

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the research method used to conduct a study. In addition, this chapter discusses research design, subject, data collection, and data analysis related to conducting a research procedure. Each section is described in detail below.

3.1 Research Design

This research was a descriptive qualitative study to obtain data about students' anxiety in an online essay writing class at the English Language Education Department at the University of Muhammadiyah Malang. Nassaji (2015) states that a descriptive qualitative research design aims to collect the data and describes the phenomenon. The phenomenon in this study was students' anxiety in an online essay writing class at the English Language Education Department University of Muhammadiyah Malang. The descriptive qualitative research design was appropriate for investigating students' experiences while taking online essay writing classes and identifying the different types of anxiety experienced by students. It investigates the strategy used to overcome this problem in online essay writing class.

3.2 Research Subjects

The subjects of this research were the 5th semester students who experienced anxiety during an online essay writing class at the English Language Education Department University of Muhammadiyah Malang 2020/2021. However, the primary respondents in this study were 15 students. The number of the participants was taken as much as 10% (15 students) of the total students who took online essay

writing classes, which were around 150 students. The recorded 15 students were for questionnaire. However, during the interview process 5 students did not provide response. Therefore, the number of interview participants was 10 students.

This research used a purposive sampling technique. Purposive sampling is a type of non-probability sampling in which researchers choose people of the population to participate in their surveys based on their own assessment. Purposive sampling is a qualitative research technique for identifying and selecting information-rich situations in order to make the most efficient use of limited resources (Patton, 2002, in Palinkas et. al, 2015).

3.3 Research Instruments

This paper used a close-ended questionnaire and semi-structured interview guide to gain information from students in an online essay writing class at the English Language Education Department University of Muhammadiyah Malang 2020/2021. This questionnaire question in this research was adapted from a questionnaire made by Widiastuty et. al. (2023) in their journal, which is suitable to the situations related to anxiety experienced by ELED students. Closed-ended questions are more convenient to utilize online because they usually only need a single key or mouse push and are less cognitively taxing, but they can skew the results (Reimers and Desai, 2018). Furthermore, a semi-structured interview guide was used to collect detailed information regarding their experience in an online essay writing class. DeJonckheere and Vaughn (2019) stated that the method allows the researcher to explore participant thoughts, feelings, and beliefs about a particular topic, and delve deeply into personal and sometimes sensitive issues. This

method is also guided by a flexible interview protocol and supplemented by follow-up questions, probes, and comments.

A google form was used to distribute questionnaires online. Therefore, respondents can access it by clicking on the link that has been distributed by their respective class leaders. The type of questionnaire was ‘yes and no’ question and consist of six questions. Thus, students only checked in the ‘yes or no’ column in the questionnaire. The questions were focused on the types of anxiety; the complete version of the google form can be seen in appendix 1.

In this study, semi-structured interviews were conducted after students filled out the questionnaire. Students who have the most potential to experience anxiety will be selected to conduct an interview session. The interview was conducted online via the WhatsApp application. Murairwa (2015) claims that the final sample was selected from the potential respondents who were willing and qualified to participate in the survey. The qualification was based on the frequency of anxiety experienced by the participants. The more frequent the better.

The drafts of the questionnaire questions adapted from Widiastuty et. al (2023) and presented as follows:

Table 3.1 Draft of the close ended questionnaire

No	Questionnaire	Yes	No
1.	I feel nervous and my heart rate increases when I'm in writing class (state anxiety)		
2.	I feel writing essays is a threatening situation (trait anxiety)		
3.	I feel scared and worried when the teacher corrects my writing in front of my friends (cognitive anxiety)		
4.	I feel dizzy, nervous and sweaty when the teacher gives impromptu assignments (somatic anxiety)		

No	Questionnaire	Yes	No
5.	I avoid not doing essay writing assignments because I find it difficult (avoidance behavior)		
6.	I once skipped essay writing class because I was afraid/felt that I couldn't follow the lesson (avoidance behavior)		

The draft of the interview guide was adapted from Sagara et. al (2020) and presented as follows:

Table 3.2 Draft of interview guide

General Question	<ul style="list-style-type: none"> • How do you feel when you are in essay writing class?
State Anxiety	<ul style="list-style-type: none"> • When you're in a writing class, what situations/activities make you anxious and make your heart rate increase?
Trait Anxiety	<ul style="list-style-type: none"> • Do you consider essay writing to be a threatening situation?
Cognitive Anxiety	<ul style="list-style-type: none"> • How do you feel when the teacher corrects your writing in front of your friends? • Does your lack of grammar make you feel anxious?
Somatic Anxiety	<ul style="list-style-type: none"> • If your teacher gave you an impromptu essay writing assignment, how would you react?
Avoidance Behavior	<ul style="list-style-type: none"> • Do you often avoid/not attend essay writing class because you feel writing is difficult?
Student's strategy to overcome their anxiety	<ul style="list-style-type: none"> • How do you adapt to the situation you are afraid of? • What strategies did you use to overcome your anxiety during online essay writing class?

3.4 Data Collection Procedure

The researcher developed several guidelines to direct the data collection process. The method is the development of Hanif's (2020) research method. The following is the data collection procedure:

1. Preparing the questions based on the topic of this study using *Google Forms*.
2. Verifying with advisors about the questions
3. Receiving feedback from the advisor on the interview questions.
4. Revising the questionnaire and interview questions according to the feedback from the advisor
5. Sharing the link of *google form* through the captain of the class.
6. Transcribing the result of the interview and questionnaire.

3.5 Data Analysis

Data analysis became one of the most important components of research methodology. The data analysis method still follows the procedure used by Hanif's (2020). The processes for data analysis as follows:

1. Identifying and managing the questionnaire and interview's results.
2. Classifying the data in order to categorize the types of anxiety experienced by students.

Table 3.3 Types of Anxiety Experienced by Students

No	Responses	State Anxiety	Trait Anxiety	Cognitive Anxiety	Somatic Anxiety	Avoidance Behavior
1.						
2						
3.						

3. Clarifying with the advisors as the expert and examining the data in detail.
4. Drawing conclusion based on the result of the data analysis from the questionnaire about students' anxiety in an online essay writing class.