

CHAPTER III

RESEARCH METHOD

In this chapter, the approach taken is a content analysis method. This technique by emphasizing the authenticity of communication content, the meaning of communication content, the reading of symbols and the meaning of the content of symbolic interactions that occur in communication.

A. Research Design

This study's design is based on a content analysis method's qualitative research. Cohen (2007) believes that content analysis is the act of summarizing and reporting textual data in the form of key content and messages. In order to build or test a theory, content analysis reduces and interrogates them into the summary form using both pre-existing categories and emergent themes. The application of those categories employs systematic, reproducible, observable, and rule-governed analysis techniques in a theory-dependent system.

In this research, the researcher accomplished the data in each chapter that contained reporting verbs. After that, the researcher started reading and comprehending the entire paragraph and examining the data in-depth the books used as references. Therefore, the presented data statements and summarizing into paragraphs to make them understandable.

B. Research Setting

The research takes place in the English Department of Tarbiyah and the Teachers' Training Faculty at UIN Antasari Banjarmasin. This place is

located on Ahmad Yani Street, km 4,5. This university is one of the universities in South Kalimantan which has an English Department major. Some of the subjects required for English students to be taken include Academic Writing and English for Academic Purposes. The writer chooses thesis proposal because in Academic Writing, there is a lesson called paraphrasing and synthesizing, where there is a reporting verb lesson to solve it. Furthermore, in English for Academic Purposes they will conduct thesis proposal. Hence, this is an opportunity for the researcher to do research of gender differences, especially in vocabulary use.

C. Subject

The subject of this study were students who have conducted a proposal seminar in the time range from January-April 17th 2022 in English Education Department UIN Antasari Banjarmasin. The students taught the academic writing course including how to paraphrase and synthesizing the original using reporting verbs.

Based on checking the thesis proposal data in English Education Department from January 01 to April 2022, there are 75 students who have conducted proposal seminars from various years, 2015, 2016, 2017, 2018, and 2019. However, out of 21 male students and 54 female students were only 63 students consisting 20 male students and 43 female students who is agreed to be researched on their thesis proposal to obtain the valid data for the research. In addition, this study determined 5 male students and 5 females

students to be interviewed. However, only 3 male students and 4 female students agreed to proceed to the interview stage.

D. Data

The data in this study was obtained from the results of the documentation of thesis proposal, and interview of the students in using reporting verbs to the credit to the previous author on their thesis proposal based on the perception.

In order to obtain the available data, this research needed the source of data. The data source was the subject of the research. In this research, the data was obtained from the male and female students of English Education Department from January 01 to April 2022, there are 75 students who have conducted proposal seminars from various years, 2015, 2016, 2017, 2018, and 2019 who became the participants in this research. This researcher limits the analysis of writing to chapters I--chapters III which contain reporting verbs in the paragraphs.

E. The technique of Data collection

a. Field Notes

Field notes can be utilized to collect information about the classroom situation, the teaching and learning process in Academic Writing class. The field notes were used to analyze the material in reporting verbs use.

b. Documentation

The researcher must collect data in order to answer the research questions in this study. Data collecting is inextricably a selective process, Miles and Huberman (1994). Neuendorf (2017) showed that the data collection for the differences and the categorization, on the other hand, is picked at random in this study. The following are the steps in gathering data:

1). Preparing the data

The researcher must produce a thesis proposal appropriate to the subject of this investigation as the data for the first time when gathering data. Regardless of how the students have previously completed the academic writing course, the researcher chose the English Students Thesis Proposal as the data in this example.

2). Determining the data

The researcher will focus on students who have done the academic writing subjects. Finally, the researcher selects the amount of data of the student who have done conducted seminar of their thesis proposal.

3). Selecting the data

The researcher selecting the data on chapter I until chapter III. Then the researcher selected the paragraphs that paragraphs containing reporting verbs as data.

4). Reading thesis proposal comprehensively

It is critical for the researcher to solve the research challenge. Regardless of how the researcher will be able to analyze the differences more quickly if they read thoroughly.

Table 3.1:

The Table of the Data Collection and Data Analysis

No of RQ	Data Collection Technique	Data	Subject	Investigated Data	Design	Data Analysis Technique
1	Field Notes	Power-point academic writing materials, field notes	English Students batch 2015 until 2019	Student's prior knowledge of the reporting verbs category	Content Analysis	Interactive model of data analysis
2	Documentation	Thesis proposal, field notes	21 male students, and 43 female students	<ul style="list-style-type: none"> • The use of reporting verbs category in thesis proposal • The difference in the use of three categories of reporting verbs that are presented in the thesis proposal of male and female students 	Content Analysis	Interactive model of data analysis
3	Interview	Interview guideline, field notes	5 male students and 5 female students from various years	Differences in perceptions of male and female students in the use of reporting verbs category	Content Analysis	Interactive model of data analysis

c. Interview

The interview was the initial data gathering approach employed in this investigation. The interview benefits from verbal dialogue to get information on the participants' behavior, views, and experiences. (Nathan et al., 2019). Furthermore, Latief (2011) advises that data on students' difficulties may be gathered through interviews and papers. The process of the interview involves an interviewer arranging the process and asking questions and an interviewee responding to the questions given. In addition, an interview can be conducted face-to-face or through a phone call. This research interview uses the perception theory guidelines from Gibson et al. (2011) which divides its factors into 6 factors of the formation of a perception.

However, this research using open-ended questions which used alone or in combination with other interviewing techniques to explore topics in depth, to understand processes, and to identify potential causes of observed correlations. Weller and Buggati (2018) agreed that open-ended questions may produce lists, short answers, or lengthy narratives, but in all cases, an enduring question is: How many interviews are needed to be sure that the range of salient items and themes are covered, short answers, and narratives often recommend continuing interviews until saturation is reached. Therefore, this intervention was limited to 5 male students and 5 female students according to the writing criteria.

F. Data Analysis

The researcher uses Cohen's book to analyze the data to achieve the research's goals. Cohen (2007) find out that the content analysis some steps. The researcher next takes the following five stages that apply to this research:

1. Define the research questions to be addressed by the content analysis

To begin with, as stated in Chapter 1, this study contains three research issues. The researcher must then compile the relevant data to be studied to solve those research problems utilizing the content analysis approach. Define the sample to be included

2. Define the sample to be included

Second, paraphrasing and synthesizing are chosen at random by the researcher. Then preceded by data from 20 male students first to adjust the research question then sample chapter 1 until chapter 3 from 43 female students. The research analyzes the data from chapter one to chapter three, as specified in data collection. Those reporting verbs are thoroughly and methodically examined. For example, on the Ihdal Bayu Pamungkas chapter I thesis proposal that include reporting verbs *"It is also in line with Groot (2000) who argues that vocabulary is extremely related to speaking, reading, listening, and writing."* In that paraphrase, the reporting verbs "argues" which related to the discourse act category.

3. Define the units of analysis

Thirdly, the researcher develops the data using context units as analysis units. "Context units are units of textual matter that establish constraints on the material to be considered in the description of recording units," writes (Krippendorff, 2004). In general, sentences, paragraphs, words, and entire texts are natural choices for the context unit. As a result, the researcher notices paraphrasing or synthesizing in paragraphs with reporting verbs.

4. Construct the categories for analysis

Fourth, the researcher arranges the information he or she has gathered into categories and classifications. This is accomplished by assessing the facts in light of the theories presented in chapter two. The data is organized into two parts, the first of which is data finds and the second of which is data analysis.

5. Summarizing

Finally, the researcher summarizes the findings of the study. This study's findings are as follows. As a consequence of the research, the summary is written in paragraphs. The arrangements in this outcome are then set up methodically to address the research's concerns.