

CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the researcher uses mixed-methods sequential explanatory design. According to Creswell, Plano, Clark, et al. 2003, the mixed-method sequential explanatory design consists of two distinct phases, which is quantitative followed by qualitative. In this design, the researcher first collects and analyzes the quantitative (numeric data). Second, the qualitative (text) data are collected and analyzed in order to explain or elaborate the results obtained from the quantitative data. The rationale for this approach is that the quantitative data and their subsequent analysis provide a general understanding of the research problem. The qualitative data and their analysis refine and explain those statistical results by exploring participants' views in more depth (Creswell, 2003; Rossman & Wilson, 1985; Tashakkori & Teddlie, 1998). This design used because the researcher wants to explore the EFL students' thoughts deeply about the use of Grammarly in writing thesis.

B. Research Setting

The research setting refers to the place and time where the data are collected. In this study, the data were obtained in English Education Department at Tarbiyah and Teaching Training Faculty at Antasari State Islamic University. It is located on Ahmad Yani street, kilometer 4.5,

Kebun Bunga, East Banjarmasin sub-district, Banjarmasin city, South Kalimantan, Indonesia. The research started from 29 November 2019 until 29 January 2020, the researcher will use questionnaire and interview to collect the data.

The researcher chooses this place because the researcher found out that there are several EFL students in English Education Department who use Grammarly in writing their thesis. So, the researcher wants to reveal their perception on the use of Grammarly application in writing their thesis since most of them who use a grammar checker tool to improve their thesis writing preferred to use Grammarly than any other of grammar checker tool.

C. Subject

The subjects of this study were the students of English Education Department at Antasari State Islamic University who use Grammarly as a grammar checker tool in order to help them writing their thesis. The researcher of this study focuses on the students who are still in the process of writing their thesis from 2015 generations as the subjects of the study because almost all of them are in the process of writing their graduation thesis. Based on the interview done by the researcher, there are 16 students who use Grammarly program that can help them to check their grammar errors in writing thesis.

D. Data

Data is the purpose of the research. The data plays an important role in the research by conducting the data the researcher will know the result of the study. Collecting the data must be relevant with the research questions of the study. In this study, the data will be in the form of descriptive qualitative.

The data of this research will be obtained by conducting questionnaire and interview with the subject of the study. The data that the researcher needs to get the result of the study is the data about English students' perceptions on the use of Grammarly application as a grammar checker tool in writing their graduation thesis writing.

In order to make the available data, the researcher needs the source of the data. Data source is the subject of the research from where the data can be obtained. The source of the data from this study takes from the result of questionnaire and interview. In qualitative research, the result of interview plays an important role as the strongest source to get the information.

E. Technique of Data Collection

In collecting the data of this study, the researcher used questionnaire and interview in collecting the data. Gall, Gall, and Borg (2007, p. 228) as stated in Dewi (2016, p. 19) state that the questionnaires and interviews were used extensively in educational studies to collect the

data about phenomena that cannot be observed directly (inner experience), opinions, values, interest, and the like.

a. Questionnaire

According to Sugiyono (2011, p. 199) questionnaire is a data collection technique that is done by providing a set of written questions or statements to the respondent to answer. In this study, the researcher will use close-ended questions. Close-ended question is a variety of questions or statements which are made by providing alternative answers that are already available. So, the respondent only needs to choose the answer option according to the actual conditions. There are some reasons why the researcher chooses close-ended questions as the instrument of this study. Hymen and Sierra (2016, p. 2) states that close-ended questions have some advantages, namely:

1. Communication skills of respondents less critical. Because the alternative answers are already provided, and relatively inarticulate people will have no difficulty trying to answer close-ended questions.
2. Speedy response. It is mean the respondent can answer those questions quickly and by speedy response time per question, the researcher can ask more questions on a broader range of topics.
3. Easier to answer. It makes the respondent easier to answer several questions or statements among several alternatives answer than to make an unstructured decision. By easing their task, it can increase respondents' enthusiasm for returning a complete questionnaire.

4. The data can quickly be coded, entered, and analyzed.
5. Less-skilled or no interviewer needed. Either little or no interviewing skill is needed to manage close-ended questions, which is why such questions dominate self-managed surveys.

However close-ended questions also have disadvantages. According to Oppenheim (1992, p. 115), as cited in Dewi (2016, p. 20), close-ended questions do not allow the respondents to add any comments, qualifications, and explanations to the categories, and there is a risk that the categories might be incomplete and there might be bias. This is why the researcher needs an interview to gather more appropriate data, in order to get accurate results.

In this research, there are 15 questions in the questionnaire (*see appendix 1*) to be filled in by the research' subjects with four alternative answers, namely strongly agree, agree, disagree, and strongly disagree. The questionnaire shared online by using Google form on 29 November 2019. After the data from the questionnaire has been collected, the result data will be calculated quantitatively by using the percentage formula. Then, after getting the percentage data of the questionnaires, the data will be analyzed and interpreted qualitatively to explain or elaborate the data from questionnaire. The researcher will also conduct interviews with some of the students who have filled in the questionnaire.

b. Interview

An Interview is a process to get an explanation by asking questions face to face between researcher and respondent using an interview guide. Nunan (1992, p. 231) defines an interview as “the elicitation of data by one person from another through person-to-person encounters”. According to Kvale (1996) as cited in Rose (2014, p. 24), “An interview is a conversation that has a structure and purpose.” From this, we can conclude that as a research tool, an interview has structure, purpose, and form, and can be defined usually as a person-to-person structured conversation for the purpose of finding and or creating meaningful data which has to be collected, analyzed, and validated.

An interview is needed to gather more data that can be collected by questionnaire, and to convince the data from questionnaire. The researcher chooses 5 students to conduct the interview, there are 6 questions given by the researcher to the students who have been selected (*see appendix 2*).

F. Technique of Data Analysis

According to LeCompte and Schensul (1999), data analysis is the process that the researcher uses to reduce the data to a story and its interpretation. It is a process in order to reduce the amount of data to make sense of them (as cited in Kawulich, 2004, p. 97). Based on the research design of this study the data will analyze qualitatively. Qualitative data

involves organizing, accounting for, and explaining the data; in short, make sense noting patterns themes, categorizes, and regularities (Cohen, Manion, & Morrison, 2011, p. 537). Miles, Huberman, and Saldana (2014, p. 31), stated that they see analysis as three concurrent flows activity, as follows:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript, interview transcript, documents, and other empirical materials. It is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that “final” conclusions can be drawn and verified (Miles, Huberman, and Saldana, 2014, p. 31).

In this study, the data were collected by conducting questionnaire and interview to identify EFL students’ perceptions about Grammarly in their process of writing thesis. After getting the result of the questionnaire and the interview, the data will be reduced to gather appropriate data for the research in order to be consistent with the research question and objective of the study.

2. Data Display

According to Miles, Huberman, and Saldana (2014, p. 31), a display is an organized, compressed assembly of information that permits conclusion drawing and action. In this step, the researcher shows or displays the data which contain EFL students' perceptions about

Grammarly in writing their thesis specifically and clearly. The researcher shows the results of the questionnaire into tables, then the result will be explained or elaborated quantitatively. For the result of the interview, the researcher will show the result in narrative texts along with the results of questionnaire.

3. Drawing and Verifying Conclusions

After finishing the first and second steps to analyze the data, the last step to analyze the data in this research is drawing and verifying conclusions. After the data display step, the researcher draws conclusion from the data obtained so the data can answer the research question above. The researcher found additional data from interviews to strengthen the data results from the questionnaire.