.
	Peer-seeking	Discussing.

Themes	Initial Codes
Resignation	Giving up, Accepting the situation, rising.
Relaxation	Spiritual activity, Praying, Doing relaxing things, Trying to calm down,
Positive Thinking	Positive thinking

- 4) Reviewing themes; in this phase, the researcher reviewed the identified themes in the previous phase, also, the researcher should reflect on whether the theme tells a convincing story about the data and begin to define the nature of the particular theme and the relationship between the themes.
- 5) Defining and naming themes; this phase requires the researcher to conduct and write a detailed analysis of each theme. The researcher concluded the themes as shown in Table 3.4 below.

Table 3.4 Defining and Naming Themes

Themes	Definition
Self-assumption on writing	The causes of writing anxiety originated from the participant's beliefs about writing.
Self-recognition in writing competencies	The causes of writing anxiety which originated from participants' perceived competencies in writing.
Causes Instructional Practice	The causes of writing anxiety related to the learning-teaching process in class, and other components related to the writing process.
Interpersonal Effects	The causes of writing anxiety which caused by interpersonal interaction between the

Themes	Definition
Strategies	participant and others (could be his/her friend or lecturer).
Preparation	Strategies to cope with writing anxiety by preparing for doing writing activities.
Peer-seeking	Strategies to cope with writing anxiety by seeking peers who have the same struggle.
Resignation	Strategies to cope with writing anxiety which are characterised by avoiding writing or not doing anything to alleviate their anxiety.
Relaxation	Strategies to cope with writing anxiety by doing several things that can relieve the anxiety.
Positive thinking	Strategies to cope with writing anxiety by doing something that can make thinking positive.

- 6) Writing up; this is the last phase, which involves weaving together the analytic narrative and data to tell the reader a coherent and persuasive story about the data.

3.6 Steps of the Research

Completing this research went through several steps, from proposal writing to arranging a research report. The following are the steps that have been passed:

- 1) The first step of this research was writing a tentative research plan and proposal, which contained the formulation of the problem according to the phenomenon that will be explored and analysed.
- 2) Before interviewing the participant, the researcher selected the eligible participant through a preliminary research questionnaire. Later on, the participant who had resulted in a high level of writing anxiety was chosen as a participant and interviewed.
- 3) Afterwards, the participant was contacted to give her information about the research topic and asked about her willingness to be interviewed.
- 4) The interview was conducted face-to-face at Siliwangi University, and it was recorded using a phone and PC recorder application.
- 5) After the data was collected, it continued to be analysed using Braun & Clarke's (2006) Thematic Analysis and followed the steps from Nicole Lee Fong Yee's (2020) on her YouTube channel.
- 6) Once the data was analysed, the research's result was reported.

3.7 Time and Place of the Research

The research was conducted within the English Education Department, Faculty of Educational Science and Teacher's Training, Siliwangi University. Siliwangi University is located at Jl. Siliwangi No. 24, Tasikmalaya, West Java, Indonesia.

Table 3.5. Research Schedule

No.	Activities	May- Aug 2022	Sep 2022	Oct- Dec 2022	Jan- Apr 2023	May 2023	Jun 2023	Jul 2023
1.	Proposal Writing							
2.	Research Proposal Seminar							
3.	Data Collection							
4.	Data Analysis							
5.	Report							
6.	Final Thesis Examination							