

CHAPTER III

RESEARCH METHOD

A. Research Type

The type of research that researcher use in this study is qualitative. Qualitative research is a process of understanding that investigates a social or human issue using a unique methodological approach. The researcher creates a comprehensive, intricate image, examines language, documents participants' in-depth opinions, and carries out the study in an organic environment (Creswell, 2014)

Qualitative research aims to generate new knowledge by exploring and understanding the phenomenon being studied. Qualitative methods allow researchers to develop an in-depth, comprehensive understanding of complex social phenomena. (Sugiyono, 2020)

Researchers use a phenomenological approach. Phenomenological studies describe the meanings that individuals attach to their life experiences concerning a concept or phenomenon. Phenomenological focus on describing the phenomena that occur to them. The basic goal of phenomenology is to reduce individuals' experiences with a phenomenon to a description of universal essence. (Creswell, 2014)

For this reason, in this study, researcher identified the phenomenon of ChatGPT usage from the experiences of English language education students.

B. Research Setting

Research setting (research setting or background) refers to the natural location where participants experience the problem or issue being researched (Sugiyono, 2020). The location of this research is Uin Imam Bonjol Padang. Researcher chose English Education Department students as respondents in the research because English Education Department students have experience learning using ChatGPT as an English learning tool.

C. Informant

In this study, researcher used purposive sampling as a sampling technique. Purposive sampling is a sampling technique based on certain considerations (Sugiyono, 2023). In this study, the author used purposive sampling as a sampling technique. Purposive sampling is a sampling technique based on certain considerations.

The population in this study was eighth and tenth-semester English Tadris Department students. To determine interview participants, the researchers first conducted a preliminary survey using Google Forms. The survey included several options regarding common uses of ChatGPT among students, such as translating languages, thesis writing, searching for theoretical sources, improving comprehension, checking grammar, improving English skills, vocabulary, and pronunciation, and assisting with academic assignments.

Based on the survey results, the researchers found that the largest percentage of students used ChatGPT to assist with their thesis writing. Therefore, the researchers selected interview participants from among students

who primarily use ChatGPT for their thesis writing needs. This selection was made to ensure more relevant and in-depth data, in line with the research focus.

D. Research Instrument

The instrument in this study is the researcher himself, and is assisted by a recording and camera device for the data collection process. In this study, researcher used interviews as a research instrument.

Interview Stages

1. Warming Up (Opening)

- a. The researcher introduces themselves to the respondent.
- b. The researcher explains their intention to conduct an interview related to this research.
- c. The researcher asks the respondent for permission to be recorded during the interview.

2. Probing (Main or In-Depth Interview)

No	Indicator	Question
1.	Frekuensi penggunaan (setiap hari, mingguan, sesekali)	Seberapa sering Anda menggunakan ChatGPT dalam kegiatan belajar bahasa Inggris?
2.	Penggunaan untuk menulis esai, grammar check, memperkaya kosa kata, memahami teks	Untuk keperluan apa saja Anda biasanya menggunakan ChatGPT saat belajar bahasa Inggris?

3.	Pengalaman sukses atau frustrasi saat menggunakan ChatGPT	Bagaimana pendapat Anda tentang bantuan ChatGPT dalam meningkatkan kemampuan bahasa Inggris Anda?
4.	Aspek keterampilan (reading, writing, speaking, listening)	Apakah Anda merasa kemampuan bahasa Inggris Anda meningkat sejak menggunakan ChatGPT? Dalam aspek apa?
5.	Pandangan terhadap inovasi teknologi	Apa pendapat Anda tentang penggunaan teknologi AI seperti ChatGPT dalam dunia pendidikan, khususnya dalam pembelajaran bahasa Inggris?
6.	Preferensi belajar tanpa AI (guru, buku, YouTube, dsb.)	Jika Anda tidak menggunakan ChatGPT, metode apa yang akan Anda gunakan untuk belajar bahasa Inggris? Mengapa?
7.	Kemudahan akses dan penggunaan	Menurut Anda, seberapa mudah menggunakan ChatGPT untuk belajar bahasa Inggris?
8.	Pengalaman dalam penggunaan chatgpt	Seberapa sering anda menggunakan AI atau ChatGPT dalam pengerjaan tugas?

9.	Pengalaman dalam penggunaan chatgpt	Apa pengalaman paling membantu yang Anda dapatkan saat menggunakan ChatGPT?
10.	Kendala dalam penggunaan chatgpt	Apa kendala yang anda rasakan dalam menggunakan ChatGPT?

3. Closing

- a. The researcher thanks the respondent for their time in being interviewed.
- b. The researcher asks the respondent for permission to contact them again by phone if they have any research-related needs.

D. Techniques of Data Collection

The qualitative researchers collect data themselves through examining documents, observing behavior, and interviewing participants (Creswell, 2014). In this study, the researcher used interviews as a tool for collecting data. An interview is a meeting between two people to exchange information and ideas through questions and answers, so that meaning can be constructed on a particular topic (Sugiyono, 2014).

The data collection technique in this study is Interview

The individual conducting the research takes on the role of an interviewer, posing inquiries, evaluating responses, seeking clarifications, documenting, and delving further into the topics discussed. Conversely, the informant responds to the inquiries and offers elaborations.

The type of interview that the researcher used in this study is a structured interview. A structured interview is a form of interview that employs a predetermined set of questions. The parties to be interviewed are English Education Department students. The interview was conducted to gather information about the use of ChatGPT in English learning.

Interview Steps

- a. The researcher asked the respondents whether they used ChatGPT as an English learning tool.
- b. The researcher asked respondents several questions related to their experiences using ChatGPT in learning English.
- c. The researcher closed the interview session

E. Techniques of Data Analysis

Based on Sugiono (2020), researcher used the Miles and Huberman model data analysis technique, which consists of data reduction, data display, drawing conclusions, and verification. Data reduction

1. Data Reduction

Data reduction means summarizing, selecting the main points, focusing on important points, and searching for themes and patterns. This way, the reduced data will provide a clearer picture and make it easier for researchers to collect further data and search for it when needed (Sugiyono, 2020).

The information gathered from the field is extensive, which necessitates careful and thorough documentation. As previously mentioned,

the longer a researcher remains in the field, the more intricate and multifaceted the data will become. Consequently, it is essential to promptly conduct data analysis through reduction. Data reduction involves condensing, selecting key elements, concentrating on significant aspects, and identifying themes and trends. Therefore, the refined data will offer a more transparent view, facilitating the collection of additional data and enabling easier retrieval if required. Electronic devices like mini-computers can aid in data reduction by assigning codes to specific components (Sugiyono, 2020).

By reducing the data, the researcher filters and simplifies the data from the interview results. At this stage, the researcher summarizes the data obtained and selects the main points that are relevant to the research focus.

2. Data display

In qualitative studies, data can be exhibited through concise descriptions, graphs, connections among categories, flow diagrams, and similar formats. According to Miles and Huberman (1984), "narrative text has historically been the most common method for displaying qualitative research data." The narrative text remains the predominant approach for presenting data in qualitative research (Sugiyono, 2020)

After the data has been reduced, it is then presented. At this stage, complex data can be organized so that the relationships between categories, patterns, and emerging trends are easier to understand. Presenting data aims

to make it easier for researchers to understand, interpret, and draw conclusions.

3. Drawing conclusion and verification

According to Miles and Huberman, making inferences and confirming them is the third stage in the analysis of qualitative data. The preliminary findings are subject to revision in the event that compelling evidence is not discovered during the subsequent round of data collection. However, when the researcher goes back to the field to gather data, if the findings made in the first step are backed up by reliable and consistent evidence (Sugiyono, 2020).

The final stage of data analysis is drawing conclusions and verifying them. At this stage, researchers interpret the meaning of the data that has been reduced and presented. This ensures that the conclusions drawn can be scientifically justified.

F. Checking Data Credibility

The process of verifying data collected by researchers with data providers is known as member checking. Finding out how closely the data collected matches the information supplied by the data sources is the aim of member checking. The credibility of the data is increased if the data suppliers agree that the information is valid (Prof. Dr. Sugiyono, 2020). At this stage, the researcher checks the validity of the data with the informant

by contacting the informant again and conveying the findings to the informant so that the data obtained can be agreed upon.

