CHAPTER 3
RESEARCH PROCEDURE

3.1 Method of the Research

The research was conducted under the qualitative research method to answer the research question. Qualitative research is a methodology that aims to generate novel and significant differences by closely examining the phenomenon under investigation and this approach facilitates a continuous method of qualitative research, which enhances the understanding of the phenomenon being studied (Aspers and Corte, 2019). So, this method was chosen because it can answer the research question and have a greater understanding about the phenomenon being discussed.

Additionally, the case study design has been selected as the design of the research. A case study is a type of empirical research that examines a contemporary phenomenon in great depth and in the context of the world as it actually exists (Yin, 2018). In addition, Cohen, Manion, and Morrison (2017) stated that the contexts of case studies are "unique and dynamic, hence case studies investigate and report the complex dynamic and unfolding interactions of events." As a result, this method is suitable for in-depth research into the phenomena studied, providing broad conclusions from students' experiences.

3.2 Focus of the Study

This study will focus on the study of the students' perspective in using QuillBot as a paraphrasing tool in making a thesis. Further, the advantages and disadvantages of using QuillBot were highlighted under examination.

3.3 Setting and Participants

This study involved three students attending the English Education Department at one of the State Universities in Tasikmalaya. More precisely, the participants were in the 8th semester and currently writing their thesis. The selected candidate must fulfill the requirements, which entail utilizing QuillBot

Paraphraser in minimally five written assignments or writing-related projects with a frequency of no less than often and minimally always use it within the past 24 months. Moreover, it is necessary that the participants compose a thesis which relates to the research methodology. Specifically, the study was conducted in Tasikmalaya with the selected participants. The interview was scheduled around the participant's availability.

3.4 Technique of Collecting the Data

The data technique for the study was gathered in the form of a semi-structured interview. The semi-structured interview is described by receiving the responses provided by the participants for each item and it was selected due to its ability to allow participants to openly and honestly communicate their experiences and perspectives. On the other hand, the semi-structured interview, as defined by Longhurst (2003), involves a conversation in which one party (the interviewer) poses questions to another (the interviewee) in an effort to elicit information from them.

The question was presented in an open-ended format and was adaptable to enable participants to look deeper into their viewpoints and the reason for their responses, thereby achieving a comprehensive understanding of the topic examined. The guideline interview was adapted from students' perception theory by Qiong (2017) in which perception is divided into three stages: selection, organization and interpretation. This theory was used due to the process of someone's ability to receive, respond, and finally interpret their opinion about something is clear. So, the writer can picture the student's experience in great detail.

Further, the interview either took place at one of the universities in the Tasikmalaya region or at a time and place that was acceptable by the participant. The interview was then documented using a voice recorder in order to provide data evidence. The data was collected from June to July 2023.

The researcher was conduct interviews using Adams' (2015) design in five phases as follows:

1) Selecting participants and arranging interviews

This phase deals with the preparations necessary for conducting the interview. Including selecting the participants according to the conditions and requirements. Three college students participated in the interview. The researcher reached out to them to request and arrange an interview time.

2) Drafting questions and the interview guide

The researcher was use the four-phase interview methodology framework from Castillo-Montoya (2016) in this step as follows:

 a. Confirming interview question related to research question

 b. Making an inquiry-based conversation

 c. Gaining feedback on interview procedures

 d. Piloting the interview guideline

3) Starting the interview

The first thing to do in this stage is to get permission to record the interview. Title, focus, and other details of the study will be presented to the interviewee before the session begins. The researcher in this study took audio recordings of the interviews using an iPhone XSMAX. After then, the interviewer gave the subject freedom to share their experience based on the question posed.

4) Polishing interview techniques

During the interview process, the researcher utilized Bahasa Indonesia to pose questions in order to prevent any potential misunderstandings. Each interview had a duration ranging from 15 to 30 minutes. The researcher takes consideration of the participant's availability when deciding the time and location of the interview, which may result in the interview taking place on the same day or on different days.

5) Analyzing and reporting a semi-structured interview

After collecting data, researchers do an analysis to ensure the data is accurate. Then thematic analysis was used in order to present the data details.

3.5 Technique of Analyzing the Data

Thematic analysis was used to conduct a qualitative examination of the data transcribed. It is believed that this strategy is beneficial when a study wants to investigate qualitative data in detail to uncover patterns in a phenomenon and explain how researchers see it (Terry, Nikki, Clarke, and Braun, 2018). Since the purpose of thematic analysis is to extract, examine, and report on recurring pattern (themes) in the research data (Braun and Clarke, 2006), analysis technique based on Braun and Clark (2006) study was conducted within six phases as following:

1) Familiarizing with the data

The first stage is reading the data transcribed from interview results multiple times and taking notes. Finding an essential meaning or repetitive pattern is the goal of this phase.

2) Generating initial codes

The researcher begins with organizing and locating relevant data-or anything else interesting-related to the question of the research. The researcher should focus on the exact question of the research and coding by highlighting the data using different colors.

Table 3.1 Example of Generating Initial Codes

P: Okay, makasih juga Devi udah mau percaya jadiin aku sebagai partisipan. Nah, untuk QuillBot yah, pendapat aku sih selama ini, QuillBot itu salah satu aplikasi yang sering aku gunakan dalam memprafrase. Karena QuillBot ini tuh aplikasi yang sebenrnya fiturnya cukup lengkap yaa, ada Paraphraser, Co-Writer, Plagiarism Checker, Grammar Checker, Summarizer, Citation Generator Dan Translator. Tapi selama ini aku lebih banyak pakai aplikasi ini untuk memparafrase aja karena hasilnya menurut aku cukup bagus yaa. Dari segi pola kalimat maupun pemilihan katanya. Makanya aku nyaman banget pakai QuillBot untuk ngebantu aku parafrase dalam penulisan skripsi aku gitu.	Help to paraphrase Many features provided The advance result of QuillBot
P: Dari dulu si aku cuma pakainya QuillBot doang ya. Cuma aku tahu aja ada aplikasi-aplikasi lain selain QuillBot, kaya Grammarly, kaya	

Paraphraser.io, terus juga biasanya kan temen-temen pada pakai yang Google Docs tuh, paraphrase yang di Google Docs. Cuma aku lebih nyamannya pakai QuillBot sih.	
P: Pertama, karena QuillBot tuh gampang ya dipakainya. Terus juga kan dia ada versi premium dan versi gratisnya tuh. Nah, terus hasil parafrase dari yang versi gratisnya juga menurut aku udah cukup bagus, jadi aku ga harus beli yang versi premiumnya juga. Dan juga, kalau menurut aku hasil paraphrase dari QuillBot itu bagus dan penyampaian dari hasil paraphrase itu jadi terlihat sederhana namun tetap *advance*.	User's friendliness The advance result of QuillBot
P: Aku sih pernah, tapi bukan di akun aku. Pakai punya teman. Punya dia kan bayar premium, jadi aku cobain. Dan emang kerasa sih ada bedanya dari yang premium sama yang versi gratisnya. Sebenernya kan kalau yang premium lebih banyak fitur-fitur yang bisa digunakan, lebih banyak benefits yang kita dapatkan karena berbayar dan juga ga ada batasan karakter jadi kita sebaga pengguna bisa lebih dapet hasil yang penuh dari kalimat yang mmau dii parafrase walaupun kalimatnya panjang banget. Tapi menurut aku, versi gratisnya juga sudah lumayan cukup untuk kebutuhan aku dalam menulis skripsi ya. Karena hasil dari QuillBot ini cukup luwes dalam menyampaikan kembali teori yang aku pakai. Jadi aku lebih banyak dan lebih nyaman menggunakan versi gratisnya saja.	User's friendliness The advance result of QuillBot Many features provided
P: Kalau tau pertama kali tentang QuillBot ini kayanya pas baru masuk kuliah ya, semester satu atau semester dua gitu ya. Dulu sempet direkomendasiin temen sama dulu juga dosen ada yang ngajarin caranya memparafrase dan menyinggung mengenai aplikasi QuillBot ini. Jadi direkomendasiinnya tuh pas awal masuk kuliah. Karena disaranin katanya aplikasi ini mudah, gratis, ga ada iklannya, banyak fiturnya, sinonimnya juga ada jadi aku ga harus mikir lagi sinonim dari kata tertentu itu apa tinggal klik-klik aja beres dan hasilnya parafrasenya cukup baik jadi ya aku coba aja. Nah mulai dari situ aku pakai QuillBot terus kalo aku harus memparfrase text, gitu.	Many features provided User's friendliness The advance result of QuillBot
P: Sebenarnya, kalau menurut aku, aku lebih condong dan lebih suka menggunakan QuillBot sih. Karena kan penggunaanya sangat mudah dan hasil parafrasenya masih bisa diubah lagi karena ada fitur	Many features provided User's friendliness The advance result of QuillBot

modes yang bisa diganti-ganti dan banyak pilihan sinonimnya. Jadi aku lebih suka pakai QuillBot itu. Karena hasilnya sudah bagus dan praktis.	
P: Sebenarnya tergantung ya, kalau misalnya kita membahas tentang *practicality* ya pastinya *prefer* QuillBot. Karena cepat dan hasilnya dari mode *fluency* atau yang *standard* juga sudah bagus dan lebih akademik dan *advance*. Contohnya kalimat "students need to read as many journals as they can" kalau di parafrase dengan QuillBot jadi "Students are encouraged to read as many journals as possible." Tapi, kalau hasil parafrase sendiri dari teori ahli secara manual kan ada kemungkinan ditambah dengan opini sendiri, jadi kadang ada rasa ragu untuk memparafrase sendiri. Karena ini bisa menimbulkan bias atau perbedaan makna dengan teks sebelum diparafrase.	User's friendliness Work effectiveness Lack of confidence

3) Search for themes

The third stage involves an analysis of the highlighted data from the second phase. This is the stage of organizing data by selecting transcripts and making discoveries relevant to the study's questions.

Table 3.2 Example of Searching for Themes

Initial Codes	Frequency
The advance result of QuillBot	21
User's friendliness	15
Work effectiveness	16
Help to paraphrase	11
Lack of confidence	12
Vocabulary enrichment	11
Help to find synonym	9
Many features provided	8
Help to recognize grammar	7
Laziness	7

Reducing plagiarism	7
Dependence	7
Help to understand text better	5
Decreasing paraphrasing ability	5
Semiotic misunderstanding	4
Format inconsistency	4
QuillBots' misinterpretation	3
Potential grammatical error	2

4) Review themes

Coded data for each theme were reviewed by the researcher to determine whether or not they formed a consistent pattern.

Table 3.3 Example of Review Themes

No	Code	Sub-Theme
1.	The advance result of QuillBot Help to understand text better Reducing plagiarism	The advance and understandable result of QuillBot
2.	User's friendliness Many features provided Work effectiveness Help to paraphrase	The convenience of QuillBot features to help paraphrasing
3.	Vocabulary enrichment Help to find synonym Help to recognize grammar	The advance and understandable result of QuillBot
4.	Laziness Dependence Decreasing paraphrasing ability Lack of confidence	The student's habit while using QuillBot
5.	QuillBots' misinterpretation Format inconsistency Potential grammatical error	The QuillBot's different meaning paraphrasing result
6.	Semiotic misunderstanding	Students' are difficult to explain the QuillBot's result with their own words

5) Defining and naming themes

At this stage, the data must be interpreted by its patterns and meaning. The researcher generated themes taken from theory of students' perception used : 1. QuillBot in presenting better paraphrase results; 2. QuillBot in improving work efficacy; 3. QuillBot in enhancing students' English pattern recognition; 4. QuillBot in Diminishing students' ability to paraphrase text manually; 5. The potential error of the machine; and 6. Imbalance ability of QuillBot paraphrasing result with students' explanation.

6) Write the report

The last stage involves the researcher reporting their findings.

3.6 Steps of the Research

Several steps was conducted in this study as follows:

Table 3.4 Steps of the Research

Steps	Description
1.	Problem identification by observation of natural phenomena, in particular college learner typical coping strategies towards writing academic writings.
2.	Searching for literate resources as theoretical underpinnings for investigating the study viability of established issues. Journals, articles, and books, both in print and digital form, may all serve as literacy resources.
3.	The study will pose the question, "What are the advantages and disadvantages of using QuillBot for paraphrasing ability?"
4.	As a structured research strategy researcher will create a research proposal.
5.	Semi-structured interviews are conducted for data collection with the participants selected.
6.	This research implemented theme analysis as a technique of data analysis (Braun and Clarke, 2006).

7.	After completing all those steps, the final report was written to interpret and conclude the result of the research.

3.7 Time and Place of the Research

This study was conducted between January and August 2023 placed at a university in Tasikmalaya, West Java, Indonesia within the time table as following:

Table 3.5 Time and Place of the Research

No	Activity	Months								
		Feb	Mar	Apr	May	Jun	Jul	Sept	Oct	Nov
1.	Research proposal writing	■	■	■						
2.	Research proposal examination				■					
2.	Data collection				■	■				
3.	Data analysis					■	■			
4.	Report							■	■	
5.	Thesis examination									■