

CHAPTER III

RESEARCH METHOD

A. Research Design

Creswell's qualitative research design provides the framework for this exploration. The study adopts a situated, interpretive, and naturalistic approach, acknowledging the importance of understanding language learning in its authentic context. Narrative inquiry, as defined by Creswell (2007) and Clandinin (2000), is employed to delve into the life experiences of individuals interacting with Chat GPT AI for language learning (Clandinin & Connelly, 2000). This method facilitates a collaborative understanding of students' encounters with AI over time, in specific learning environments the procedures are as follows:

1. Identify the phenomenon to explore

The focus of this step is on students' experiences with Chat GPT AI tools in Tadris Bahasa Inggris A 21 (English Education) learning English grammar, serving as the study goal to comprehend the personal and social dimensions of language learning.

2. Select one or more participants to study

Participants are chosen based on their engagement with Chat GPT AI for English grammar learning, ensuring a diverse range of experiences.

3. Collect the story from the participant

Participants share their experiences within a narrative framework through interviews and other field texts, providing rich data on their interactions with Chat GPT AI.

4. Re-story or retell the individual's story

Field texts, including interviews, journal entries, or stories from friends and family, contribute to a comprehensive understanding of participants' experiences.

5. Write a story about the participant's experiences

Thematic analysis is employed to report findings, presenting subsections that reflect main themes emerging from the data, allowing for comparison and individual differences.

6. Validate the report's accuracy

The researcher employs member checking, triangulation, and the search for disconfirming evidence to validate the accuracy of the findings, ensuring a robust exploration of the implications of Chat GPT AI in supporting English grammar competence.

By adopting this research design and methodology, the study aims to provide valuable insights into the role of Chat GPT AI in language learning and its potential impact on students' English grammar competence (Creswell, 2007).

B. Research Setting

This study was conducted from 15th December 2025 to 31st March 2026, at the State Islamic University (UIN) Antasari Banjarmasin, which was selected for its unique academic environment and the relevance of its location to the study of the implications of AI Chat GPT as a language learning tool for improving students' English grammar proficiency. The selection of UIN Antasari Banjarmasin was based on its alignment with the research objectives and the distinctive academic context it offers. This study specifically focuses on the English Language program, where language learning and teaching methodologies are the primary focus, and it was conducted over the course of one academic year to document the diverse experiences and progress of students in using ChatGPT AI as a language learning tool. The study included interviews with students, as well as an assessment of their grammatical proficiency.

C. Participants

The participants in this study consisted of 5 students from the English Language Education Program at UIN Antasari Banjarmasin, who were selected using purposive sampling based on specific criteria. The participants' characteristics include students who actively use ChatGPT in learning English grammar, have varying levels of grammatical proficiency, and demonstrate different patterns of AI usage, whether to understand material, check for grammatical errors, or complete academic assignments. This diversity of characteristics was selected to gain a deeper understanding of the students'

experiences and perceptions regarding the implications of using ChatGPT in the development of their English grammar competencies.

D. Data

This study data was collected through primary data or interviews obtained directly from the primary data source in the field, namely students of the 2021 English teaching study program class A who studied English using ChatGPT as a language learning tool. Secondary data was obtained indirectly from a secondary source in the form of documents, notes, websites, and others. This study used secondary data, including studies on ChatGPT, previous research on language learning, English grammar competence, news articles, previous theses or dissertations, and data related to this study obtained from literature studies.

E. Technique of Data Collection

This study employed narrative inquiry, using semi-structured interviews as the primary data collection method. Interviews were chosen because they allow participants to share their experiences, perceptions, feelings, knowledge, and perspectives regarding the use of ChatGPT in English grammar instruction. The researcher acted as a facilitator, providing open-ended questions as a guide while allowing participants the freedom to develop their narratives based on their own experiences. During the interviews, the researcher conducted further exploration through follow-up questions based on the emerging narratives, thereby gaining a deep, contextual, and reflective understanding of the participants' learning experiences.

F. Data Analysis

The author's data analysis process using qualitative narrative analysis is to clearly recount personal experiences in accordance with the facts in the field. The data from the analysis is narrated based on interview data that is believed to be valid. After that, the data obtained from interviews is summarized, selecting the main points and focusing on the important things. The data is then presented in a way that facilitates planning for further work. The next step is to analyze the data and draw conclusions.

Narrative analysis in this study follows Riessman (2008) and Clandinin & Connelly (2000). Riessman defines narrative analysis as a method to reconstruct lived experiences into coherent stories by examining how participants make meaning through language (Riessman, 2008). This approach aligns with Clandinin & Connelly's concept of "restorying", where the researcher interprets and re-tells participants' stories to reveal underlying reasons behind experiences (Clandinin & Connelly, 2000). Following Riessman (2008), four narrative analysis frameworks are utilized: 1) Thematic analysis, focusing on "what" is said; 2) Structural analysis, examining "how" the story is told; 3) Interactional analysis, highlighting the co-construction of meaning between researcher and participants; and 4) Performative analysis, considering context and audience. In this study, interactional analysis is emphasized because interview interactions are understood as a collaborative process in which both parties co-construct meaning.

1. Thematic Analysis

Thematic analysis focuses on the content of participants' narratives, particularly on what is being said. This framework identifies recurring themes, ideas, experiences, and meanings that emerge across participants' stories. In this study, thematic analysis can be used to explore students' perceptions, benefits, challenges, and experiences in using ChatGPT for learning English grammar.

2. Structural Analysis

Structural analysis examines how a story is organized and presented. Rather than concentrating solely on the content, this framework pays attention to the sequence of events, the arrangement of ideas, and the way participants construct their narratives. Through structural analysis, the researcher can understand how students frame their learning experiences and emphasize particular aspects of their interactions with ChatGPT.

3. Interactional Analysis

Interactional analysis focuses on the process through which meaning is jointly constructed between the researcher and participants during interviews. Narratives are viewed not as isolated stories but as products of social interaction. This framework is particularly relevant to the present study because students' experiences and interpretations of ChatGPT emerge through dialogue, questioning, clarification, and reflection during the interview process.

4. Performative Analysis

Performative analysis considers the influence of context, audience, and social circumstances on the way narratives are told. This framework recognizes that participants may present their experiences differently depending on who is listening and the purpose of the conversation. In this study, performative analysis helps the researcher understand how academic settings and participants' roles as university students may shape the stories they share about using ChatGPT (Riessman, 2008).

Among these frameworks, interactional analysis is emphasized because the study views interviews as a collaborative process in which both the researcher and participants actively contribute to the construction of meaning. This framework is based on the assumption that narratives are not merely personal accounts produced independently by participants; rather, they are constructed through interaction between the researcher and the participant during the interview process. In other words, the meanings contained in participants' stories emerge through dialogue, follow-up questions, clarification, and reflection that occur throughout the conversation.

Interactional analysis is particularly suitable for this study because it seeks to explore students' experiences of using ChatGPT in learning English grammar. Students' perceptions, interpretations, and reflections regarding the benefits, limitations, and influence of ChatGPT are shaped and articulated through their interaction with the researcher. Therefore, the interview is viewed

not simply as a tool for collecting information, but as a collaborative space where experiences are explored and meaning is jointly constructed.

Applying interactional analysis, the researcher can gain a deeper understanding of how students interpret their learning experiences with ChatGPT, how they explain its role in developing grammar competence, and how their perspectives are expressed and negotiated during the interview process. This framework enables the researcher to capture not only the content of participants' narratives but also the interactive process through which those narratives are formed and understood.