CHAPTER III

RESEARCH METHOD

This chapter deals with the procedures or steps for conducting the study. It includes research design, location and subject research, data and source of data, research instrument, data collection, data analysis, checking validity, research stages.

A. Approach and Research Design

The research design is a procedure for collecting, analyzing, interpreting and reporting data in research studies. The design of this study is descriptive qualitative. The descriptive qualitative method is used to describe and capture the phenomenon of situation and condition.¹

According to Creswell, qualitative Research is an inquiry process of understanding a social or human problem based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting.² Furthermore, a qualitative method is the way to get data from a human problem or phenomenon depth and detail.

In this study, the researcher did not use quantitative approach because it did not contain hypothesis and treatment. It only captures and describes the phenomenon of writing apprehension among students, thus it tends to be a

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¹ M.Nazir, *Metode penelitian* (Jakarta: Ghalia Indonesia.2003), p.55

² John W. Creswell. *Design: Qualitative and Quantitative Approaches* (New York: Sage Publications, 1994) p.15

qualitative research. As Denzin & Lincoln state that qualitative research does not introduce treatments or manipulate variables, or impose the researcher's operational definitions of variables on the participants. Rather, it lets the meaning emerge from the participants. It is more flexible in that it can adjust to the setting. Concepts, data collection tools, and data collections methods can be adjusted as the research progresses.³

In this case, the research wants to investigate the level of writing apprehension and describes some causes of writing apprehension. By using WAT (Writing Apprehension Test), the research measured the level of writing apprehension and questionnaire sheet as an instrument for causes of writing apprehension.

B. Research Presence

In this study, the researcher was non participation observer. She was collector of the data and did not observe directly. The participants knew the researcher when collecting data from them.

C. Research Location

This study was conducted in English Teacher Education Department at the Faculty of Education and Teacher Training of UIN Sunan Ampel Surabaya. The researcher chose this location because there is thesis writing class which must be taken by students in the eighth semester of English Teacher Education Department as the requirement to get a degree.

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³ Denzin & Lincoln. *Handbook of Qualitative Research* (New York: Sage Publications 1998),

The subject of the study was eighth-semester students of English Teacher Education Department in academic year 2015/2016. In this research, the technique for choosing sample is purposive sampling. The researcher used purposive sampling because this research obligated several criteria in sampling technique. Purposive sampling selects a sample based on beliefs and prior information which provides the data we need.⁴

This study observed only students who have been accepted their research title and approved by examiners in thesis proposal examination to continue their research. It could be said that this study observed students who are doing thesis writing. The research took 35 students from 82 students in eight semesters in academic year 2015/2016.

D. Data and source of the data

Data is an adhere attribute in a particular object, in which it serves information that can be justified and obtained through a method or instrument of data collection. Generally, the obtained data will be processed and analyzed by a certain method in order to produce a thing that can describe or indicate something.⁵

In this study, the researcher gained the source of the data from students of English Teacher Education Department who are doing thesis writing in eighth semester in academic year 2015/2016. The researcher got the data by

⁵ Haris hardiansyah, M.Si. *Wawancara, Observasi, dan Focus Groups Sebagai Instrument Penggali Data Kualitatif* (Jakarta: PT Raja Grafindo Persada, 2013), p.8

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⁴ Jack R. Fraenkel and Norman E. Wallen. *How to Design and Evaluate Research in Education* 7th Ed (USA: Beth Meji, 2008), p.99

using test and questionnaire. The test was distributed to investigate the students' experienced writing apprehension level, while questionnaire is used to describe the causes of writing apprehension.

E. Research Instrument

In this study, the researcher used instruments as follow:

1. Writing Apprehension Test (WAT)

For this study, the researcher used Daly and Miller's (1975a) WAT (Writing Apprehension Test) to assess students' apprehension about writing. This instrument is questionnaire form but it is called test as the instrument to measure writing apprehension. Furthermore, this is a 26-item questionnaire that provides 13 items with positive polarity and 13 with negative polarity. Scoring is done on a 5-point Likert scale and it contains whether they strongly agree, agree, are uncertain, disagree, and strongly disagree with statements about writing. This result answered the first question about the level of writing apprehension.

2. Questionnaire sheet

To answer the second question, questionnaire sheet is applied in this study. The researcher used the instrument from Ibrahim and Yasser in their research entitled *Effect of Writing Apprehension among Jordan and Ph.D. Students' Perspective*. Then, it was adopted and modified to find the cases of writing apprehension as the second question of the study. This

instrument was open-ended questionnaire with 10 questions and distributed to participants.

This questionnaire sheet was administered to 35 students (students from each high-apprehension, average-apprehension and Low-apprehension) and the students were asked to specify the contexts and situations when they felt apprehensive both writing English thesis writing and consulting with an advisor who evaluates their English thesis writing.

F. Data collection technique

Data collection is an essential component to conducting research. Data collection technique is a technique that used by the researcher in conducting research. In this study, data collection used as follow:

1. Test

In this study, the students filled Writing Apprehension Test (WAT) developed by Daly and Miller. The researcher used an online test to collect the data. Students asked to fill Writing Apprehension Test in Google form. It consists of 26 statements and shaped Likert-type self-report scales with five possible answers for each item from (1) strongly agree to (5) strongly disagree. Examples of the items are like: "I am not good at writing", "I look forward to writing down my ideas", "Expressing ideas through writing seems to be a waste of time", "Discussing my writing with others is an enjoyable experience", and "I don't like my compositions to be evaluated". This questionnaire resulted in quantitative data that answered

the first question about the level of writing apprehension when doing thesis writing. By the existence of the data, it answered the first question "what are the levels of writing apprehension among students in doing their thesis writing?"

2. Questionnaire

The questionnaire is a set of questions for gathering information from individuals. In this study, the researcher spread the questionnaire to 35 students. They responded and answered 10 questions as long as it did not change the theme. Then it was submitted to the researcher after the filled it. The results of this questionnaire answered the second question of this study "what are the causes of writing apprehension among students in doing their thesis writing?"

G. Data Analysis Technique

After collecting data from both instruments, data was analyzed. Data analysis processes to analyze data using some steps. In this study, the collected data was analyzed using qualitative methods of data analysis. Data analysis involves the identification, examination, and interpretation of data.

(http://www.cdc.gov/HealthyYouth/evaluation/pdf/brief14.pdf, accessed on November 11, 2013)

⁶ Evaluation Briefs N0.14/November 2008

First, to know result from the level of writing apprehension among students, some steps did to calculate and read the score from Writing Apprehension Test (WAT) as follow⁷:

- Determine each value in each item.
- Add together all point values for positive statements (PSV) only and add together all point values for negative statements (NSV) only.
 - PSV questions = 1; 4; 5; 7; 8; 13; 16; 18; 21; 22; 24; 25; 26
 - NSV questions = 2; 3; 6; 9; 10; 11; 12; 14; 15; 17; 19; 20; 23
- Set those scores into the following formula to discover Writing

 Apprehension (WA) score: WA = 78 + PSV-NSV
- After all score have been calculated then the researcher categorizes into three levels. They are low, unusual or average, and high apprehension.
 Writing Apprehension scores range from 26 to 130.

After all scores in writing apprehension test (WAT) have been calculated, then it was continued to next process. The result of Writing Apprehension Test (WAT) and the questionnaire was analyzed in some steps. According to Sugiyono, data analysis includes data reduction, displaying data, and drawing conclusion⁸. For the explanation as follow:

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⁷ John Daly and Michael Miller, "The Empirical Development of an Instrument to Measure Writing Apprehension". *Research in the Teaching of English.* 12,1975,p. 242-49. Adapted by Michael W. Smith in *Reducing Writing Apprehension* (Urbana: NCTE, 1984).

⁸ Sugiyono, *Metode Penelitian Kuantitaif, kualitatif dan R&D* (Bandung: Alfabeta, 2009),

1. Data Reduction

Data reduction is used to identify some important data that used. This is the process of reducing and transforming the data. In the reducing data from writing apprehension test (WAT), the researcher checked the answer and arranged score for calculating then it was classified scores into categorization based on range (low, average, and high apprehension). In questionnaire sheet, the answer was checked and identified whether the participants answer clearly and properly. Then it was taken some important data to process in the next step.

2. Displaying Data

After reducing data, then the researcher displayed data. It showed using a table to ease the researcher for analyzing data. The following as follow:

Displaying Data from WAT (Writing Apprehension Test)

After calculating scores from WAT using a formula which provided in WAT, the researcher tabulated result of scores in WAT. It was categorized based on range from level low-average-high apprehension. After categorizing into three levels, it was concluded by taking percentage in each level using formula:

Total of students with same level
Total participants

X 100%

➤ Displaying Data from Questionnaire

Data was analyzed from the answer in the questionnaire. Because of an open-ended questionnaire, the researcher had to analyze carefully. Data was tabulated into some parts that showing causes students writing apprehension. Furthermore, data was concluded into charts and gave percentage of result using formula:

Students who answer same point Total participants X 100%

3. Drawing conclusion

After analyzing both of data instrument, then the researcher summarized the finding into the table to give the description about the level of writing apprehension. Moreover, the researcher also drew result of the level of writing apprehension and some causes of writing apprehension, what make students feel apprehensive when doing thesis writing.

H. Checking Validity of Findings

The validating finding is determining the accuracy or credibility of the findings. Triangulation means a technique for validating and verification. In this study, the research chose triangulation as a research strategy to assure completeness of finding or to confirm finding into validity. The researcher used the methodological technique for data collection which combining some methods for collecting data (e.g., test and questionnaire). In the first instrument, Writing Apprehension Test (WAT) is an instrument to measure

writing apprehension. Daly and Miller measured Writing Apprehension Test (WAT) as a reliable and valid instrument. The second instrument is questionnaire sheet which is adopted from Ibrahim and Yasser. It has been validated by the expert. The researcher also is rechecked the result of analysis with theory, data, and expert to make sure the analysis is valid.

I. Research Stages

1. Preliminary research

Preliminary research is the beginning step before doing research to view and look for problems. In doing preliminary research, the researcher was interested in writing skill. But many types of research about writing aspect have been observed. Due to that information, the research tried to look for another aspect beyond writing. Finally, the researcher found some problems in the eighth semester of English Teacher Education Department when doing thesis writing. First, the problem about difficulty when getting accepted the research title. Some students felt apprehensive when writing the outline of thesis writing and meeting the lecturer. Then the researcher interviewed some students who have accepted research title. The researcher asked some question about how their feeling when they wrote a thesis and consulted with an advisor. Some students said that they felt apprehensive. Thus, it made the researcher wanted to investigate about level of writing apprehension and causes of writing apprehension.

⁹ John A. Daly and Michael D. Miller."The Empirical Development of an Instrument to Measure Writing Apprehension. *National Council of Teachers of English Research in the Teaching of English*, Vol. 9, No. 3, winter 1975, p. 242-249

Additionally, the researcher also did searching in the library included the point of writing apprehension. Some studies have done about writing apprehension quantitatively and qualitatively. To limit the topic, then the researcher wanted to investigate about level and causes of writing apprehension.

2. Designing investigation

After doing preliminary research, the researcher designed some steps for doing the investigation about the levels and causes of writing apprehension in eighth-semester students from determining the method, participants, instruments, data analysis technique, also the technique of checking validity. To measure levels of writing apprehension, the researcher used WAT (Writing Apprehension Test) by Daly and Miller and questionnaire adopted by Ibrahim and Yasser to answer causes of writing apprehension. It also needed to be validated by an expert in the field.

3. Implementing investigating

In doing research, the researcher did all procedures from to answer finding with distributing WAT and questionnaire to eight students who doing thesis writing.

4. Analyzing data

In analyzing data, some steps were done to answer the finding from reducing, displaying, and concluding data. To answer levels of writing apprehension, the research calculated scores using the formula that provided in Daly and Miller's note. To answer causes of writing apprehension, the researcher analyzed and interpreted the questionnaire.

5. Concluding data

After analyzing data, then the researcher summarized data. In concluding data the research used tables and charts to ease in a draw the finding of the research.

6. Writing report

The last step in research stage is writing a report. In writing the report, the descriptive qualitative method is used then the form of this study tends to the narrative. The research wrote and drew report from first until fifth chapter to give detail of the research.