CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the procedures used in conducting the research. It covers: research design, research object, research instrument, data collection, and data analysis. Those topics will be explained below.

3.1 Research Design

Research design is the method used in analyzing and collecting the data to solve the research problem. Research aims to discover answers to the problems through the application of some scientific procedures (Ary, 2002). In this part, the writer will choose what design to collecting data for the paper. According to Ary (2002), descriptive research is designed to obtain information concerning with current phenomenon status and determining the natural situation as it exists at the time of study. The phenomenon which the writer take in this research is about paraphrase text using paraphrasing tool, it’s one of application in internet. Many application about paraphrase in the internet, but the writer choose one of them it’s YouParaphrase.com. So, with that application the writer will paraphrase spoof text and will get the result of YouParaphrase.com as paraphrasing tool of spoof text.

Furthermore, Creswell (2014), qualitative research is an approach for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem. The process of research involves emerging question and procedures, data typically collected in the participant’s setting, data analysis inductively building from particulars to general themes, and the researcher making interpretation of the meaning of the data. In this research, the writer used descriptive
qualitative research. The phenomenon of this research is the result of YouParaphrase.com as paraphrasing tool of spoof text in Readers Digest magazine.

In this research, the writer focus on qualitative design with the purpose to get information and data about paraphrase of YouParaphrase.com in paraphrasing spoof text on Readers Digest magazine and the result about the quality of that text after paraphrasing using YouParaphrase.com.

3.2 Research Object

In order to answer the research problem of this study, the researcher use descriptive qualitative design. The way of using that design, the researcher selects the object. The object of this study is result of paraphrasing tool of spoof text. Research object is crucial elements for conducting every research because it helps in determining the probability of conducting the research.

In this research, the object is result of paraphrasing tool of spoof text in Readers Digest magazine. Those text will be paraphrased with application in internet that called YouParphrase.com. After those text will be paraphrasing by paraphrasing tool then it’s will be given to the rater for giving assessment of spoof text that have been paraphrased.

3.3 Research Instrument

Research instrument is a device used to gather data (Frankel, 2009: 11). Qualitative research has two kinds of instrument, such as; the primary and secondary instrument. The primary instrument is the first instrument that is used by
the writer (him or herself). The second instrument is used by the writer and the secondary instruments is documentation.

According to Arikunto (2002), documentation is getting the information from a kind of written sources or document such as book, magazine, document, notebook etc. In this research, the writer use spoof text from Readers Digest magazine as a material to get data. The documents that used by the writer to paraphrase with paraphrasing tool is spoof text from Readers Digest magazine.

3.4 Data Collection and Analysis

Data collection is the way what the writer does to get data or information for their research and also to complete the data. Data collection is the procedure of gathering and measuring information on variables of interest by planning it in a five basic steps; selecting participants, gaining authorization, selecting and weighing different data types, designing recording protocol and administering data collection (Fraenkel, 2012). From those basic steps will explained clearly next.

1. First, the writer selecting participants to participating in those activities.
2. Then, the writer must gaining authorization is getting a specifying access right to right to resources.
3. Next is selecting and weighing different data, the data of this study were taken from Readers Digest magazine and take the spoof text form that magazine. The writer take the spoof text from that magazine one period in 2014, so the writer choose one of the funniest story from three books. And those document or be distributed to raters to be investigated.
4. After that designing recording protocol, this steps is designing method used to analyze the document that will be investigated the participants.

5. The last steps is administering data collection, this steps will summarize all of the research document examined by participants appropriate with the procedure.

From those basic, the writer use YouParaphrase.com to paraphrase spoof text and it will be analyzed by the rater.

According to Hatch (2012), data analysis is a systematic search for meaning. Furthermore, Polit et al (2001:32), credibility refers to the confidence of the data. Credibility is related to legality in quantitative research. It can be make people under study more understand and increase their knowledge. So, the writer use rubric Hughes analytic scoring method to analyze data.

This rubric are design to give score for writing. This rubric will guides the writer to evaluate what the application of paraphrasing tool re-make or re-produce the text of spoof text after paraphrasing using that application. As for these criteria will explained as follows:
<table>
<thead>
<tr>
<th>Score</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Mechanics</th>
<th>Fluency (style and ease of communication)</th>
<th>Form (organization)</th>
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<tbody>
<tr>
<td>6</td>
<td>Few (if any) noticeable errors of grammar or word order</td>
<td>Use of vocabulary and idioms rarely (if at all) distinguishable from that educated native writer</td>
<td>Few (if any) noticeable lapses in punctuation or spelling</td>
<td>Choice of structure and vocabulary consistently appropriate like that of educated native writer</td>
<td>Highly organized; clear progression of ideas well linked; like educated native writer</td>
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<tr>
<td>5</td>
<td>Some errors of grammar or word order which do not, however, interfere with comprehension</td>
<td>Occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly Impaired</td>
<td>Occasional lapses in punctuation or spelling which do not, however, interfere with comprehension</td>
<td>Occasional lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication</td>
<td>Material well organized; links could occasionally be clear but communication</td>
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<td>4</td>
<td>Errors of grammar or word order fairly frequent; occasional rereading necessary for full comprehension</td>
<td>Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary</td>
<td>Errors in punctuation or spelling fairly frequent; occasional rereading necessary for full comprehension</td>
<td>„Patchy”, with some structures or vocabulary items noticeably inappropriate to general style</td>
<td>Some lack of organization; re-reading required for clarification of ideas</td>
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<td>3</td>
<td>Errors of grammar or word order frequent</td>
<td>Limited vocabulary and frequent errors clearly hinder</td>
<td>Frequent errors in spelling or punctuation; lead sometimes to spelling or</td>
<td>Structures or vocabulary items sometimes not only inappropriate but also</td>
<td>Little or no attempt at connectivity, though reader</td>
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<tr>
<td>Score</td>
<td>Errors of grammar or word order</td>
<td>Vocabulary limitations</td>
<td>Errors in spelling or punctuation</td>
<td>Communication impairment</td>
<td>Lack of organization</td>
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<td>2</td>
<td>Errors of grammar or word order very frequent; reader often has to rely on own interpretation</td>
<td>Vocabulary so limited and so frequently misused that reader must often rely on own interpretation</td>
<td>Errors in spelling or punctuation so frequent that reader must often rely on own interpretation</td>
<td>Communication often impaired by completely inappropriate or misused structures or vocabulary items</td>
<td>Individual ideas may be clear, but very difficult to deduce connection between them</td>
</tr>
<tr>
<td>1</td>
<td>Errors of grammar or word order so severe as to make comprehension virtually impossible</td>
<td>Vocabulary limitations so extreme as to make comprehension virtually impossible</td>
<td>Errors in spelling or punctuation so severe as to make comprehension virtually impossible</td>
<td>A „hotch-potch” of half-learned misused structures and vocabulary items rendering communication almost impossible</td>
<td>Lack of organization so severe that communication is seriously impaired</td>
</tr>
</tbody>
</table>

**The classification of score:**

- **Excellent**: 25 - 30
- **Good**: 19 - 24
- **Fair**: 13 - 18
- **Poor**: 7 - 12
- **Very Poor**: 1 - 6