

CHAPTER III

RESEARCH METHOD

This chapter discusses about: (a) approach and research design, (b) research setting, (c) data and source of data (d) data collection technique, (e) research instruments, (f) data analysis technique, (g) checking validity of findings, (h) research stages.

A. Approach and Research Design

The design of this study is qualitative design using descriptive approach since the researcher aims to describe the students' paraphrasing in proposal writing particularly in the level of appropriateness. Collecting, analyzing the data, and describing the result of the analysis are emphasized in this study because in qualitative analysis provide detail, process, richness and sensitivity and they are appropriate if the aim is to understand meaning to build theoretical explanations from participants' understanding.⁷³ Furthermore, qualitative approach is used to describe students' technique in paraphrasing they mostly use and respond toward their factors that lead them to use when they paraphrase in their proposal writing.⁷⁴

B. Subject and Setting of The Study

The research location of the study will be the proposal writing class in English Teacher Education Department of State Islamic university of Sunan Ampel Surabaya. This class is considerate become a setting of this study because in this course students learn about writing proposal elements. By the end of the course they have to submit a proposal as final assignment. Moreover proposal writing course is the last writing skill stages that students must passed before take a seminar proposal course.

⁷³ Phyllis Tharenou. "*Management Research Method*" (New York: Cambridge University Press, 2007. 17

⁷⁴ Ary, Donald. (2010) *Introduction to Research in Education* (USA:Wadsworth), p.452.

The subjects of the study will be the students of proposal writing course at State Islamic University of Sunan Ampel Surabaya. The subjects are only taken from fifth semester students. There are 4 classes in proposal writing course; A, B, C, D with different lecturers. The researcher will only use students' proposal as if they agree with their own proposal to be analyzed and it has been acknowledged the originality by the lecturers.

C. Data and Sources of Data

1. Data

The data that is used in this study is the proposal which the fifth semester students must make as the final assignment in their academic writing class. Specifically, researcher do not analyze the whole part of their writing, researcher uses students' proposal only by analyzing students' writing which has been modified through paraphrasing techniques. This is aimed to find whether the paraphrase is appropriate or not.

2. Source of Data

As the data required in this research, documentation which is students' proposal needed to complete the last submitted assignments are obtained from students of English Teacher Education Department in Sunan Ampel State Islamic University who were taking academic writing class. Specifically, researcher takes the data from the 4 classes randomly, in addition to take them from every level of writing grades. As a result, researcher find 25 students from 4 classes that can be used as the sources of data in this research.

D. Research Instrument

Data are required to carry out the findings of this study. Those data can be obtained by using these following instruments:

1. Documents

Document is data collection technique which involved a record of event in the past form such as handwriting, picture, or literary work.⁷⁵ Documents in this research are the collected works of students' academic writing final assignments. The Documents will be the most important

⁷⁵ Ibid, p. 301

instrument for this research. Those are used as the basic data in analyzing grammatical transfers that occur in students' works.

2. Checklist

This study will use analytic scoring to measure the students' paraphrasing technique on their proposal writing because analytic scoring is more appropriate to assess students' written product.⁷⁶ The researcher will use the criteria of appropriate paraphrase to answer RQ 1 and 2. The criteria is based on a modified replication of Keck's⁷⁷ derived set of criteria outlined in the Taxonomy of Paraphrase Types. Then researcher wants to enlist the help of the same external coder to measure the appropriateness of each paraphrase using a checklist adapted from the following sources: descriptive analysis of participants' DMEs, Shirley's⁷⁸ instructional notes on paraphrasing, Campbell's⁷⁹ operational definitions of the terms *summary* and *paraphrase*, and OWL at Purdue's⁸⁰ online tips on how to avoid plagiarism.

⁷⁶ Sara Chusing Weigle, "Assessing Writing" (Cambridge: Cambridge University Press, 2002) 116-117

⁷⁷Keck, "The Use of Paraphrase in Summary Writing", pp. 261–78.

⁷⁸Shirley, "The Art of Paraphrase. Instructional Note", pp. 186–8.

⁷⁹Campbell, *Writing with Others' Words*.

⁸⁰Purdue OWL: *Quoting, Paraphrasing, and Summarizing*.

Criteria for Paraphrase Appropriateness	
Step 1	<u>Checklist for Paraphrase Appropriateness</u>
	a. Attributed sources to original author
	b. Appropriate/sufficient use of synonym for terminology
	c. All key points of the original excerpt are retained
	d. Sufficient syntactical shift (word order, active to passive, etc.)
	e. It is not a summary
	f. Word form changed
	g. Participant's opinion is not reflected
Step 2	For the paraphrase to be fully appropriate, it must adhere to all of the criteria in the following checklist. If the paraphrase does not adhere to all of the criteria, the rater should judge the level of appropriateness based on the criteria the paraphrase actually meets:
	Level of Appropriateness
	Appropriate
	meets all criteria
	Somewhat Appropriate
	meets 5-6 criteria
	Somewhat Inappropriate
	meets 3-4 criteria
	Inappropriate
	meets fewer than 3 criteria

Figure 3.1 Criteria for paraphrase appropriateness

Adapted from Shirley⁸¹, and Purdue University Online Writing Lab⁸²

⁸¹Shirley, "The Art of Paraphrase. Instructional Note".

⁸²Purdue OWL: *Quoting, Paraphrasing, and Summarizing*.

E. Data Collection Techniques

Data collection technique in qualitative research divide in two kind of techiques. Such as interactive and non-interactive. Firstly, interactive technique is interview. Secondly, non-interactive technique include more data collection techniques, which are questionnaire and documentation.⁸³

Creswell stated that various ways in collecting data are included into qualitative method, those are: researcher can collect information through unstructured or semi-structured observations, interviews, documents, and audio-visual recorded information. He also suggested not to doing random sampling or selection of a large number of participants.⁸⁴ This research used all the mentioned technique, excluding the observation; as researcher, did not do the observation during the class was running.

In case of collecting the data of the research, the researcher needed the instrument. In this study, the data is collected from the students' writing work. In short, the process of collecting the data is specified in the table below. The first data in this research will be obtained from the result of the analysis in which related to the theory as explained in the review of related literature.

⁸³Sutopo, HB. 2006, *Metode Penelitian Kualitatif*, Surakarta: UNS Press.

⁸⁴John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd edition (Los Angeles: SAGE Publications Inc., 2009), p. 145

Table 3.1 Collecting Data Process

Research Question	Aspects	Research Instrument	Source of data
What is the appropriateness level of students' paraphrasing?	Shirley (2004) and Purdue University Online Writing - Appropriate - Somewhat Appropriate - Somewhat Inappropriate - Inappropriate	Checklist	Students' proposal writing
Which technique students mostly use to paraphrase?	1. Changing Structure and Grammar - Active and passive - Positive and negative - Long and short sentence 2. Changing Word - Changing word order - Changing part of speech - Using synonym - Using antonyms - Using definition 3. Changing Structure of Ideas	Interview Guideline	Students' Response on Interview Section

F. Data Analysis Technique

This research uses the descriptive qualitative method. There are many steps that can be used in such this technique. According to Creswell, qualitative research data analyses are different; depend on

the type of strategy used. It often uses a general procedure data analysis as this follow figure⁸⁵:

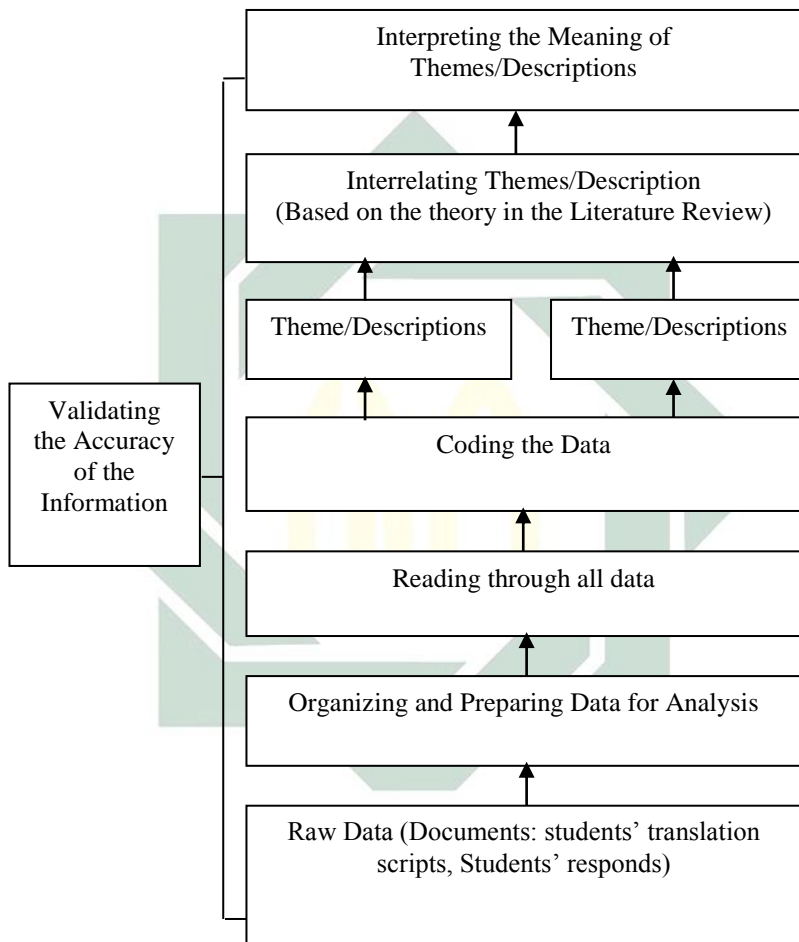


Figure 3.2 Data Analysis in Qualitative Research adapted from Creswell

⁸⁵Creswell, *Research Design: Qualitative, Quantitative ...* p. 150–151.

Step 1. Raw Data. Collecting the data: this involves the documentation and checklist

Step 2. Organize and prepare the data for analysis. This means after collecting all of the data, the researcher arranged the data into different types depending in the sources of information and the purpose of collecting the data.

Step 3. Read through all the data. In this step, the researcher attempted to obtain a general sense of the information and to reflect on its overall meaning: What general ideas are respondents saying? What is the impression of the responds? What the use of the information? Here, the researcher begun to illustrate the general thoughts about the data.

Step 4. Coding the Data. At this time, detailed analysis has begun, the researcher started to figure out the main point that the subjects showed; before relate them into the theory. Furthermore, the researcher started to work on each document and respond.

Step 5. Theme/Descriptions. By coding the data, researcher figured out the points that respondents have given. After rendering the information, researcher included it into two categories; based on the two research questions. The information is aimed to answer each question based on the coding. Those are included into the theme, while the descriptions are the detail information following it. Beyond identifying the theme, researcher started to do complex analysis and interconnect to the theory before going further to the descriptions.

Step 6. Interrelating Theme/Descriptions. In this stage, all the collected data and brief analysis mentioned above will be fixed. The researcher analyzed the students' proposal based on the theory of paraphrase using a checklist adapted from Shirley's⁸⁶ instructional notes on paraphrasing, Campbell's⁸⁷ operational definitions of the

⁸⁶Shirley, "The Art of Paraphrase. Instructional Note", pp. 186–8.

⁸⁷Campbell, *Writing with Others' Words*.

terms *summary* and *paraphrase*, and OWL at Purdue's⁸⁸ online tips on how to avoid plagiarism. Furthermore, the researcher will discuss with some experts of writing in analyzing the result of the data collected.

Step 7. Interpreting the Meaning of Theme/Descriptions. The final step of analysis is exploring the analyzed data above in chapter 4: research findings and discussion. The researcher attempted to explain the phenomenon that have been found and related those to the theory as mentioned above, before finally concluded the whole research.

G. Checking Validity of Findings

In checking validity of the findings, the researcher used triangulation technique. As explained by Angen, triangulation in qualitative research is generally used as technique to ensure that data of the research is rich, robust, comprehensive, and well-developed.⁸⁹ Additionally, Creswell also revealed that using a single method can never adequately shed light on a phenomenon; therefore multiple methods or techniques are needed in order to get deeper understanding.⁹⁰

In Denzin, there are four types of triangulation; those are methods triangulation, triangulation of sources, analyst triangulation, and theory/perspective triangulation.⁹¹ When analyzing data, the researcher also crosschecked the findings using theory/perspective triangulation; as several English grammar theories were regarded. Furthermore, analyst triangulation was applied as well; besides the researcher, expert lecturers, including the advisors also have ensured the findings.

⁸⁸Purdue OWL: *Quoting, Paraphrasing, and Summarizing*.

⁸⁹MJ Angen, *Qualitative Health Research*, vol. 10, 2000, p. 379,

⁹⁰John W. Creswell, *Qualitative Inquiry and Research Design Choosing Among Five Traditions* (Thousand Oaks, CA: SAGE Publications Inc., 1998), p. 57

⁹¹NK Denzin, *Sociological Methods* (New York: McGraw Hill, 1978), p. 72

H. Research Stages

The process of this study will be done as these following stages:

1. Take a preliminary research
Students of ETED in Sunan Ampel State Islamic University of Surabaya often write sentence or paragraphs with inappropriate paraphrase. Also, it became one of the plagiarism works in academic writing. From the previous study showed that some students still do not recognize to the extent of appropriate paraphrase; however, they have passed the academic writing course. A small observation has been done by the researcher during the academic writing class in academic year 2016/2017. The researcher has briefly read students' works and analyzed shortly about some inappropriate paraphrase. They tended not to know the criteria of using paraphrase. Therefore, the researcher decided to find out the level of appropriate paraphrase and their selective techniques when paraphrasing a text.
2. Decide the research design
The researcher wrote the title of this study and research question first before go ahead to the research design. After drawing focus of the topic that will be discussed, the researcher decided the research design of this research along with the outline, including the data that might be needed.
3. Conduct the research:
 - a. Collecting data
As the data are obtained from the students' proposal the researcher collects the documents after the students' have submitted their works; then the researcher will begin to analyze them.
 - b. Analyzing the data
After collecting all the documents, the researcher will be able to analyze the data based on the theoretical framework in chapter II and theoretical checklist. Specifically, the checklist was adapted from some experts which has been explained in chapter II, in addition to have some lectures to check it as the valid instruments.

- c. Interviewing subjects
Directly ask some particular information based on the result of the analysis to the students can give clear explanation about the data. The researcher can categorize whether the paraphrasing techniques has been well-known by students or not.
- d. Combining the first data and the result of interview
The result of the documents analysis and the interview are combined. After relating the analysis of students' work and the theory in chapter II, which are also supported by the subjects' explanation through interview, the researcher will explain the research finding in discussion section.
- e. Concluding the result of the research
The result of the analysis and the theory are combined, the researcher make the conclusion of the research based on the whole sections of this study that have been discussed.

