

CHAPTER III

RESEARCH METHOD

A. Research Design

There are two main research design techniques, in accordance to research approach theory. Using particular methodological traditions, Cresswell (1994) defined qualitative research as an investigative process that aims to understand a social or human issue. In-depth participant viewpoints are presented, language and discourse are examined, and the study is carried out in a natural setting. This kind of research tries to develop a thorough and nuanced representation.

The researcher use narrative inquiry as a research method. In accordance with Creswell et al. (2007), narrative research is a technique that focuses on examining people's life experiences and how they develop through time. It entails gathering first-person stories of people's actual experiences and then thinking back on them. In order to better comprehend people's views and the meanings they assign to their experiences, narrative research tries to capture the complexity and depth of people's tales. Josselson (2007) additionally described narrative research as a field of study that focuses on obtaining and

examining people's personal narratives or tales in order to get insightful knowledge about their lives and identities.

This research conducted narrative inquiry in order to investigate students' utilization of AI in completing academic assignments. Cresswell (2012) provided the model for the research procedure. The steps comprised a precise and thorough phase of carrying out this narrative research. It was then operationalized within the framework of the research. The following is a description of the steps:

1. Identify the phenomenon to explore

This research centers on exploring how students in the English Language Education Department at UIN Antasari Banjarmasin utilize AI tools to complete their academic assignments. The phenomenon under scrutiny is the integration of AI technology into the academic writing process, with a focus on how students leverage these tools to enhance their English language skills. The study aims to investigate whether the use of AI is perceived as beneficial based on the students' experiences.

2. Select one or more participants for the study

The researcher employed specific criteria to select participants, focusing on three students enrolled in the English Language Education Department 2020 who have completed all the coursework and successfully

defended their thesis and also incorporated AI tools throughout their educational activity. Following this criterion, three individuals were chosen to participate in the study.

3. Collect the story from participants

The researcher invites the selected participants to share their narratives regarding their experiences with using AI for academic assignments. This involves conducting interviews and collecting field texts to comprehensively capture their stories. The interview was taken one to three day per participant.

4. Restory or retell the individual's story

Field texts serve as a valuable resource for obtaining crucial information about participants, complementing the verbal narratives shared during discussions or interviews. These texts may encompass journal or diary entries, as well as anecdotes passed down from acquaintances or family members. Interviews stand as the researcher's primary approach for collecting pertinent information to compile participant narratives.

5. Collaborate with the participants/story teller

Throughout the narrative collection phase, the researcher works closely with the storyteller to guarantee the accurate and genuine portrayal

of the participant's experiences. This collaborative effort persists throughout the research journey and functions to authenticate the data source. Initially, the researcher fosters a strong working rapport with the participants to gather their narratives. The participants are guided to comprehend clearly the stories they are anticipated to share. In doing so, the researcher ensures the openness and encouragement for participants to share both positive and negative experiences.

6. Write story about the participants' experiences

During this phase, the researcher transcribes and documents the narratives provided by the three participants, focusing on the specific steps they take when utilizing AI for academic tasks. The findings are organized into two sections detailing the students' experiences with using their chosen AI tools and any challenges encountered during the process.

7. Validate the report's accuracy

Continuous collaboration with the participants is maintained throughout the process, including collecting their narratives, re-storying them, and reporting the findings. The report on the research findings undergoes rigorous validation processes, including member checking, triangulation, ensuring the credibility of the data source, and searching for any evidence that may challenge or disconfirm the findings. This validation

step is further elaborated in the subsequent section dedicated to discussing the quality of the study.

B. Research Setting

With the title Embedment of Artificial Intelligence Tools In Completing Academic Assignment Among English Language Education Students this study was conducted at UIN Antasari Banjarmasin. Specifically, in the Faculty of Tarbiyah and Teacher Training majoring in English Education Department on 2023. This research will take place at UIN Antasari Banjarmasin. It will be carried out in 2024.

C. Participant

This study included three students from the English Language Education Department in the Faculty of Tarbiyah and Teacher Training at UIN Antasari Banjarmasin, each with experience using AI tools to complete their academic assignments. All participants had completed their coursework up to their thesis defense.

D. Data

The data was provided by the research participants and could be gathered from them. The study's data sources were the results of participant interviews about their way of utilizing AI tools for completing academic assignments.

E. Technique of Data Collection

Narrative research, a widely utilized qualitative method, focuses on investigating an individual's experiences and the ways they derive meaning from the stories they tell. This research approach involves gathering personal narratives, recording the individual's experiences, and interpreting the importance of these experiences to them. Through this method, narrative research produces insightful data that enhances comprehension of the individual's viewpoint (Cresswell, 2018).

The primary goal of the interviews in this research is to investigate students' experiences with using AI tools as an aid for completing academic assignment. Data is collected through interviews with one or two participants who have used Padlet. Structured interviews offered a framework for gathering specific data, whereas unstructured interviews facilitated open discussions and allowed for seeking clarifications when necessary. Structured interviews offered a framework for gathering specific information, while unstructured interviews allowed for open-ended discussions and clarifications. Experts validated the interview questions to ensure they were reliable and relevant.

F. Research Instrument

In this research, researcher use interview guideline of obtaining and collecting data. The type of interview chosen by the researcher is an in-depth interview. The researcher compiled this interview guideline based on the research questions. The researcher divided the interview guideline into three sections, each focusing on a different academic assignment. Within each section, there were two indicators designed to answer specific research questions.. The first section is regarding writing assignment. The second section discuss about the students utilizing AI tools for research paper. The third section discuss about the students utilizing AI tools for translation. The results of this interview are written in an interview script which will be used as discussion material in this chapter.

G. Data Analysis

According to Riessman (1993), three distinct procedures are employed in the investigation of narratives: telling, transcribing, and analyzing. Each of these steps serves a particular purpose in the research process. Here are more details on each procedure:

1. Telling

In this procedure, the researcher encourages participants to share their experiences and challenges with using AI tools for completing

academic assignment. To foster participation and elicit meaningful personal stories, it is essential to create a supportive environment during the interviews. Open-ended questions are used to allow respondents to provide their own detailed responses. Participants are asked around 30 questions directly related to their experiences, and their answers are recorded on a mobile phone and written on notes. These interview results are then used by the researcher to investigate students' experiences with using AI tools for completing academic assignment.

2. Transcribing

The transcribing process involves selecting and reducing data to manage and evaluate it effectively. The researcher carefully reads the interview results, identifies key points relevant to the main topics of the interview questions, and highlights important data points. This process helps pinpoint significant information. The researcher then focuses on specific sections for further in-depth analysis, aiming to uncover significant insights and understand the nuances within those sections.

3. Analyzing

Distinguishing between transcription and analysis can be challenging because of their close interconnection. The researcher repeatedly and meticulously analyzes the previously transcribed interview results to derive findings that align with the main research topic. This iterative process of transcription, analysis, and writing helps key aspects

and themes to emerge, deepening the understanding of the data and identifying crucial elements for inclusion in the research report.

To ensure the validity of the findings, the researcher aims for trustworthiness in the research. Establishing trustworthiness is essential in narrative research, and a commonly used framework is the classic work of Lincoln and Guba (1985). This influential work outlines four criteria for trustworthiness in the research process: credibility, transferability, dependability, and confirmability.

1. **Credibility:** Credibility refers to the trustworthiness and accuracy of the results. It involves using various procedures, such as participant verification, peer debriefing, and prolonged engagement with participants, to ensure the data's truthfulness and accuracy. The researcher continuously confirms with participants that the interview results reflect their actual experiences.
2. **Transferability:** Transferability pertains to how well the study's findings can be applied to or adapted in different contexts or settings. The researcher provides a detailed and systematic explanation based on the processed data, aiming to give readers enough information so that they can apply the findings to their own contexts.
3. **Dependability:** Dependability refers to the consistency and reliability of the research process and its findings over time. To enhance dependability, researchers use techniques such as peer review, audit

trails, and detailed documentation of methods. The researcher provides direct responses from participants to the interview questions and includes documentation of their writing results on the Padlet platform.

4. Confirmability: Confirmability concerns the objectivity and impartiality of the study findings. Researchers strive to maintain transparency and objectivity by documenting their decisions and addressing potential biases throughout the research process. To ensure unbiased and objective results, the researcher thoroughly examines the interview outcomes and verifies them with participants for accuracy.

By adhering to these trustworthiness criteria, researchers aim to enhance the rigor and quality of their narrative study, ensuring that the findings are credible, transferable, dependable, and confirmable.