

CHAPTER III:

RESEARCH METHODOLOGY

3.1 Research Design

This study employed a quantitative research design to investigate the levels and dimensions of writing anxiety among final-year English students at Jambi University. According to Creswell (2013), quantitative research involves the systematic collection and analysis of numerical data to identify patterns, relationships, and trends. This approach allows for objective analysis using statistical tools, making it suitable for generalizing findings from a sample to a broader population.

The primary data collection instrument was an adapted version of the Second Language Writing Anxiety Inventory (SLWAI) developed by Cheng (2004), which measures cognitive, somatic, and avoidance aspects of writing anxiety.

3.2 Participants and Data Collection

The population of this study consisted of 286 final-year students enrolled in the English Education Study Program at Jambi University. This included 59 male and 227 female students aged between 20 and 24 years, all of whom were in the process of writing their undergraduate theses.

Final-Year English Students at UNJA

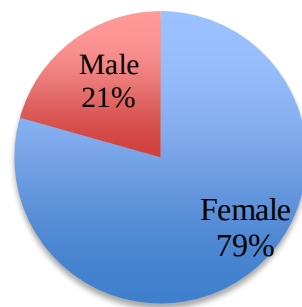


Figure 3.1 *Final-Year English Students at UNJA*

Note. Data from Dashboard UNJA (2024)

A sample of 57 students (approximately 20% of the total population) was selected via simple random sampling, meeting the statistical power requirements for descriptive analysis (Creswell, 2014). This sampling technique ensured that each student had an equal chance of being selected, thereby minimizing sampling bias.

Data were collected using an online questionnaire distributed via Google Forms. Participants were provided with clear instructions, informed consent, and assurances of confidentiality and voluntary participation.

3.3 Instrument

The primary instrument used in this study was an adapted version of the Second Language Writing Anxiety Inventory (SLWAI) developed by Cheng (2004). The original SLWAI consists of 22 items across three subscales: cognitive anxiety, somatic anxiety, and avoidance behavior. It has been widely used and validated in studies of second language writing anxiety.

For the purpose of this study, the instrument was adapted to reflect the specific context of final-year thesis writing. Redundant items were removed or merged to minimize respondent fatigue. For example, two items related to avoidance behavior, Item 12 (“I usually do my best to avoid writing English compositions”) and Item 14 (“I do my best to avoid situations in which I have to write in English”) furthermore were consolidated into a one single item: “if I’m asked to write an English composition, I would rather refrain from the activity”. Additional context-specific items were introduced to address thesis-related challenges, such as fear of supervisor judgment or stress related to thesis defense.

The final version consisted of 17 items rated on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The revised questionnaire was piloted for validation purposes and then distributed electronically.

3.4 Validity and Reliability of the Instrument.

To ensure construct validity and reliability, a pilot study was conducted involving 23 students who shared similar characteristics with the main study participants. The responses were analyzed to assess each item’s validity. Items that did not meet the validity criteria were identified as invalid and subsequently removed from the questionnaire. As a result, only valid items were retained and included in the final version of the instrument.

3.4.1 Validity

Pearson product-moment correlation was used to determine item-total correlation. With degrees of freedom (df) = 21 and $\alpha = 0.05$, the critical r -value was 0.4312. Items scoring below this threshold were considered invalid. The results indicated that 7 cognitive anxiety items were found to be valid, while 3

items were removed. All 6 somatic anxiety items were retained. Additionally, 4 out of 5 avoidance behavior items were considered valid. The final instrument consisted 17 valid items that adequately represent the intended dimensions of writing anxiety.

3.4.2 Reliability Analysis

The internal consistency of the instrument was measured using Cronbach's Alpha. A reliability coefficient of 0.60 or above was considered acceptable (DeVellis, 1991). The reliability results are presented below:

Table 3.1 *Reliability Test Result*

Subscale	Cronbach's Alpha	Interpretation
Cognitive Anxiety	0,776	Reliable
Somatic Anxiety	0,803	Reliable
Avoidance Behavior	0,617	Reliable

These results indicate that the adapted instrument had acceptable internal consistency across all subscales and was suitable for use in the main study.

3.5 Data Analysis Procedures

3.5.1 Data Analysis Technique

Descriptive statistics were used to analyze the data and to provide a comprehensive overview of students' writing anxiety levels and types. This approach was appropriate given the study's objective of describing the current

state of writing anxiety among participants. SPSS 25 for Windows was employed to compute means, frequencies, and standard deviations.

To determine the level of writing anxiety, the total SLWAI score for each participant was calculated. Items 5 and 12, which were negatively worded, were reverse scored.

Based on Cheng's (2004) interpretation, a total score above 62 indicates high anxiety, while a score below 40 indicates low anxiety. Scores that fall between 40 and 62 represent moderate anxiety levels. This scoring range helps categorize the severity of writing anxiety among final-year students.

To determine the dominant dimensions of writing anxiety, mean scores were calculated separately for the cognitive, somatic, and avoidance behavior subscales. The highest mean score among the three categories was interpreted as the most dominant anxiety dimensions. The data were grouped based on the table 3.2.

$$M = \frac{\sum(f \cdot x)}{\sum f}$$

M : Mean score.

f : Frequency of each score

x : Specific score value

$\sum f$: Total number of students

Table 3.2 *Writing Anxiety Indicator*

No	Indicator	Statement Number
1	Cognitive anxiety	1, 6, 8, 10, 14, 15, 16.
2	Somatic anxiety	2, 3, 4, 5, 13, 17.
3	Avoidance behavior	7, 9, 11, 12.