

CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of the Research

The researcher adopted a descriptive case study as the research design to highlight the students' perceptions of Google Docs as a collaborative writing tool for making ESP course books. Further, a case study focuses on a specific unit to provide a detailed and comprehensive description (Ary et al., 2010). The researcher used this method with the aim of describing a phenomenon in detail. Aberdeen & Yin (2013) stated that a descriptive case study aims to describe the phenomenon within the context it occurred.

3.2 Focus of the Research

The focus of this research was to highlight the perceptions of undergraduate students when using Google Docs as a collaborative writing tool in creating an ESP course book as a final project of ESP course design.

3.3 Setting and Participants

This research was conducted at a state university in Tasikmalaya, West Java, Indonesia, especially in ESP course design, where students majoring in the English education department in semester six must take this course.

Furthermore, this research involved two participants with an age range of 22-23 years old. They are Risma and Wika (pseudonyms). The researcher chose these two people because of several groups in one class, there were only two groups that used Google Docs. Therefore, the researcher took one person from each group with several criteria. First, they were students who took the English for specific purpose course design in the sixth semester of the English Education Department at a state university in Tasikmalaya. Second, they used Google Docs to create an ESP course book, starting from drafting until

producing the final version of the project. Third, students who were active in creating content and designing covers.

3.4 Technique of Collecting the Data

This study adopted semi-structured interviews as a technique for collecting data. The SSI is a conversational interview with one respondent at a time that uses a mix of closed and open-ended questions, often followed by follow-up why or how questions (Adams, 2018). Moreover, the semi-structured interview follows protocol guidance, as Magaldi & Berler (2018) mentioned that the semi-structured interview allows for investigation, with space to investigate thematic patterns as the discussion progresses, and it often follows a guidance or step that is created before the interview and is focused on a main topic to provide an overall structure. Furthermore, this research adapted the interview guideline based on Technology Acceptance Model (TAM) by Davis (1989). Besides, the researcher used an audio recorder to record the interview.

In addition, in conducting semi-structured interviews, there are some steps required. There are five steps in conducting semi-structured interviews (Adams, 2018):

- 1) Choosing and recruiting participants
- 2) Creating the questions and an interview guideline
- 3) Conducting the interview
- 4) Polishing interview technique
- 5) Analyzing and reporting the data gathered

3.5 Technique of Analyzing the Data

The researcher used thematic analysis to analyze data collected using interviews. The thematic analysis is the study of what is stated instead of how it is said (Howitt, 2016). Moreover, the process of conducting a thematic analysis can be divided into six steps (Braun & Clarke, 2006):

1) Familiarizing the data

In this step, the researcher should transcribe the data and familiarize the data by reading several times.

2) Generating initial codes

The researcher codes the interesting details of the information from across a set of data comprehensively, structuring the information related to each code.

Table 3.1 Generating Initial Codes

Time	Utterances	Initial Codes
00:21:32- 00:22:04	<p><i>I: Nah, emmh...ketika Risma menulis course book tersebut, kan tentunya ada perasaan tersendiri ya ketika menggunakan Google Docs itu. Nah, bagaimana sih Risma tuh menggambarkan diri Risma tuh emmh...ketika menggunakan Google Docs gitu, misalnya kayak Risma tuh jadi lebih apa ya...lebih kreatif misalnya atau apa gitu ketika menggunakan Google Docs dalam menyelesaikan ESP course book ini gitu?</i></p> <p>I: Well, um... when Risma wrote the course book, of course there was a feeling when using Google Docs. How does Risma describe yourself, emmh...when using Google Docs, what do you think...more creative? or something like that when using Google Docs to complete this ESP course book?</p>	
00:22:05- 00:22:49	<p><i>P: Emmh...dari pengalaman saya sendiri kalo sampai apa...mengerjakan coursebook ini lebih kayak apa ya perasaan itu lebih ke senang aja nyaman aja ngerjainnya karena bisa lebih efektif itu kan, lebih...lebih efisien ketika kita nulis banyak apa ya...peka nya gitu sih si Google Docs itu peka banget aplikasinya</i></p>	<p>Enjoyable</p> <p>Comfortable</p> <p>Effective</p> <p>Efficient</p> <p>The helps of Google Docs features for</p>

<p><i>jadi kita ga perlu buang-buang banyak waktu, kalo misalnya salah langsung ada benarnya, kita langsung perbaiki sendiri, ngga ribet gitu ya jadi lebih kreatif juga mengembangkannya tuh, kadang di Google Docs...emmh...di Google Docs itu kayak gini, kalo misalnya kita lagi nulis, si Google Docs nya itu tau kayak kita tuh mau nulis apa jadi kita tinggal klik aja langsung ada gitu</i></p>	<p>online collaborative writing</p> <p>Creative</p> <p>Easy to use for collaborative writing</p> <p>Various features of Google Docs that can be used for writing</p>	
<p>P: Emmh...from my own experience working on this course book is more fun, it's comfortable to do because it's more effective, right, it's more efficient when we write a lot, and how sensitive Google Docs is, the application is very sensitive so we don't need to waste a lot of time. For example, if something goes wrong, it's immediately corrected, we immediately fix it ourselves, it's not complicated, so it's more creative to develop it. Sometimes, on Google Docs it's like this, when we're writing, the Google Docs knows what we want to write so we just have to click and it's there.</p>		
<p>00:22:50- 00:23:04</p>	<p><i>I: Emmh...jadi auto gitu ya...nah apakah Risma tuh merasa bahwa dengan penggunaan Google Docs ini tuh meningkatkan kekritisannya ga sih?</i></p>	
<p>I: Emmh... so it's auto... so do you feel that using Google Docs increases criticality or not?</p>		
<p>00:23:05- 00:23:50</p>	<p><i>P: Emmh...kalo kritis sendiri ada sih ada iya, karena...karena apa ya...emmh...di samping mereka auto aplikasinya itu yang auto-correct, tapi kitanya sendiri juga harus tau apa yang harus kita tulis gitu kan jadi kan lebih ke membantu</i></p>	<p>Enhancing students' writing skill</p> <p>Critical thinking</p>

aja si mereka tapi kita nya sendiri harus apa...lebih kritis mah kita nya sendiri balik lagi ke kita gitu, mereka mah lebih ke ngikut aja kalo menurut saya si aplikasi nya lebih ke ngikut, kalo misalnya kita udah tau nih mau nulis apa, pasti si Google Docs kan yang kata tadi saya peka gitu aja, jadi langsung nurutin apa yang saya ingin tulis gitu.

The helps of Google Docs features for online collaborative writing

P: Emmh...the criticism is there because...besides they have an auto-application that auto-corrects, but we ourselves also have to know what to write, right? So, this is more to just help. But, we have to be more critical because this comes back to us because Google Docs just follows us more in my opinion. gDocs already know what to write

Note. As shown in Table 3.1, the researcher highlights the utterances that are interpreted as important data using various colors and gives initial codes. After generating initial codes, the researcher counts the initial codes with the total and presents them in a table, as shown in Table 3.2 below.

Table 3.2 Initial Codes and Its Frequency

Initial Codes	Total	Source
Various features of Google Docs that can be used for collaborative writing	9	Obtained from participants' interview transcriptions
Various features of Google Docs that can be used for writing	2	Obtained from participants' interview transcriptions
Various features of Google Docs that can be used for communication with group members	6	Obtained from participants' interview transcriptions
The helps of Google Docs features for online collaborative writing	16	Obtained from participants' interview transcriptions

Efficient	3	Obtained from participants' interview transcriptions
External factor that influence them to use Google Docs for writing collaboratively	6	Obtained from participants' interview transcriptions
Effective for online collaborative writing	1	Obtained from participants' interview transcriptions
Accessible	2	Obtained from participants' interview transcriptions
Must have internet connection	3	Obtained from participants' interview transcriptions
The students can not continue their work if there is no internet connection	1	Obtained from participants' interview transcriptions
There is a feature that can make students embarrassed by their work because of their mistakes	1	Obtained from participants' interview transcriptions
Enhancing students' writing skill	9	Obtained from participants' interview transcriptions
Grammar mastery	2	Obtained from participants' interview transcriptions
The difference between Google Docs and another tool	2	Obtained from participants' interview transcriptions
Recommended to use in writing collaboratively	3	Obtained from participants' interview transcriptions
Limited feature of Google Docs for designing covers	6	Obtained from participants' interview transcriptions
Hard to design and find suitable pictures for cover in Google Docs	4	Obtained from participants' interview transcriptions

Note. In Table 3.2, each initial code generated from interview transcriptions with its frequency of occurrence is presented sequentially from the most to the least.

3) Searching the themes

In this step, the writer has to do the coding by reading the text of the interview results, which will produce coding for each group of texts and turn it into a theme. In addition, themes are essentially the result of classifying coding into the grouping of coding.

Table 3.3 Process of Searching for Sub-Themes and Themes

Initial Codes	Sub-Themes	Theme
Various features of Google Docs that can be used for collaborative writing		
Various features of Google Docs that can be used for writing		
Various features of Google Docs that can be used for communication with group members		The contribution of Google Docs
The helps of Google Docs features for online collaborative writing		Features for Online Collaborative Writing
Easy to use for collaborative writing		
Enjoyable		
Comfortable		
Effortless		
Effective	Google Docs	
Flexible	effectiveness for	
Effective for online collaborative writing	collaborative writing	
Efficient	Efficiency of Google Docs for collaborative writing	The Benefits of Google Docs for Collaborative Writing
Accessible		
Enhancing students' writing skill	Improving students' writing skills	
Grammar mastery		
Critical thinking		
Creative		

Limited features of Google Docs for designing covers Hard to design and find suitable pictures for cover in Google Docs Students' fear if they lose connection, their work will not be saved The students cannot continue their work if there is no internet connection Must have internet connection There is a feature that can make students embarrassed by their work because of their mistakes	The drawbacks of Google Docs for Online Collaborative Writing
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Note. Table 3.3 presents how the researcher groups each code into a relevant group of codes as a sub-theme and categorizes each sub-theme into a suitable theme.

4) Reviewing the data

The researcher should arrange the information around the themes, just as the data was previously organized around the coding.

5) Defining and labeling the themes

In this step, the researcher must consider and refine the analysis at all stages. What matters is the degree to which a particular theme that the researcher has identified is conceptually distinguishable from all other themes.

Table 3.4 Defining and Naming Sub-Themes and Themes

Themes	Sub-Themes	Definition
The Contribution of Google Docs Features for Online Collaborative Writing		Students' perceptions that the features on Google Docs can help them to write collaboratively in completing their final project (Output Quality, Computer Playfulness, Perceived Enjoyment)
The Benefits of Google Docs for Collaborative Writing	Google Docs Effectiveness for	Student perceptions related to effectiveness in using Google Docs (Job

Collaborative writing	Relevance, Objective Usability)
The Efficiency of Google Docs for Collaborative Writing	Student perceptions related to efficiency in using Google Docs (Job Relevance, Objective Usability)
Improving Students' Writing Skills	Students' confidence in their ability to use Google Docs can improve their writing skills (Computer Self-Efficacy)
The Drawbacks of Google Docs for Online Collaborative Writing	Students' perceptions of fear in using Google Docs as a tool for collaborative writing (computer anxiety)

6) Report writing

Report writing can be conceived of as the final phase of data analysis, in which the researcher may be required to optimize and change the analysis in light of concerns that arise during the writing-up process.

3.6 Steps of the Research

Table 3.5 Steps of the Research

Step	Description
1	Identify a phenomenon and find the research participants
2	Determine the research topic related to the phenomenon
3	Writing a research proposal
4	Research proposal examination
5	Data collection
6	Transcribe the data gathered
7	Data analysis
8	Report writing

3.7 Time and Place of the Research

Considering the research participants, which are university students in Tasikmalaya, this research took place at a state university in Tasikmalaya.

Table 3.6 Time of the Research

No	Activities	Feb	Mar	Apr	May	Jun	Jul
		2023					
1	Research Proposal Writing	■					
2	Research Proposal Examination		■				
3	Data Collection			■			
4	Data Analysis				■		
5	Comprehensive Review					■	
6	Final Thesis Examination						■