

CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of Research

In this study, the researcher used a descriptive case study as a part of a qualitative research method. Yin (2003) noted that a descriptive case study is a method that has a comprehensive description of a phenomenon within its field. Furthermore, Zainal (2007) stated that descriptive case study is a method that is usually used to describe the natural phenomena that arise from the information in the question, such as finding the differences of strategies in reading by the reader and how they are used by the reader. The study focused on investigating EFL students' self-efficacy on the use of the QuillBot paraphrasing tool in academic writing. Thus, the approach used in this study is an appropriate approach due to the approach that helped the researcher in investigating how EFL students' self-efficacy on the use of QuillBot paraphrasing tool in academic writing comprehensively.

3.2 The Focus of The Research

The study focused on investigating EFL students' self-efficacy on the use of the QuillBot paraphrasing tool in academic writing. Investigation in this study focused on several things using theory from Moore & Benbasat (1991) and Meza & González (2020). There are many indicators that are investigated in this study, including voluntariness, relative advantage, linguistics self-efficacy, organization self-efficacy, and motivation and persistence self-efficacy.

3.3 Setting and Participants

The study was conducted in one of the 7th semesters' subjects at Siliwangi University, Tasikmalaya, West Java, Indonesia namely research seminar proposal. It was chosen due to the subject providing a task that prepares students to practice writing a research proposal. Besides, in this subject, the phenomenon of utilizing the QuillBot paraphrasing tool by EFL students appears. The study collected the

data through an offline or online semi-structured interview with time estimation around 10 to 20 minutes.

The study encompassed the phenomenon of the EFL students when using QuillBot paraphrasing tool in an academic writing context. The data of the study was collected from four students with several general and specific criteria. General criteria were a male and three females EFL students who use English as a foreign language. Then, several specific criteria were students who have passed the research seminar proposal course. Second, students who usually use QuillBot while writing a research proposal at the research seminar proposal course and going to continue using QuillBot. Last, students who are willing to participate in this study. Those participants recruited based on the lecturer's recommendation. It was selected to get varied, deeper, and more detailed information.

3.4 Technique of Collecting The Data

The study collected data through the semi-structured interview with the participants. Adams (2015) noted that the semi-structured interview (SSI) uses a mix of closed- and open-ended inquiries usually followed by why- or how-specific inquiries. Adams (2015) stated that there are several steps in conducting a semi-structured interview:

1. Choosing Participants and Planning Interview

In this step, the researcher started to choose a person or group to be their participant based on some criteria or suggestion from people who related to their research. The interview in this study was conducted with four people. Then, the researcher contacted them to request and schedule the time for the interview.

2. Creating the Interview Guidelines and Questions

In this step, the researcher started to choose an interview guideline and develop questions that were asked during the interview. In this study, the interview guideline was adapted from Moore & Benbasat (1991) and Meza & González (2020). There are several questions that were asked during the interview. It was related to self-efficacy of linguistics skills, self-efficacy of motivation, self-efficacy of organization, voluntariness, and relative advantage.

3. Interviewing the Participants

In this step, the first thing that should be done was to ask permission from the participants that the interview will be recorded. But, before the comes into the main part of the interview, the researcher gave a brief explanation related to the title of the study, the focus of the study, and others. Then, the researcher started the main part of the interview, asked the questions and let participants to answer freely.

4. Optimizing Interview Method

In this step, the researcher estimated that the interview process conducted between 10-20 minutes for each participant. Then, it started by asking the question according to the questions list. The face-to-face or online interview conducted by using Indonesian or English (It depends on the participants).

5. Analyzing and Reporting a Semi-Structured Interview

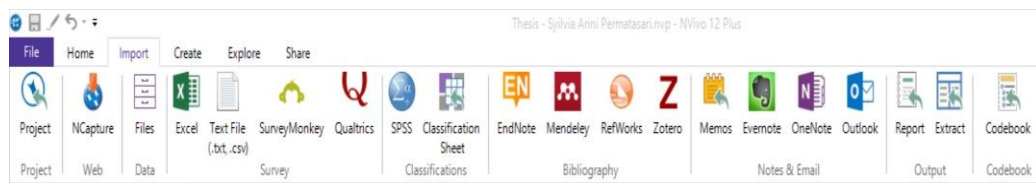
In this step, the researcher started to check the result of the interview process in the recording. The data collected is transcribed and translated. Then, it analyzed through thematic analysis.

3.5 Technique of Analyzing the Data

The data of the study analyzed by thematic analysis. It analyzed the result of the interview process. Braun & Clarke (2006) noted that thematic analysis is a technique to analyze, describe, and report the pattern (Themes). Furthermore, Guest et al., (2012) noted that thematic analysis is a method for analyzing the data where the data is identified and describing both explicit and implicit themes in the data. Analyzing the data through thematic analysis, the researcher used a software that was able to help the process of analysis deeper and in more detail named NVIVO. It was used because it was able to get a well-structured result of analysis and able to follow step-by-step thematic analysis theory. Almaiah (2020) stated that using descriptive coding first, sentences, words, and phrases from the data transcript were then added to the Nvivo coding process and tagged with the appropriate keywords. Further, Braun & Clarke (2006) stated that there are several steps in analyzing the data of the study through thematic analysis, the steps are:

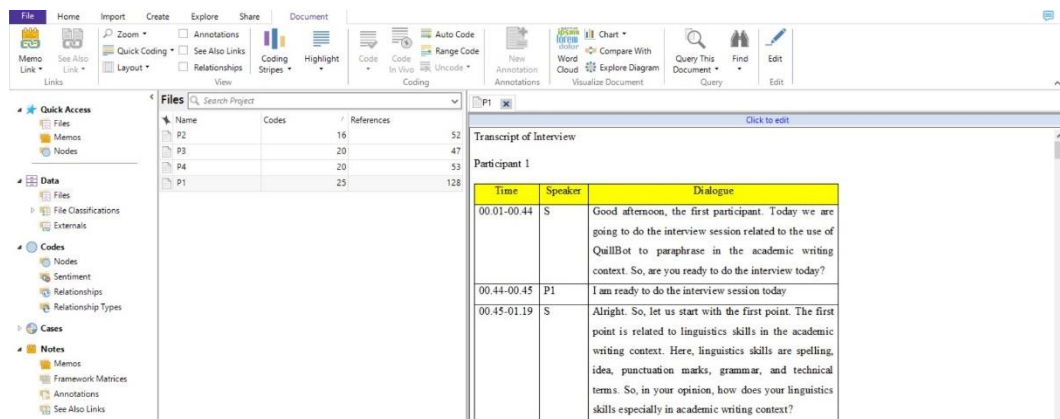
1. Recognizing your data

In this step, the researcher must be recognizing themselves with the data that has been collected. In helping the researcher to recognize them with the data, the researcher is able to repeat reading their data. The reason is that repeated reading of the data would be able to help the researcher in understanding the meaning and the pattern of their data. So, it would be able to help the researcher in the next step of analyzing the data.



Picture 3.1

Import Sources Menu in NVIVO



Picture 3.2

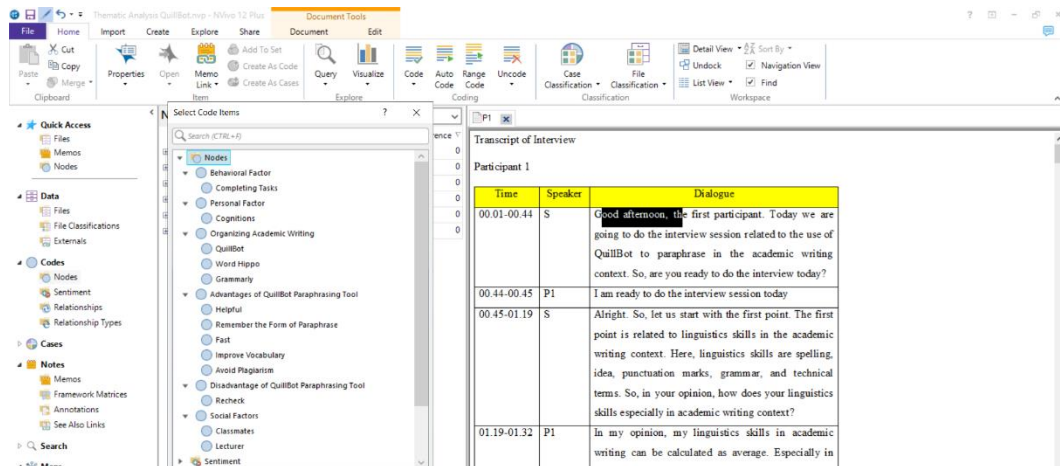
Open Sources in NVIVO

In this step, firstly the researcher started to input the data into Nvivo through the options in the picture 3.1. Then, the researcher is started to recognize the data one-by-one. It can be seen in the picture 3.2 above.

2. Develop initial codes

In this step, the researcher started to develop the initial codes from the data that has been collected. The initial codes come from valuable data and the most

fundamental data that would be able to be appraised concerning the phenomena of the study. In NVIVO, this step is started by highlighting the important points in each data. Then, develop initial code on each important point.

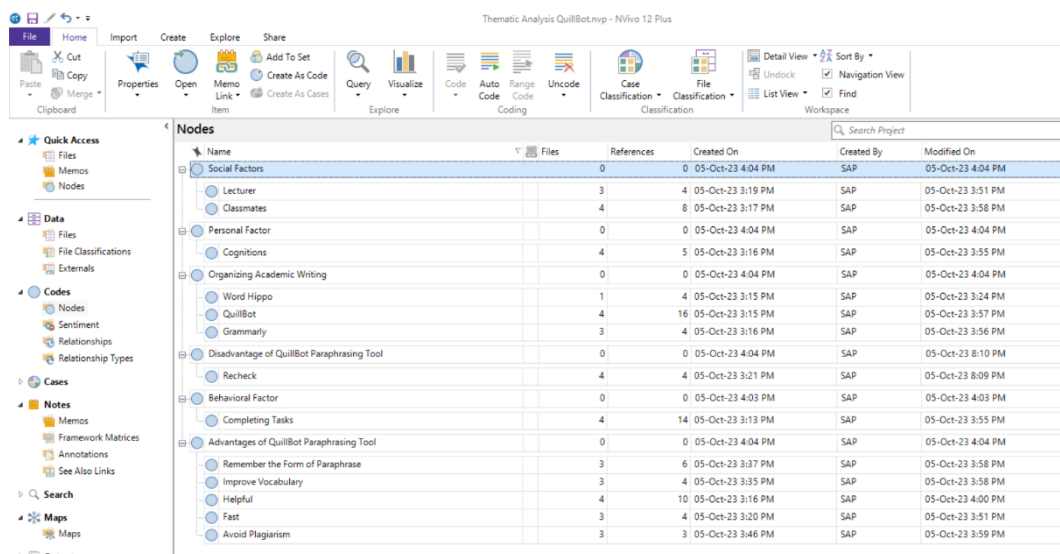


Picture 3.3

Develop Code in NVIVO

3. Finding themes

In this step, the researcher starts to find themes. Themes come from many codes. The researcher is able to analyze and sort the codes to find the potential and identified themes.



Picture 3.4

Find Theme

4. Reviewing themes

In this step, there are two steps that should be followed by the researcher to find the most appropriate theme of the study. There are reviewing and refining. The first step was reviewing. Here, the researcher should read all of the compiled excerpts for each theme and evaluate whether they have a coherent sequence. If so, the researcher is able to work with the second step. The second step was refining. Here, the researcher should determine the validity of each chosen theme in the first step. A theme can be set as a valid theme when the theme is able to contain all of the ideas in the data.

5. Defining and naming themes

In this step, the researcher should define and refine the themes that are presented in the analysis. Define here means the researcher should identify what was themes were about. Meanwhile, refine means the researcher should elect which element of the data each theme focuses on.

Table 3.1 Defining and Naming Themes

Name	Description
Advantage of QuillBot	This theme investigates the advantages of QuillBot paraphrasing tool in academic writing
Avoid Plagiarism	QuillBot paraphrasing tool is able to avoid plagiarism in academic writing
Fast	QuillBot paraphrasing tool works fast and give a fast result of paraphrasing
Helpful	QuillBot paraphrasing tool is helpful for EFL students because it is able to solve the problems in vocabulary and grammar.

Name	Description
Improve Vocabulary	QuillBot paraphrasing tool is able to improve EFL students' vocabulary because there is a word choice feature.
Remember the Form of Paraphrase	QuillBot paraphrasing tool is able to help EFL students to remember the form of paraphrase
Behavioral Factors	This theme investigates EFL students' behavioral factors in academic writing that would be able to determine their self-efficacy
Completing Tasks	Completing academic writing tasks is part of behavioral factors because it draws EFL students' belief of their ability in academic writing.
Disadvantage of QuillBot	This theme investigates the disadvantage of the QuillBot paraphrasing tool in academic writing based on EFL students' experiences.
Recheck	QuillBot paraphrasing tool results need to be rechecked by EFL students because there may be errors in vocabulary, grammar, and paraphrasing.
Organizing Academic Writing	This theme investigates the way EFL students organize academic writing
Grammarly	EFL students organize academic writing by using Grammarly to check grammatical errors in their writing

Name	Description
QuillBot	EFL students organize academic writing by using QuillBot to paraphrase sentences, change sentence structure, and find the most appropriate synonym.
Word Hippo	EFL students organize academic writing by using the word hippo to find the most appropriate synonym in their writing.
Personal Factor	Personal factor is the conclusion from behavioral and social factors that develops EFL students' psychological conditions related to ability in academic writing
Cognitions	Cognitions is a factor that is able to help EFL students in determining how much their effort to solve the problem in academic writing
Social Factors	This theme investigates social factors that surrounds with EFL students that would be able to determine their self-efficacy
Classmates	Classmates are a part of social factors that would be able determine EFL students' self-efficacy
Lecturer	Lecturer are a part of social factors that would be able determine EFL students' self-efficacy

6. Producing the report

In this step, the researcher should be able to make sure that the result of the analysis is valid. The analysis should contain outlines of the story the data tell both within and between themes in a manner that is clear, cohesive, logical, non-

