

CHAPTER III

RESEARCH METHOD

A. Research Approach

This study aims to explore students' perceptions and strategies in using ChatGPT for academic writing skills. Qualitative research design is appropriate for this study because it aims to explore and understand students' perceptions and strategies in using ChatGPT for Academic Writing. According to Creswell (2014), qualitative research focuses on exploring meanings, experiences, and perspectives of participants regarding a particular phenomenon. In this study, the phenomenon explored is the use of ChatGPT as a learning support tool in Academic Writing process.

B. Research Design

The descriptive qualitative design is chosen because the study does to provide a description of how students perceive ChatGPT and how they use it for their academic writing. Through this approach, the researcher is able to capture students' experiences, opinions, and strategies in a natural academic context.

This research focuses on students in the English Language Education Study Program. The data are collected through qualitative methods to gain rich and detailed information related to students' perceptions and strategies. The findings of this study are expected to provide meaningful insights into what are their perception and strategies in using ChatGPT for academic writing.

C. Research Setting

This study was conducted at English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, UIN Antasari Banjarmasin. This setting was selected because the students in this program frequently engage in academic writing activities and have experience using ChatGPT to assist them in completing writing assignments. Therefore, the setting was considered appropriate for exploring students' perceptions and strategies in using ChatGPT for academic writing.

D. Participants

The participants of this study consist of undergraduate students enrolled in the English Language Education Study Program at UIN Antasari Banjarmasin. The participants of this study were students who have experience using ChatGPT in their academic writing. The participants consisted of seven students selected using purposive sampling. The selection of participants was based on specific criteria to ensure the relevance of the data. The criteria are as follows:

1. The participants have experience using ChatGPT in academic writing.
2. The participants have used ChatGPT at least 70% (indicating frequent use while not fully relying on it)
3. The participants have good academic writing performance, indicated by their writing scores ranging from A to A+.
4. The participants are willing to participate in the interview.
5. The participants are able to explain their experiences and strategies in using ChatGPT clearly.

Purposive sampling is a technique in which participants are intentionally selected based on specific criteria relevant to the research objectives (Sekaran & Bougie, 2013). After establishing the participants' criteria, the researcher contacted prospective participants through personal communication and recommendations from peers. An initial screening was then conducted to

ensure that each prospective participant met the predetermined criteria before being invited to participate voluntarily in the interview.

E. Data Collection Methods

This study employed semi-structured interviews as the primary data collection method to explore students' perceptions and strategies in using ChatGPT for academic writing. Interviews are considered appropriate in qualitative research because they allow researchers to gain in-depth insights into participants' experiences, opinions, and meanings they attach to a phenomenon.

According to Kvale and Brinkmann (2009), semi-structured interviews provide flexibility for researchers to follow participants' responses while still focusing on predetermined topics. In this study, the interviews focused on students' experiences, strategies, and perceptions of using ChatGPT for Academic Writing skills. The interviews were conducted individually, audio-recorded with participants' consent, and later transcribed verbatim for analysis.

F. Data Analysis Techniques

The data were analyzed using thematic analysis, which involved several steps such as familiarizing with the data, coding, categorizing codes, and developing themes. The themes were developed based on students' perceptions, strategies, impacts, and challenges in using ChatGPT for academic writing skills. According to Braun and Clarke (2012), thematic analysis is suitable for qualitative research because it provides a flexible yet systematic approach to analyzing participants' responses.

G. Trustworthiness

In qualitative research, the quality of the study is ensured through trustworthiness rather than validity and reliability as used in quantitative research. According to Lincoln and Guba (1985), trustworthiness consists of

credibility, transferability, dependability, and confirmability. To ensure the trustworthiness of the data, the researcher used techniques such as member checking and data verification.

1. **Credibility** was established by ensuring that the interview questions were aligned with the research objectives and by accurately transcribing participants' responses. The researcher also carefully interpreted the data to reflect participants' actual perspectives.
2. **Transferability** was addressed by providing a clear description of the research context, participants, and procedures so that readers can determine the applicability of the findings to other similar contexts.
3. **Dependability** was ensured by applying consistent procedures during data collection and analysis. The researcher followed systematic steps in conducting interviews and analyzing the data to maintain consistency throughout the research process.
4. **Confirmability** was achieved by maintaining objectivity in data analysis and ensuring that the findings were based on participants' responses rather than the researcher's personal assumptions.