

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher discussed about the methodology of the study. Some materials are included as the methodology of the study. Those discussed materials are stated as the following: research design, research setting, population and sample, data, technique of data collection and data analysis.

A. Research Design

Research design is utilized in research to know how to precede the data. It means that it is a plan for collecting and analyzing the data in order to answer the research question (Bogdan & Biklen, 1992, p. 58). This research mainly employed descriptive qualitative approach by doing content analysis. Content analysis means as method analyzing documents (Ary, Jacobs, Sorensen, & Razavieh, 2010, p. 29). The researcher used this method to analyze and classify the result to find the mostly paraphrase identification and the strategy in paraphrasing through documents in brief of thesis proposals. The data that has been collected in the form of number would calculated in the form of percentage, then interpreted in the form of sentences. This technique is often called as a descriptive qualitative technique with a percentage. In other words, Nassaji (2015, p. 130) stated that if the study uses descriptive approach sometimes focuses on describing what happened and analyzing the data quantitatively.

B. Research Setting

The researcher took the place in English Department of Tarbiyah and Teachers' Training Faculty at UIN Antasari Banjarmasin. This college is located on Jl. A.Yani km 4, 5. This university is one of universities in South Kalimantan which has English Department. At this department there is writing lesson that started by *Basic Writing*, *Paragraph Writing*, *Essay Writing*, *Academic Writing*, and the last is *English for Academic Purposes*. The lesson about paraphrasing actually is taught in Academic Writing, however it only introduction while in English for Academic Purpose course there is lesson in the concept and paraphrasing strategy. Also, English for Academic Purposes is a new course in this department. Thus, this is the opportunity for the researcher to conduct the research about paraphrasing especially the paraphrase identification and the paraphrasing strategy. Because, the paraphrasing strategy that students used will affect to paraphrase identification in order to the researcher know it after learning the paraphrase material in English for Academic Purposes course. Moreover, this research need three months started from 30th of June– 30th of July 2020 in collecting the data, then from 22nd of November – 22nd December 2020 in analyzing it and from 6th of March – 6th of April 2021 in interpreting it.

C. Population and Sample

A population is defined as all members of any well-defined class of people, events, or objects. While sample is a portion of a population (Ary, Jacobs, Sorensen, & Razavieh, 2010, p. 148). The population of this research were the students writing of the sixth semester students of English

Department Academic Year 2020 who took English Academic Purposes. The reason to choose their brief of thesis proposals, because they had done all of writing courses, such as Basic Writing, Paragraph Writing, Essay Writing, and Academic Writing and English for Academic Purposes. It also, they have learned about paraphrasing in Academic Writing and English for Academic Purposes. Furthermore, they would create the real thesis proposals, where paraphrasing is needed as one of the ways to use experts' ideas in their writing. Therefore, the researcher assumed they could imply paraphrase in their brief of thesis proposals as final project in English for Academic Purposes course. Hence, the researcher analyzed paraphrase identifications and the paraphrasing strategies. There are four classes of the sixth semester students consist of 148 students. The researcher choose some brief of thesis proposals from 148 students English Department. Next, the researcher used random sampling in taking sample to be choose. The reason to choose the simple random sampling because it is the best way to obtain a representative sample (Gay, Miles, & Airasian, 2012, p. 131). According to Arikunto (2006, p. 112) if the population is more than 100 is taken as sample between 10 - 15% and 20 - 25% or more than 35% - 50% is good. Therefore, the researcher took 35% from 148 brief of thesis proposals from the student English Department in become 52 documents. The total number of population and sample can be seen in the following table:

Table 2. The Population and Sample

No	Class	Total	Sample
1	A	40	14
2	B	40	14
3	C	34	12
4	D	34	12
	Total	148	52

D. Data

There are two categorizes of the data. They are primary data and secondary data. The primary data of this research was the Introduction section of research proposals. The secondary data was the original source that the students took as reference in their brief proposals. The data collected one citation in the Introduction section of brief proposals. The reason to choose only one citation because there were some students only used one source in the Introduction section of brief of thesis proposals in order to make the researcher easier to analyze because has same total of sentence.

E. Technique of Data Collection

To get answer of the research questions in this study, the researcher needs to collect the data. The data were collected through documentation. A document is one of type of data collection tools used in qualitative research (Lodico, Spaulding, & Voegtle, 2010, p. 130). Also, they give example of documents, such as textbook, students' work, issue of a school newspaper (p. 134). Here, the researcher used document from brief of thesis proposals, it is same with students' work. In this process, the researcher asked the

students to give brief of thesis proposals to analyze whether the document is paraphrase or not. After that, the researcher selected the data according to the criteria that researcher wants. If the criteria is not reached, it would not be analyze. Meanwhile, if the criteria is reached, the researcher would analyze it into paraphrase identifications and paraphrasing strategy. Then, the data would be counted into percentage with descriptively.

F. Data Analysis

In analyzing the data, as the researcher uses descriptive qualitative research with a percentage, it leads the researcher to collect the data, based on the theory framework of Miles & Huberman (1994, p. 10) that consist of three components; data reduction, data display, and conclusion drawing and verification.

1. Data Reduction

According to Miles and Huberman (1994, p. 10), data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in writing up field notes or transcriptions. In data reduction step, the researcher only choose one sentence that used citation in part of introduction section in brief of thesis proposals. In addition, the sentence is selected meticulously due to avoid the ambiguous data. At this case, the documents would be analyzed to check the citation and the source in the bibliography. If the citation or source doesn't put in the brief of thesis proposals, it would not categorize to paraphrase despite there is word or structure changed. Then, the possible paraphrase was compared to the original text. The

criteria of the paraphrase was used to ensure that the selected sentence is classified as correct paraphrasing. After that, the researcher identify the data was conducted once the primary data were identified. The displayed data was compared with the secondary data or the original passage from the reference. At this step, the theory from Keck (2014, p. 9) of paraphrasing was used to examine students' paraphrase identification. Furthermore, total strategies of paraphrasing students applied was classified based on the paraphrasing strategy that choose by the researcher in chapter II.

2. Data Display

Miles and Huberman (1994, p. 11) state that the most frequent form of display data for qualitative research data in the past has been narrative. Also they add that the displays include many types of matrices, graphs, charts, and networks (Sugiyono, 2015, p. 249). In displaying the data, the researcher displays it in the form of charts and table with percentage. To find the types of students' paraphrase identification, Keck's (2014, p. 9) offers four types; Near copy, Minimal Revision, Moderate Revision and Substantial Revision was used in the analysis. All documents that paraphrase will be collected in order to identify the frequency of copying unique links found in each text. The unique link was defined as a word copying and strings of words copying from the original. As for determining the percentage by using the formula:

$$P = \frac{X}{n} \times 100$$

n

P = percentage

X = unique links

n = total of paraphrase words

To analyze paraphrasing strategies, the researcher used the frequency of occurrences of strategy according to Dung (2010, p. 12) that followed by Injai (2015, pp. 14-16), and Pratiwi (2019, p. 22). As for determining the percentage by using the formula:

$$P = \frac{X}{n} \times 100$$

n

P = percentage

X = frequency

n = number of students' paraphrase

3. Conclusion Drawing and Verification

Miles and Huberman (1994, p. 12) describe the third type of data analysis activity as drawing and verifying conclusions. The researchers wrote the findings of analysis in the students' paraphrase identifications and paraphrasing strategies.

After the process of data display, the researcher would sum up the analyzed data. The first step is that the researcher would draw conclusions for each finding from the data for the first question which are obtained from brief of thesis proposals. Second, the researcher draws a conclusion that represents all the findings for answering the first and the second research question of this research but the conclusion appearing is still temporary. To verify the conclusion the researcher need to verify by comparing the theory from Keck (2014, p. 9) for answering the first research question and compilations' theory from some researchers (Dung (2010, p. 12) that followed by Injai (2015, pp. 14-16), and Pratiwi (2019, p. 22) for answering the second research question.