CHAPTER III

RESEARCH METHOD

This chapter discusses about: (a) approach and research design, (b) research presence, (c) research location, (d) data and source of data (e) data collection technique, (f) research instruments, (g) data analysis technique, (h) checking validity of findings, (i) research stages.

A. Approach and Research Design

Based on the research questions mentioned in Chapter One, the appropriate design of this research is descriptive-qualitative research. Descriptive qualitative method is used when the researcher wants to describe the condition and situation of something specifically.¹ Qualitative approach is used to describe students'respond toward their factors that caused anxiety in writing proposal and classifying students' writing anxiety level.² Qualitative approach is a general way of thinking about conducting qualitative research. This type of research study describes studies and explains occurring phenomenon, and emphasizes natural settings, understanding, verbal narratives, and flexible designs as well.³ It aims to illustrate 'what exist' with respect to variables or conditions in a situation. In contrast to quantitative research which attempting to know "to what extent' or 'how well' something is done.⁴

Qualitative will lead the researcher in having deep understanding toward students as the subject of the research and tries to obtain more complete explanation and description of the occurrence. In this research, the researcher uses questionnaire and interview. Questionnaire used to answer the first question and interview is used to answer the second research question.

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

²Ary, Donald. (2010) Introduction to Research in Education (USA: Wadsworth), p.452.

³Mc.Millan, J. and Scumacher. 2001. Research in Education. United States: Mc.Graw Hill

⁴Ary, Donald, et al. (1990), *Introduction to Research in Education*. United States: Harcourt Brace College. p.322

Regarding to the one of qualitative approach characteristic that qualitative research has the natural setting as the direct source of data and researcher is the key instrument,⁵ the researcher does not give any treatment, and thus, this research run as natural as possible. The researcher will analyze the students' questionnaire uses EWAT (English writing anxiety test)and in the end the researcher will describe about kinds of levels about their writing anxiety. The researcher will also describe that is seen from understanding about students' anxiety feeling, obstacles in writing a proposal by describing the result of interview with students as respondents.

B. Research Presence

In this study the researcher presents as a non-participant observer. Non-participant observer means the researcher does not reach the full involvement in participants' activity.⁶ Therefore, the researcher came to the academic writing class for checking the students in the class, then asked their activity, their proposal progress and their feelings about being in the academic writing class (about the lecture teaching styles and their worried about the proposal). The researcher found that teaching method that used by the lecture are personal discussion and learning by doing. For example, at first the lecture explained about background of the study, then she asked the students to write their background of the study at the time.

In the end, the students could understand well then done it with practice by themselves. Then after they done with chapter one of proposal, the lecture usualy asked them if there is any problems in case, so she called the students one by one to come forward and done a personal discussion with her. This teaching styles claimed by most of the students is very enjoyed and less stressful rather than has a open discussion at class. Here the researcher did

⁵Sugiyono, (2009) Metode Penelitian Kuantitatif, Kualitatifdan R&D (Bandung; Alfabeta), p.13.

⁶J. Amos Hatch, *Doing Qualitative Research in Education Settings*(Albany: State University of New York, 2002), 72.

not introduce herself formaly, or bother the class, so, both of the student teacher and also the lecturer could do teaching and learning activity as usual.

C. Research Location

The research location of the study is one of the proposal writing class in English Teacher Education Department of State Islamic university of Sunan Ampel Surabaya. This class is considerate become a setting of this study because in this course students learn about writing proposal elements. By the end of the course they have to submit a proposal as final assignment. Moreover proposal writing course is the last writing skill stages that students must passed before take a seminar proposal course.

The subjects of the study are the students of proposal writing course at State Islamic University of Sunan Ampel Surabaya. The subjects are only taken from fifth semester students. A total of 111 juniors (from A class until E class). For detail, A and B class is lectured by Prof. Ali furqon. For C and D class is lectured by Diah Kamilasari. And for E class is lectured by Rikat Eka.Results from preliminary was administered also to gather information about the subject's background. Results from the preliminary research will show that subject in this study already fullfil all stages of writing course. In term of getting research subject, the researcher designed the sample of research purposively.

Purposive sampling is a technique to determine sample based on certain characteristics.⁷ This tecniques is used by choose the participants of this study, since in the preliminary research it can be seen that this class has more writing anxiety problems than other classes. The researcher considering to choose the proposal writing class C as the subject of the study in this research for more advantages to seek a deeper understanding and related issue to the research problems. In conclusion the final subject

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⁷Sugiyono, *MetodePenelitianPendidikan: PendekatanKuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2012), 300.

of the study is the researcher will take a class one of proposal writing class which is C class consist of 22 students.

D. Data and Source of Data

According to Arikunto, the source of data is the place or thing in which is the researcher can observe, ask or read about related matter of the object being studied. It can be divided into person, place and documentation. In research, data and source of data are the keys to answer the problems in the field.

There are some data about students' writing anxiety levels and factors that caused it which should be collected for this research to answer the research question, first, are data about students' writing anxiety level and factor of students' writing anxiety. Second, are data about brief explanation of anxiety in language acquisition, writing anxiety, a measure of second language anxiety, writing anxiety and writing performance, and factors caused students' writing anxiety, rubric of writing anxiety level. For detail explanationhere the researcher collected two kinds of the data; primary and secondary data that will be explained below:

1. Primary data

Primary data is based on a source data which gives data directly to the data collector. The primary data of this study was the data of the students' writing anxiety levels and some anxiety major factors that caused students' writing anxiety. This primary data were obtained by collecting students' questionnaire using English Writing Anxiety Test (EWAT) and analyzed it Dally and Miller scoring range. In addition, to find some major factors of students' writing anxiety, the researcher obtained the data by doing interview. Source of data is taken from the consideration of people who really know about the problem and give the valid information.⁹

⁸SuharsimiArikunto, *ProsedurPenelitian*(Jakarta: PT. RinekaCipta, 1996), 123.

There are two types of source of data that are primary source and secondary source. The primary source for this research was from the students of English Teacher Education department who join writing academic class by collecting questionnaire and doing interview. The primary source of data was obtained by questionnaire which was adapted from Daly and Miller test known as English writing anxiety test (EWAT). And the researcher interviewed the students according to the interview guidelines to get more information about what caused writing anxiety among the student in writing proposal.

2. Secondary data

The secondary data was the forms of supporting data obtained from some sources. Such as, the schedule of proposal writing class and the attendance list of the students in writing proposal in C class. Some theories were also taken by the researcher to support the data gained. Those explanation theories about anxiety in Language acquisition, writing anxiety, a measure of second language (L2) writing anxiety, writing anxiety and writing performance, and factors caused students' writing anxiety.

While the secondary data gives data indirectly to the data collector. ¹⁰The secondary source of those data was obtained by asking the copies of the schedule of practice teaching class in English Teacher and Education Department. And from some books, articles and journals about student' writing anxietyor we known as literature studies.

E. Data Collection Technique

Data collection technique in qualitative research divide in two kind of techiques. Such as interactive and non-interactive. Firstly, interactive technique is interview. Secondly, non-interactive technique include more data collection techniques, which is questionnaire.¹¹

⁹Prof. Dr. Sugiyono. *Metode Penelitian Kombinasi (Mixed Methods)*. (Bandung: Alfabeta, 2014) p.434

¹¹ Sutopo, HB. 2006, Metode Penelitian Kualitatif, Surakarta: UNS Press.

In case of collecting the data of the research, the researcher needed the instrument. In this study, the data is collected from the students' interview result, and the close-ended students' questionnaire using English Writing Anxiety Test (EWAT). In short, the process of collecting the data is specified in the table below:

Table 2.1 Techniques for Collecting Data Based on Research Questions

Techniques		Documentation	Interview	
Research Questions				
RQ 1		EWAT (Writing Anxiety	-	
		Test)		
RQ 2		-	The result of students'	
			personal interview	

There is no treatment done by the researcher in the classroom. The researcher will collect the students' questionnaire and transcript the result from the students' interview to analyze the data then. To answer the first research questions about what is the level of student's writing anxiety in proposal writing course, the researcher uses a close-ended questionnaire that will be answered by scoring students' English writing anxiety test (EWAT) about their writing anxiety related to the explanation theories then classifiying their writing anxiety levels in proposal writing course.

Sax added that questionnaire is very significant in qualitative study. It attempts to elicit the feelings, beliefs, experiences, or activities of respondents.¹² In this research, closed-ended questionnaire is given to the students to know their opinion about their experience in proposal writing course. It is given at the end of the course to enable the students to answer all the questions.

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¹² Sax, Gilbert. 1979. Foundations of Educational Research. New Jersey: Prentice Hall. P. 247

Questionnaire analysis invloves the items load on three factors: low self-confidence, aversiveveness of writing, and evaluation anxiety. Other analyses of the English writing anxiety test (EWAT) have identified items addressing a range of issues including: positive feelings towards writing, writing self-efficacy, perceived value of writing, and writing behaviors. The strength of using well-structured questionnaire will gives the opportunity to the researcher to gain deeper understanding by examining the students' English writing anxiety test (EWAT). From the results also will be known the whole overview of students' writing anxiety level, writing apprehension and their behaviour characteristic.

To answer the second research question or problems of the study about some major factors that causing students' writing anxiety in proposal writing course, the researcher uses the students' interview. To gain a deeper understanding about the students' feeling and find out the reason of their writing anxiety factors, the researcher uses an open-question interview.

Interview represents a direct attempt by the researcher to obtain reliable and valid measures in the form of verbal responses from one or more respondents. Like questionnaire, it also tries to bring out the feelings, beliefs, experiences or activities of respondents during teaching and learning process. Furthermore, it is the most important way to check the accuracy of impression obtained during the observation. To get free opinion and interpretation from the respondent, unstructured interview best applies to the teacher. There are two kind of interview. Closed-question interview and open-question interview. Further information about closed-question interview definition, and usage.

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¹³Cheng, Y.S. (2004). A measure of second language writing anxiety: Scale development and preliminary validation. *Journal of Second Language Writing*, *13*(4), 313-335.

¹⁴Ibid., P.232

^{15 (}Sax, ibid: 232).

These are two types of questions you can use that are very different in character and usage. There are two definitions that are used to describe closed questions. A common definition is:

A closed question can be answered with either a single word or a short phrase.

A closed question can be answered with either 'yes' or 'no'.

Closed questions have the following characteristics:

- They give you *facts*.
- They are *easy* to answer.
- They are *quick* to answer.
- They keep control of the conversation with the *questioner*.

This makes closed questions useful in the following situations:

- 1. As opening questions in a conversation, as it makes it easy for the other person to answer, and doesn't force them to reveal too much about themselves.
- 2. For setting up a desired positive or negative frame of mind in them (asking successive questions with obvious answers either yes or no).
- 3. For achieving closure of a persuasion (seeking yes to the big question).

Next the definition, and usage of open-question interview. An open question can be defined thus:

An open question is likely to receive a long answer.

Although any question can receive a long answer, open questions deliberately seek longer answers, and are the opposite of closed questions.

Open questions have the following characteristics:

- They ask the respondent to *think* and reflect.
- They will give you *opinions* and *feelings*.
- They hand control of the conversation to the *respondent*.

This makes open questions useful in the following situations:

- 1. To find out more about a person, their wants, needs, problems, and so on.
- 2. To get people to realize the extend of their problems (to which, of course, you have the solution).
- 3. To get them to feel good about you by asking after their health or otherwise demonstrating human concern about them.
- 4. Open questions begin with such as: what, why, how, describe...

In conclusion, this research is used an open-question interview in purpose to make the students feel more interest and reach the maximum extend to investigates what problem that may they face on writing proposal in academic writing course.

F. Research Instrument

In qualitative research, the researcher is the key instrument. The researcher must comprehend the research method and the insight of the problems. By having the proper instruments, the researcher will result the valid data on the research. To collect data that needed for this study, there are two kind of instruments that writer used, namely questionnaire, and interview guidelines.

1. Questionnaire

The students are given the close-ended questionairreusing English Writing Anxiety Test (EWAT). Further information, English Writing Anxiety Test

(EWAT) consist of 26 items has five possible answers. Strongly Disagree = 1; Disagree = 2; are Uncertain = 3; Agree = 4; Strongly Agree = 5. The option is provided according to their opinion. It is a standart writing anxiety measure. The Writing Anxiety Test has been widely used across time on diverse groups of respondents.

This scale consists of 26 items dealing with students' tendencies not to write, attitudes towards writing tasks and feelings as they write. The test instrument was however, adapted in this research as the students' experience in writing in English is referred to rather than writing in other languages. For questionnare items this research considering to use writing anxiety test namely English Writing Anxiety Test (EWAT). Here is the further information about questionnare items from EWAT as a writing anxiety test.

¹⁶Daly, J. A., & Miller, M. D. (1975a). The empirical development of an instrument of writing apprehension. Research in the Teaching of English, 9, 242-249.

11. I feel confident in my ability to express my ideas clearly in writing. (-)				
12. I like to have my friends read what I have written. (-)				
13. I'm nervous about writing. (+)				
14. People seem to enjoy what I write. (-)				
15. I enjoy writing. (-)				
16. I never seem to be able to write down my ideas clearly. (+)				
17. Writing is a lot of fun.(-)				
18. I expect to do poorly in composition classes even before I enter them. (+)				
19. I like seeing my thoughts on paper. (-)				
20.Discussing my writing with others is enjoyable. (-)				
21. I have a terrible time organizing my ideas in a composition course. (+)				
22. When I hand in a composition, I know I'm going to do poorly. (+)				
23. It's easy for me to write good compositions. (-)				
24. I don't think I write as well as most other people. (+)				
25. I don't like my compositions to be evaluated. (+)				
26. I'm not good at writing. (+)				

2. Interview Guidelines

The researcher used note and interview guidelines. The interview guideline was designed by the researcher itself by considering the students' need and several foundation from previous studies about some possible problems that faced by students in writing proposal. In this study, the researcher only did one section of interview. This was a way to knowing some major factors that caused students' writing anxiety in proposal writing class. The description of students' responses were made on several aspects, such as, teaching process in class, the difficulties that students faced in class, the

lecture's role in writing proposal course, the general reason about students personal problems in writing proposal.

In this section the researcher and participant knew that they were did this interview to generate data based on the guideline. Or it can be called as semi-formal interview. To make it flow smoothly and reduce the gap between the researcher and the student as correspondencessometimes the researcher asks some additional question when got unclear information and give a various reaction toward the particular correspondence's respond.

Here the interview guidelines based on some following questions:

For personal discussion the following questions are:

- 1. What your topic for the proposal?
- 2. How do you find the topic?
- 3. How do you narrow down the topic?
- 4. Have you formulating a research question? Describe it.
- 5. What did you write on introduction? And etc.

For group and class discussion the following question are:

- 1. How is your feeling when being asked to share your ideas in group discussion?
- 2. Do you like your lecture in this course?
- 3. How do you like he/she? Tell me.
- 4. Why did you feel in that way?
- 5. How you will fulfill the course goals?
- 6. How you find way to solve the problem?

For personal feeling the following questions are:

- 1. Do you confident about your writing? Why or Why not?
- 2. Have you ever feel worried about your writing competence?
- 3. Do you feel burden about writing proposal as final assessment?

- 4. Have you feel anxious when the lecture evaluated your proposal?
- 5. What is your motivated on this course?
- 6. Do you satisfy with your proposal so far?
- 7. Do you satisfy with your lecture in the proposal writing class so far? Why or Why not?

G. Data Analysis Technique

In line with qualitative method, the researcher analyzed the data descriptively. After getting the result of the questionnaire which was gotten from the students. The researcher analyzed the questionnaire using scoring formula and ranges adapted from Daly and Miller test to classifying the students' writing anxiety. The analysis result would show an overview of students' writing anxiety levels in proposal writing class. From the analysis result, there would be some of scoring ranges. Here the further explanation about scoring formula and range indicators. Scoring is objected to determine your score on the English writing anxiety (EWAT), complete the following steps:

To determine the score, first, add together all point values for positive statements (PSV) only. Second, add together all point values for negative statements (NSV) only. Then place those scores into the following formula to discover your Writing Anxiety (WA) score.¹⁷ Here the formula to count the Writing Anxiety Test score:

$$WA = 78 + PSV-NSV$$

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

Writing Anxiety scores may range from 26 to 130. The following general observations may be made about scores in certain ranges, and only general observations,

 $^{^{17}}$ Richmond, V. P., & McCroskey, J. C. (1998). *Communication apprehension, avoidance and effectiveness* b(5th Ed.). Boston: Allyn & Bacon.

but note that the further a score is from the mean of 78, the more likely the description of a range of scores will apply. After taking the test, there is method to read the result of scoring.

1. Range 60-96:

Most students who score in this range do not experience a significantly unusual level of writing anxiety. However, the closer the score to the limits of this range--that is, scores close to 60 and 96--the more apt you are to experience feelings or behaviors characteristic of the next range of scores. A score of 78 places you as a writer on the mean, which is the middle point between two extremes, or conditions, recorded in a large sample of students. The closer you are to the mean, the better. Nonetheless, you should be alert to the fact that you may manifest signs of writing anxeity in performing certain writing tasks or in writing with varying purposes for different types of audiences. While you may not experience harmful anxiety while writing an expository essay, for example, you may experience excessive apprehension writing a placement essay for faceless evaluators or in writing an in-class essay exam for a history professor.

2. Range 97-130:

A score in this range indicates that you have a low level of writing anxiety. The higher your score in this range, the more troublesome your lack of anxiety. You may not be motivated to listen or read carefully your assignments, to pay attention to due dates, to remember criteria for evaluation, or to act upon recommendations that might improve subsequent drafts of your essays. You do not fear writing or evaluation of writing, but you may not be adequately motivated to work on your writing.

3. Range 26-59:

A score in this range indicates you have a high level of writing anxiety. The lower your score in this range, the more severe your anxiety. You are nervous about writing and fearful of evaluation. In fact, research shows that those who score extremely low in this range will not take a course, select a major, or accept a job they know involves writing.

Finally, the researcher have to understand the resulf of students score. How to understand the score there are some following aspects. If the score indicates either low or high levels of writing anxiety, then look closely on the questionnaire to see if you can determine which component(s) of the writing process you need to more closely monitor. Most problems of this kind fall into three main categories:

- a. evaluation anxiety,
- b. stress anxiety, and
- c. product anxiety.

When these specific components of writing anxiety are cross-referenced with the scoring level information, It will receive further insight into particular attitudes toward writing and toward the evaluation of your writing.

- 1. Questions which are should examine to determine if they are evaluation anxieties are 2, 5, 9, 11, 12, 13, 14, 16, 18, 19, 20, 22, 23, 24, and 25.
- 2. Questions which are should examine to help determine if they are stress anxieties are 1, 3, 7, 10, 15, 21, and 26.
- 3. Questions corresponding to product anxiety are 6, 8, and 17.

Diagnosing the writing process problems will not automatically alleviate them, of course. But the information gleaned from the Daly-Miller questionnaire allows the students to anticipate some particular needs and to devise strategies for reducing stress that often inhibits the development of cognitive skills. From that diagnosed result could give the researcher overview about the major factors that may faced by the student in proposal writing course accordance to the previous following aspects based on the range score that mentioned before.

Since the researcher attempted to find several major factors of students' writing anxiety, the researcher would conduct interview toward the students related with the causing factor of their writing anxiety in writing proposal.

Finally, the researcher put the result of the data to be discussed in findings of the research. It would refer to the research questions as ensuring way whether the questions are answered or not. In short, the data obtained from questionnaire and interview was analyzed through these following detailed techniques:

1. Data Reduction

Data reduction was used to choose the primary data that only needed by the researcher. Reducing data means to summarizing, choosing main data, focusing on the main topic of the research.¹⁸ In case of reducing the data, the researcher coded the data as follows:

a. Categorizing the students' writing anxiety level based on the categorization of total score in the questionnaire analysis result: unusual level of writing anxiety, low level of writing anxiety, and high level of writing anxiety.

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¹⁸Sugiyono, *Metode Penelitian Pendidikan: Pendidikan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta Bandung, 2012), 338.

b. Categorizing some major factors of the students' writing anxiety in proposal writing course.

The detail of the data which is coded by the researcher can be seen on the appendix.

2. Data Displays

After conducting the technique of reducing data, then the researcher set the technique to display the data. In qualitative method, the data display are formed in short essay, diagram, graphic, matrix, network, flowchart, etc.¹⁹ By displaying the data, it would ease the researcher to understand the data that have been categorized before. In this study, the researcher displayed the data as follows:

- a. Students' writing anxiety text using EWAT (English Writing Anxiety Test)
- 1) Firstly, the researcher analyzed students' answer from the questionnaire used the formula and got a final score.
- 2) Secondly, the researcher tabulated the finding number of score (raw data) students' questionnaire.
- 3) Thirdly, the researcher classified the final score from the raw data above used the score range that was adapted from Daly and Miller test (range 26-59, range 60-96, range 97-130) and had been validated by a competent lecturer in proposal writing course,
- 4) Fourthly, the researcher concluded the final score which has a same level ofwriting anxiety into the chart form, divided into three levels (High level = range 26-59, Unusual level= range 60-96, Low level = range 97-130) by using percentage. Here is the formula:

$$\frac{\textit{The final score of student who}}{\textit{got the same level}} \times 100 \% = ...\%$$
 The total of respondent (Students in C class)

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 $^{^{19}} Sugiyono, \textit{MetodePenelitianPendidikan:PendekatanKuantitatif..., 341}.$

- b. The major factors of students' writing anxiety in writing proposal.
 - Firstly, the researcher analyzed students' answer from interview section, those data are saved in audio recording.
 - 2) Secondly, the researcher tabulated the main pointthat students said on the interview section.
 - 3) Thirdly, the researcher concluded the common causing factor which was stated by the students into chart form. Besides, the researcher concluded the number of respondent with their causing factor in percentage. Here is the formula:

$$= \frac{\textit{the number of students who}}{\textit{stated the same causing factor}} \times 100 = ...\%$$

4) Fourthly, the researcher described the major factors of students writing anxiety in proposal writing course in detail based on the data above.

Furthermore, the researcher also interpreted those data in discussion part based on the theory used in this study.

3. Drawing Conclusion

After doing analysis process the researcher makes a conclusion about the students' writing anxiety levels and some major factors that caused students' writing anxiety in proposal writing course. After that the researcher classifies the students' writing anxiety levels based on the scoring range. The researcher also draws the result into a chart form. Then the researcher describes how some major factors that caused students' writing anxiety in proposal writing course, by this way the researcher will know an overview of students' writing anxiety level and several major factors that caused students' anxiety in proposal writing course.

Recording from student's personal interview were analyzed descriptively. Firstly, the researcher used the result from students' questionnaire. Next, the researcher analyzed the information gained from the student's personal interview. In short, the researcher can find out the major factors of students' writing anxiety which is the answer of the second ressearch question indirectlythrough the result of the questionarre which is the answer of the first research question. Finally the analysis of students' questionarre and the transcriptof students' interview were compiled order to give the whole picture of the students' writing anxiety level of proposal writing course.

H. Checking Validity of Findings

To check the validity of the findings, the researcher conducted the research to proposal writing or academic writing class to find how the environment where students create their proposal at the first time in fifth semester. To find how the English writing anxiety test (EWAT) into form questionnaire as instrument fulfills the test standardization of writing anxiety, the instrument was analyzed based on score range that had been validated (See appendix 1). The questionnaire were validated by the lecture of proposal writing class as the expert. Here, the researcher also collected the data through interview; the interview audio has been recorded, so the information could be listened well without any missing information. Besides, to check the validity of findings, the researcher confirms the findings with the subjects of research and theory used in this study.

I. Research Stages

1. Preliminary Research

Preliminary research is important to decide whether this research is possible to be done or not. This research initially happened from the previous proposal writing class which is the researcher part of the class back then. Thus, the researcher will come to the next semester of proposal writing class to know the situation of the class for about two times. First time, the researcher met directly with all students and the lecture in the middle of personal discussion. Fortunately, the lecture is very welcome and easy going so she permitted me to joined the class. Second time, when the researcher came to the class, the lecture was not there. The researcher also compared it with others proposal writing class and decided to choose C class because it has more phenomenons of writing anxiety.

Some students shared with the researcher about the struggled story when they have to find a background, title and problems of the research for their proposal. The researcher also found that some of those students faced personal problems that occured from psychological aspects like lack self confidence with their writing competence, laziness, unmotivated a fear of plagiarism and their title may not being accepted in the future. The researcher also conducted the library research to find the sources and previous research which had similar areas with this research. By doing those steps, the researcher expected that this research should be done because its importance.

2. Designing Investigation

In this step, the researcher designed investigation of what are the students' writing anxiety level in proposal writing class and the major factors that causing it, previously the researcher initially looked at the problems of the students in writing a proposal. The test standardization of writing anxiety in form of questionnaire. The question items and score range was adapted from Dally and Miller's theory and the interview which wasself composed by the researcher considered both from educational aspects and psychological aspects. The researcher used descriptive qualitative research which were arranged in detailed writing structure. In term of getting validity of those instruments, the researcher made validation sheets which were validated by the lecture of proposal writing class (academic writing) as the expert in this field.

3. Implementing Investigation

In term of investigate the students' writing anxiety levels the researcher began to collect the data of students who join the C class of proposal writing. After knowing the number of students from attendence list, the researcher asked the lecture permission to gave a questionnaires and collected it again after that. The analysis would show the dominat of students' writing anxiety levels in C class. Since the researcher attempted to find the major factors that causing students' writing anxiety in C class, the researcher interviewed the students about their problems in writing proposal that caused their anxiety occured.

4. Analyzing data

After obtaining the data, the researcher analyzed the data to get the answer of the research questions. It was stated in data analysis technique above.

5. Concluding data

To find the result of the research, the research concluded the findings. The conclusion of this study was the final report of this study.

