CHAPTER III
RESEARCH PROCEDURES

This chapter consists of several explanations about the research design in conducting the research, they are, research design, setting and participants, data collection, data analysis and research schedule.

A. Research design

The research design used in this study was reflective study. This research tried to obtain the strengths and weaknesses of utilizing DWTs through students' feedbacks in writing analytical exposition text.

B. Setting and Participants

This study involved six students of senior high school in Indonesia as the research participants. They were four females and two males at the second grade of senior high school in Tasikmalaya with the average age of 16 to 17 years old. All of them were bilingual (Bahasa and Sundanese). English was a foreign language for them and they have studied English for five years. The researcher as a teacher in this research, which was an undergraduate student with the age of 22 years old.

Before collecting the data, the participants were asked to read and to sign the consent form in order that the researcher could analyze the data from the result of semi-structured interview. It proved that there was no forcefulness to be the participants. All data were confidentially collected due to research ethics.

C. Data collection

The data were collected by semi-structured interview. The participants were interviewed in order to get their feedback of utilizing DWTs in writing analytical exposition text. Then, researcher analyzed the answer of interview as the research data.

D. Data analysis

The researcher analyzed the data from semi-structured interview of utilizing digital writing tools using thematic analysis. Braun and Clarke (2006) defined it as a method for identifying, analyzing, and reporting patterns (themes) through the data. There are six phases of analysis:

1. Familiarizing the data

   The data from the interviews was transcribed and interpreted. Then, the data was read repeatedly to be familiar with the content.

Interview Transcription Data

Data Identity
Date   : Wednesday, 22 May 2019
Time   : 10:30 a.m
Duration   : 5minutes 27seconds
Site/Venue   : Cilembang
Interviewer   : Researcher (R)
Interviewees : First Participant (P1)

R/P1	Transcription
R	Okee, kita akan melakukan interview ya. Sebelumnya saudara sendiri tau tidak apa itu writing?
P1	Writing itu menulis
R	Hmm oke, nah didalam proses menulis itu yang dimana juga diajarkan disekolah, sebelumnya penah memanfaatkan DWTs/Digital Writing Tools ga? Atau mungkin mendengar istilah DWTs sebelumnya?
P1	Mungkin dari DWTs itu sendiri kalo menurut saya sering cuman, kalau.... Aaaaaa........
R	Seringnya gimana?
P1	Ya menggunakan DWTs seperti itu, cuman yang baru itu istilahnya
R	Ooooo jadi sebenarnya udah lama menggunakan DWTs itu, tapi ngga nyadar kalo itu istilahnya DWTs. Nah, tadi tu kan kita juga udah belajar tentang teks eksposisi analitis menggunakan DWTs, nah menurut saudara penting ga sih anak SMA membuat teks eksposisi analitis tersebut, yang dimana berisi argument didalamnya ya?
P1	Penting sekali, karena dalam AE itu sendiri itukan harus tersusun, nah jadi

Figure 1. Interview Transcription Data

2. Generating initial codes

In this step, the same theme might be given a code, it can be completed differently in different themes in order that the process of analysis in the next step become easier.

P3	Ada, pasti. Soalnya kan lebih mudah cari referensi terhadap topik yang dibicarakan dan menambah wawasan kita terhadap topik tersebut. Terus kita juga tau cara penulisan yang benar dan baik itu bagaimana, kan bisa lihat di internet tuh cara penulisannya	Increase the knowledge
R	Terbantu ga dengan adanya DWTs ini?	
P3	Terbantu. Soalnya bisa menghemat waktu juga terus kita bisa meminimalisir kegiatan-kegiatan yang kurang efektif lah. dan juga meminimalisir kesalahan-kesalahan dalam menulis semisal di Ms. Word yang langsung ada grammar check nya, jadi kita tau ooh ini grammarnya udah bener … oh yang ini belum	Efficient for using Assist writing process
R	Ada manfaat lain ga yang didapatkan dari pemanfaatan DWTs ini?	
P3	Kita bisa mencurahkan apa isi pikiran kita di media itu, dengan kata lain *sharing* lah, trus juga bisa saling komen-ngasih pendapat baik itu orang lain ke tulisan kita ataupun kita ke orang lain.	Sharing information

Figure 2. Initial Code

3. Searching for themes

In this step, the researcher classified the same theme from the given code and do the same way to different themes. In order it aims to make easier the process of including the codes into the appropriate theme.

4. Reviewing themes

In this step, the researcher reviewed the data for each theme in order to know the appropriateness of the themes. There was code which is elaborated with another code and also there was code which is reduced due to the data emerged.

REVIEWED THEMATIC TABLE

R : Researcher   P4 : Participant 4
P1 : Participant 1   P5 : Participant 5
P2 : Participant 2   P6 : Participant 6
P3 : Participant 3

NO	THEMES	DATA	FINDINGS	CONCLUSION	SUPPORTING THEORY
1.	Assisting the writing process	R: Apakah manfaat yang saudara/i rasakan dari pemanfaatan DWTs ini? P1: Kita jadi banyak referensi, tau bagaimana penulisan yang benar dan pemilihan kata yang tepat. Dan pengetahuan saya lebih terbuka, luas. Jadi ga Cuma itu-itu aja yang kita tau *We know a lot of references, know how to write correctly and choose the appropriate words. (P1, May 22nd 2019)* P2: Pemanfaatan dari DWTs ini yang saya rasakan yaitu saya bisa meningkatkan cara penulisan yang benar dalam Bahasa inggris tentunya karna ada beberapa fitur di Notebook atau HP yang bisa membantu proses writing tersebut. *The utilization of DWTs that I feel is that I can improve my writing quality because*	1. P1 can access many references and increase his knowledge. Also, he knows how to write correctly and choose the appropriate words. 2. P2 can improve his writing quality by utilizing features on the Notebook/Hand Phone.	1. The utilize of DWTs helps students in their writing process. 2. With internet access, students easily get references to the topic discussed and enrich their text, also add their insight to the topic. It proved that utilizing of DWTs can assist students writing	1. "The incorporation of digital tools with appropriate classroom instruction can improve student writing quality by fostering writing skill." Nobles, S., & Paganucci, L. (2015). 2. "Integrating technologies into the classroom in support of teaching and learning has the potential to help connect to students' prior knowledge and build on their previous experiences." (Kilpatrick, J. R., Saulsburry, R., Dostal, H. M., Wolbers, K. A., &

Figure 3. Reviewing Themes

5. Defining and naming themes

   In this step, the researcher defined themes that are presented for the concerns of analysis and determine what aspect of the data each theme captures. Those became the findings of this study.

6. Producing the report

   Finally, the researcher reported what has been gained from this study framed in reflective study.

E. **Research schedule**

Table 3.1 Research Schedule

Description	Oct. 2018	Nov. 2018	Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	May. 2019	Jun. 2019	Jul. 2019	Aug. 2019	Sept 2019	Oct. 2019
Research topic approval	■	■	■										
Writing research proposal		■	■										
Proposal approval			■										
Seminar proposal examination				■									
Chapter 1, 2, 3				■	■	■							
Conducting the research						■	■	■	■	■			
Writing the report										■	■	■	
Final thesis examination													■