

CHAPTER III

RESEARCH METHOD

This chapter will explain the research method that have been carried out in this research. The systematics in this chapter consist of such as research design, research site and participants, method of data collection and methods of data analysis.

A. Research Design

In this study researchers used a qualitative research method with descriptive qualitative. The qualitative research approach is based on a philosophy that considers that everything is holistic in the whole. Qualitative research is intended to clarify/ explain symptoms and phenomena in general, concrete and detailed without a measurement process. Sugiyono (2015) states qualitative research method is a method based on the philosophy of post positivism, used to examine the natural condition of objects, where the researcher is as a key instrument, sampling data sources. The foundation of qualitative research is made up of presumptions, a worldview, the potential application of a theoretical lens, and the examination of research topics that explore the significance that individuals or groups assign to a social or human issue (Creswell, 2007).

Qualitative descriptive studies focus on describing phenomena without providing explanation. In contrast, phenomenological, ethnographic, and grounded theory studies aim to explain phenomena. The goal of qualitative descriptive studies is to give a detailed summary of

events. This study design adopts a journalistic approach, aiming to answer questions like who, what, where, and how (Doyle, 2020).

B. Research Setting

This research was conducted at in English Department of Tarbiyah and Teachers' Training Faculty at UIN Antasari Banjarmasin. Located on Jl. Ahmad Yani, Kilometer 4.5. Flower Garden, East Banjarmasin District, Banjarmasin City, South Kalimantan Province, Indonesia. This study was taken from the third-year student in the sixth semester until the final semester.

C. Participants / Subject

1. Population

The population in this study comprised students from the fifth semester to the final semester who were enrolled in academic writing courses. The population of the researcher can be seen as follows:

Table 3.1

Population of Research

No	Academic Year	Total
1	2021	90
2	2020	71
3	2019	36

4	2018	25
5	2017	28
	Total	250

2. Sample

The sample selection of respondents was made using a non-random sampling method (purposive sampling technique). Therefore, the author only selected some of those who had used the Grammarly application in their writing and were willing to participate. Around 15 students became participants to represent the data needed for this research, with several considerations in line with the research objectives.

When employing purposive sampling, three factors need to be taken into account: (1) choices about the selection of research participants, (2) the particular kind of sampling technique, and (3) the size of the sample being examined. (Creswell, 2013)

Furthermore, based on the purposive sampling technique used, the researcher determined two criteria for research participants, namely:

- 1) 5th semester of English education students who have used the application in their academic writing.
- 2) Students who have used the Grammarly application to complete academic writing assignments.

3) Students who are willing and enthusiastic to participate.

Based on the researcher survey, the research sample can be seen as follows:

Table 3.2

Sample of Research

No	Academic Year	Total
1	2021	7
2	2020	2
3	2018	2
4	2017	4
	Total	15

D. Data

1. Data

This research data focuses on the use of Grammarly in their academic writing assignments, how students perceive the usefulness of Grammarly, and the advantages of Grammarly for academic writing.

2. Source of Data

The types of data on the use of the Grammarly application are taken from students' assignment proposal, while students' views on using Grammarly and the advantages of Grammarly for academic writing will be gathered from interviews.

E. Technique of Data Collection

Data collection is the activity of gathering data from various sources using techniques and instruments such as interviews and data analysis (Anggara et al., 2019). In collecting data for this research, researchers utilized interviews.

1. Interview

Interviews are among the favored methodological tools for qualitative research. Denzin and Lincoln (2009) describe interviews as divided into three types: structured interviews, group interviews, and unstructured interviews. In this study, structured interviews were conducted to question a sample of individuals regarding the use of the Grammarly application for academic writing.

The researcher will use a structured interview to obtain additional instructional information about the use of the Grammarly application in academic writing classes at Antasari State Islamic University. The interviews will involve students from the english education department, with the researcher providing specific questions to collect relevant data. Meaningful face-to-face interactions between the interviewer and respondents will occur during these oral activities.

F. Data Analysis

According to Creswell (2010), data analysis is an ongoing process that requires continuous reflection on the data obtained by researchers through asking analytical questions and writing short notes throughout the research (As quoted in Adhi Kusumatuti & Ahmad Mustamil, (2019). The Steps of analyzing The data:

1. Organize and prepare. The researcher prepare questions for interviews regarding how students perceive the utility of applying Grammarly in their writing, as well as questions concerning the advantages of the Grammarly application for academic writing.
2. Read all data. Researcher read through data comprehensively to understand various responses and perspectives, as well as other important factors.
3. Start Coding. Researcher began coding data by labeling categories such as "Grammarly Usage" and "Advantages for Academic Writing," then identified the relationship between them after conducting interviews.
4. Interpretation. Interpreting the theme within the context of the research objectives, the researcher examines the relationship between students' perceptions of the usefulness of Grammarly and its benefits for their academic writing. The researcher takes into consideration.
5. Comparison and Contrast. Researcher compare different student perspectives on the usefulness and benefits of Grammarly for academic writing.

6. Interpreting data. The researcher analyzed the data by comparing the theories and interpretation of researcher. After that the researcher drew the conclusion.
7. Conclusions. Drawing conclusions based on data obtained from interviews through qualitative data analysis.
8. The researcher consulted and asked for the feedback from thesis advisor.