

CHAPTER III

METHODOLOGY

Chapter III presents the methodology of the research. This section presents the research design, research site and participants, data collection, research procedure, and data analysis.

3.1 Research Design

This research employed a qualitative case study design. This method is considered the best method for conducting this study because it allows the researcher to conduct an in-depth investigation of the implementation of TWCF to help researchers gain a detailed understanding of the phenomenon (Creswell, 2015). The use of a case study design was also in line with the research problems which intended to investigate how TWCF helps senior high school students in writing recount text. Therefore, a deeper understanding of the phenomenon was considered important to answer the research problem. This research design allows the researcher to use multiple types of sources to investigate a behavioral issue of this study stated in the research question (Cohen et al., 2007). In this study, the writing issue has become the case due to the spread of the COVID-19 pandemic. Consequently, TWCF was considered important to be implemented in the English writing class to promote students' writing ability.

3.2 Research Site and Participants

This study took place at one private senior high school in Bandung. The participants and research site were selected to delve into the center of phenomena (Creswell, 2015). In doing so, the participants only involved ten students from one class of the 10th grader because they were willing to participate and were able to contribute to this research from the data collection process to the end of the learning process. Moreover, they also learned the recount text material in the first semester of senior high school so that they were familiar with this type of text. However, since the participants have not learned how to write in English yet, the researcher assumed they still found some difficulties in writing the recount text. In addition,

all students want to learn how to write a good recount text to help them foster their writing skills since this type of text is close and relevant to students' life. In addition, this research site was selected because most students in this chosen school were not given writing assignments by the English teacher. So, it is expected that students were still facing some problems in writing English texts.

3.3 Data Collection

One type of data collection was used in this research, namely documents. Those documents include students' first drafts, students' first drafts that have been given TWCF, and students' final drafts. The consideration for using documents is to collect the writing from students, to provide TWCF to students' drafts, and to collect students' papers that have been revised. At the end of the document collection, the first drafts and the final drafts were compared to explore whether TWCF helps them to write recount text better. Thus, documents were used as the valid instruments of this research to clarify the results of the data and to reduce the subjectivity that might occur when analyzing the text.

As previously mentioned, documents from students' written works were collected to get varied data and these were used as the first instrument for this study. Documents were categorized as beneficial sources in this study to understand the central phenomena of qualitative studies (Cresswell, 2015). Creswell (2015) also claimed that documents provide an advantage because participants usually gave their thoughtful attention when producing the documents. This is also in vein with this study since they have to do some efforts to produce a better personal recount text by writing the text and revising it according to TWCF given on students' works. Those documents were helpful to investigate how TWCF helps students write recount text. Students' written works were chosen from 10th grader students since they have learned recount text and this is in accordance with Curriculum 2013 in Basic Competence 3.7 and 4.7 that students are expected to be able to produce recount text. Therefore, the documents from this study served as important sources used for analyzing the extent to which students' English writing ability. To get a

deeper analysis of students' writing ability, three documents taken from students were selected as the main sources of this study.

3.4 Research Procedures

For collecting the data, the research was conducted in two meetings starting in March-May. The schedule of the research is presented as follows:

Table 3. 1 Research Schedule

Meetings	Date	Topic/Agenda	Objective
1	1 st (28 th March 2022)	How to Make a Good Recount Text	Introducing tips to write a good recount text
	30 th March 2022	Collecting students' first drafts	-
	(12 th April 2022)	TWCF to Students' Paper	Giving feedback to students' papers
2	2 nd (13 th April 2022)	Feedback on Students' Recount Text	Explaining common errors in writing recount text
	(15 th April 2022)	Collecting students' final drafts	-

In order to simplify the research procedures, some procedures could be seen below:

1. Teacher's explanation about personal recount text and asking students to write their personal recount text;
The first procedure was to give students explanations about how to make a great personal recount text along with the PowerPoint slides and writing instructions. Subsequently, students were asked to write personal recount text.
2. Collecting students' first drafts;

After writing their personal recount text, students have to collect it to the teacher on Thursday, 30th March 2022 to the teacher's WhatsApp. After that, they needed to wait for two weeks in order to receive TWCF.

3. TWCF;

The corrected drafts were sent back to them after two weeks on Tuesday, 12th April 2022. It took around two weeks for the teacher to write feedback on all students' papers. Afterward, students have to wait for the teacher's explanation in the next meeting on 13th April 2022 through Zoom.

4. Teacher's explanation about TWCF and asking students to revise their papers;
On 13th April 2022, students got explanations about feedback on their papers. At the end of the class, they were asked to revise their paper and sent it back to the teacher on 15th April 2022.

5. Collecting students' final drafts;

After writing their final drafts, students have to collect them to the teacher on Friday, 15th April 2022.

6. Analyzing documents

Analyzing documents was needed to get to know more about the aspects of students' writing improvement after getting feedback from the teacher. The analysis of documents was estimated on 16th – 30th April 2022.

7. Linking results from each of the documents

All documents in this study were analyzed for linking the relationship between them. The results depended on the similarities and differences of each of the documents.

3.5 Data Analysis

After collecting the data, the data was analyzed based on its categorization through several steps. The analysis of students' documents was meant to answer the first research question, which is to investigate how TWCF helps EFL students in writing recount text. The data analysis of students' texts involved three steps that can be seen as follows:

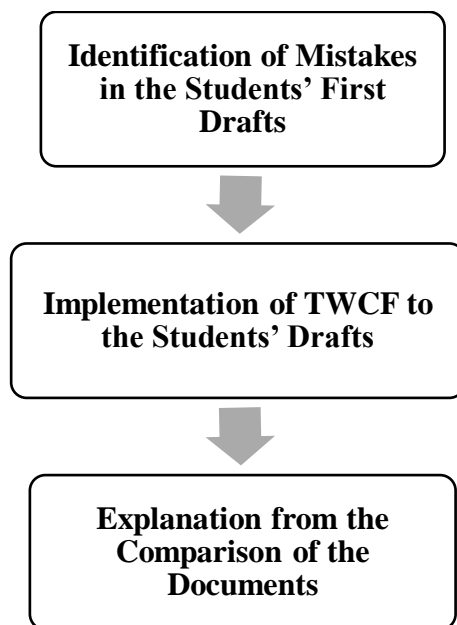


Figure 3. 1 The Steps of Data Analysis on Students' Texts

To get a clearer understanding of each of the data analysis steps, the explanation is provided as follows:

1. Identification of Mistakes in Students' First Drafts

After all data was collected, the first drafts of students' recount text were analyzed based on the scheme adopted from Storch and Tapper (2000). There were only three categories given TWCF, namely content, grammar, and mechanics. In grammar, the aspects that were given feedback were nouns, verbs, articles, pronouns, prepositions, and conjunctions. While in the mechanics, the aspects that were commented on by the teacher were the use of spelling, punctuation, and capitalization.

2. Implementation of TWCF to Students' Drafts

In this step, students' first drafts were given feedback from the teacher. This step was intended to help students revise recount text because they could identify which part of the text that should be revised. In the end, it was hoped that students could produce better recount text based on the comments provided in their first drafts.

3. Explanation from the Comparison of the Documents

This step was conducted to compare students' first drafts, first drafts that have been commented on by the teacher, and final drafts. After comparing these three documents, the data comparison was explained to explore the effect of TWCF on students' final drafts to facilitate students in writing a better recount text in the next writing.

3.6 Concluding Remarks

This chapter has presented the research design, research site and participants, data collection, research procedure, and data analysis of the research. The next chapter will discuss further the results and discussion of this research.