CHAPTER 3
RESEARCH PROCEDURES

3.1 Method of the research

The researcher used the qualitative descriptive case study method in this research. A descriptive case study is a concentrated and comprehensive investigation in which hypotheses and concerns regarding phenomena are carefully examined and expressed (Merriam, 2009; Yin, 203). As cited in Hartman, Townsend, and Jackson (2019), the goal of the qualitative descriptive case study was to provide an in-depth account of the educators' values, beliefs, and confidence as they transitioned from a traditional learning environment to technology-integrated learning.

3.2 Focus of the research

The focus of this research is to highlight how Grammarly is used by undergraduate students in the writing process.

3.3 Settings and Participants

3.3.1 Setting

The research was performed at one of the universities in Tasikmalaya West Java, Indonesia, as many undergraduate students write in English every semester, making Grammarly usage more possible.

3.3.2 Participants

The participants in this research are three undergraduate students who have used Grammarly as a facilitative tool to fix grammatical mistakes or spelling in their writing process. The first participant used Grammarly to make sure and correct difficult grammar. The features it uses are not only for correcting grammar but also for checking plagiarism. The second participant uses Grammarly to evaluate unknown grammar mistakes, correct punctuations, evaluate sentence structure, and others available in Grammarly Premium. The third participant has been using Grammarly Premium for about two years as well, and she used Grammarly to evaluate the Writing. The three participants have been using

Grammarly for two years, and they know about Grammarly from one of their lecturers. The participants had to sign a permission form before the data collection process to verify that they were comfortable participating in the research. The researcher also stated that any information regarding personal data would be kept private.

3.4   Technique of Collecting the Data

To collect the data, the researcher used semi-structured interviews. The process of semi-structured interviews has been designed in several stages.

1) Selecting Respondent and Arranging Interviews

At one of the University students in Tasikmalaya, the researcher has been looking for undergraduate students who have used Grammarly and have utilized it as a facilitative tool to rectify grammatical errors in their Writing. Additionally, two undergraduate students have agreed to participate. The interview procedure is organized in a specified location and at a suitable time for the respondents' schedules.

2) Drafting Questions

Semi-structured interviewing techniques created the interview guidelines. The interview questions focus on the factors that influence undergraduate students' use of Grammarly to correct their grammatical errors when writing academic papers and how Grammarly helps former undergraduate students fix their grammatical mistakes. The interview guideline intends to explore those inquiry topics further by asking the participant in-depth questions.

3) Starting The Interview

The interview procedure started at the agreed-upon time and was adjusted to the respondent's schedule. The interview was recorded on the researcher's smartphone. The method of the interview started by following these steps:

4) Introduction

The researcher introduced herself and asked the responder if she was ready to do the interview.

5) Questions

According to the interviewing protocol, the researcher formulated the questions to collect the necessary information. The questions grew when there was a need to get more information.

6) Closing

The researcher concluded the interview by thanking the participants and inviting them to the following interview if further information was required.

7) Polishing The Interview Techniques.

To make it simpler to comprehend and to ensure that the respondents provide clear answers, the interview questions are written and asked in Bahasa Indonesia. Some questions occurred but were not included in the interview guidelines. Therefore, the questions are not limited to those stated in the guideline. Due to the information needed, the questions were created.

3.5   Technique of Analyzing the Data

The research was analyzed using thematic analysis. According to Braun and Clarke (2006), thematic analysis is a method for detecting, analyzing, and presenting patterns (themes) in data, which was structured and discussed in depth. Furthermore, completing a theme analysis may be divided into six steps (Braun & Clarke, 2006):

1) Familiarizing the data

Reading the data as a whole to understand the context and absorb its content, and identifying important elements and categories that may emerge.

2) Generating initial codes

Providing labels or codes to relevant sections of the data in line with the research objectives.

Table 3. 1 Generating Initia Codes

Time	Utterances	Initial Codes
0:02:45 - 0:02:59	*I: koreksian dari grammarly ini apa benar benar akurat banget atau memang kamu juga harus mengevaluasi lagi gitu koreksian yang diberikan oleh Grammarly ini?* I: Is Grammarly's correction really extremely accurate, or do you still need to reevaluate the corrections provided by Grammarly?	
0:03:00 - 0:03:35	*P: kalau berdasarkan apa ya pengalaman aku ya ketika aku udah nulis dan aku langsung ngecek itu di grammarly aku enggak evaluasi lagi gitu karena aku udah seratus persen ngasih kepercayaan aku ke tools ini, karena memang di samping dia apa ya memberikan pembenaran tentang grammar yang tadinya salah jadi benar, dia juga kayak mengevaluasi kata kata yang memang misalkan tidak seharusnya ada di kalimat tersebut gitu, jadi aku enggak pernah evaluasi lagi jadi udah aja cukup ke grammarly aja gitu.* P: Based on my experience, when I've already written, and I immediately check it with Grammarly, I don't reevaluate it because I have full confidence in this tool. Besides rectifying grammar errors from wrong to right, it also evaluates words that shouldn't be in the sentence. So, I never reevaluate; I trust Grammarly completely.	Trust in Grammarly Various Features of Grammarly That Can Be Used For Writing Process
0:03:35 - 0:03:41	*I: jadi kamu sangat percaya gitu atas apa yang di koreksi oleh grammarly itu ya.* I: So, you really trust in what Grammarly corrects?	

Time	Utterances	Initial Codes
0:03:42 - 0:03:43	*P: iya percaya* P: yes, I trust	Trust in Grammarly
0:03:44 - 0:04:03	*I: seberapa baik koreksian yang diberikan oleh grammarly ini berdasarkan hasil yang kamu amati gitu?* I: How good are the corrections provided by Grammarly based on the results you've observed?	
0:04:04 - 0:04:41	*P: kalau menurut aku berdasarkan hasil dari grammrly sendiri sangat baik ya, maksudnya ketika memang aku bimbingan juga kayak dosen dosen itu sering bilang coba cek ini kan grammarly misalkan dan ketika aku udah apa ya tulisan aku udah dicek sama grammar-nya aku bilang lagi ke dosennya ke pembimbingnya kayak ibu ini udah dicek sama grammarly gimana apakah masih ada kesalahan misalkan aku nanya ke dosen. Dan dosen kayak enggak udah benar udah cukup gitu jadi memang se bagus itu dan seefektif itu gitu, sebaik itu juga sih hasilnya sesuai dengan apa yang aku dan dosen aku harapkan gitu.* P: In my opinion, based on Grammarly's results, it's very good. For instance, when I receive guidance from my professors, they often suggest checking with Grammarly. After I've had my Writing checked by Grammarly, I would then go back to my professors or advisors and say, "I've already had it checked by Grammarly. What do you think? Are there still any errors?" And the professors usually say, "No, it's correct, it's good	Accuracy of Grammarly Effective

Time	Utterances	Initial Codes
	enough." So, it's indeed that effective, and the results are as good as I and my professors expect.	

Note. As shown in Table 3.1, the researcher highlights the utterances 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
Trust In Grammarly	8	Obtained from participants' interview transcriptions
Accuracy of Grammarly	3	Obtained from participants' interview transcriptions
Grammarly Evaluation Speed	2	Obtained from participants' interview transcriptions
Easy To Used	4	Obtained from participants' interview transcriptions
Various Features of Grammarly That Can Be Used For Writing Process	7	Obtained from participants' interview transcriptions
The Impact Of Grammarly Feedback	3	Obtained from participants' interview transcriptions
Effective	3	Obtained from participants' interview transcriptions
Plagiarism	3	Obtained from participants' interview transcriptions
Must Have Internet Connection	3	Obtained from participants' interview transcriptions
Problems When Connecting To Microsoft Word	1	Obtained from participants' interview transcriptions
Grammarly Provides Innapropriate Word Choices	2	Obtained from participants' interview transcriptions
Dependence On Grammarly	6	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 themes

In this step, the writer has to code by reading the text of the interview findings, which will generate coding for each group of texts to turn it into a theme. Furthermore, themes are essentially a result of categorizing coding into coding groups.

Table 3. 3 Process of Searching for Sub-Themes and Themes

Initial Codes	Total	Source
Trust In Grammarly	8	Obtained from participants' interview transcriptions
Accuracy of Grammarly	3	Obtained from participants' interview transcriptions
Grammarly Evaluation Speed	2	Obtained from participants' interview transcriptions
Easy To Used	4	Obtained from participants' interview transcriptions
Various Features of Grammarly That Can Be Used For Writing Process	7	Obtained from participants' interview transcriptions
The Impact Of Grammarly Feedback	3	Obtained from participants' interview transcriptions
Effective	3	Obtained from participants' interview transcriptions
Plagiarism	3	Obtained from participants' interview transcriptions
Must Have Internet Connection	3	Obtained from participants' interview transcriptions
Problems When Connecting To Microsoft Word	1	Obtained from participants' interview transcriptions
Grammarly Provides Innapropriate Word Choices	2	Obtained from participants' interview transcriptions

Initial Codes	Total	Source
Dependence On Grammarly	6	Obtained from participants' interview transcriptions

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

        Reviewing the themes that have been identified to ensure their relevance and connection to the research questions and identifying whether there are themes that need to be separated or combined.

5) Defining and labeling the themes

        In this step, the researcher completed this phase by refining the final definition of each theme, completing the themes, and putting the items together.

Table 3. 4 Defining and Naming Themes

Themes	Definition
Experiencing The effectiveness of using Grammarly	Students' experience shows that Grammarly Premium provides effectiveness to users in the writing process.
positive emotional experience	Students have positive emotional experiences when using Grammarly Premium.
Enhancing the writing process with Grammarly	Students experience that the features in Grammarly Premium can enhance the writing process.
Technical issue	Students are experiencing technical issues in using Grammarly Premium.
Language and writing quality issues	The language and writing quality issues experienced by students in using Grammarly Premium.

6) Report writing

Compiling a research report that includes thematic findings, interpretations, and implications for the study.

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 looks to place a state university in Tasikmalaya.

Table 3. 6 Time of the Research

No	Activities	Feb	Jul	Aug	Sep	Oct	Dec	Jan
		2023						2024
1	Research Proposal Writing	████						

No	Activities	Feb	Jul	Aug	Sep	Oct	Dec	Jan
					2023			2024
2	Research Proposal Examination		■					
3	Data Collection			■				
4	Data Analysis					■		
5	Comprehensive Review						■	
6	Final Thesis Examination							■