CHAPTER III
RESEARCH PROCEDURES

This chapter presents the methodology employed in this research in order to conduct the research. It describes five main parts of research procedures, namely research method, setting and participants, data collection, data analysis, and research schedule

A. Research Methodology

This research used a descriptive case study. Sturman (1997) stated a case study is a general term for the exploration of an individual, group, or phenomenon (Starman 2013, ibid, p.61). As this study was described in detailed information about the benefits and weaknesses of using Google translate in English learning by the students of senior high school, a case study was chosen as the design of this study.

B. Setting and Participants

The research was conducted in one of the senior high schools in Tasikmalaya, West Java, Indonesia. This school was chosen because the students often use GT in the English learning process and the students are familiar with technology, both mobile and computer to using Google Translate.

The participants of this research were two participants in class 11 of senior high school at Tasikmalaya. Both of the participants were between 16 or 17 years old. They were chosen because both of the participants

represented some several students in the class who often use Google Translate as a translation tool, and both of the partcipants have different characteristics comparing to the most students in the class, has wider thought, less childish behaviour, and easier to communicate their thought with the researcher. Also, because of their willingness to join and support researcher project. After getting the participants, the researcher asked the participants to read, to fill, and to sign the consent form for the interview. After the participants allowed this interview, the researcher record the inteview by using audio recording on the smartphone.

C. **Data collection**

In collecting the data, the researcher used semi-structured interviews. The semi-structured interview was chosen because "it is designed to ascertain subjective responses from the participants regarding a particular situation or phenomenon, they have experienced related to their experience" (McIntosh & Morse, 2015). Semi-structured interviews were suitable for several responsibilities, particularly when the researchers need more than a few of the open-ended questions that require follow-up queries (Newcomer et al., 2015).

The interview was adapted from the study by Bahri (2016) entitled Google Translate as a supplementary tool for learning Malay: a case study at University Sains Malaysia. Interviews session were conducted in two meetings to obtain more detailed data. The interview in this research also conducted by using mobile phone to record the voice in the form of auido

recording with the participants to get the data. The questions attempted to gain data about the participants' knowledge of GT used in English learning. To avoid misunderstanding and to make the participants answered the questions more easily, the questions were delivered in Bahasa Indonesia. The data in this interview used 2 theories. Firstly by Newmar's theory, it is about knowledge, that translating using technology must know about the technology to be used. Secondly, Alhaisoni & Alhaysony's theory, their theory included 2 aspects; there are cognitive aspects and comprehension aspects of using GT.

D.   Data Analysis

The data from the semi-structured interview were processed and analyzed by using thematic analysis. According to Elsa & Kongthon (2006), "Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within the data. It minimally organizes and describes your data set in (rich) detail." This method is simply used for those who are new to qualitative research.

There were 6 phases of thematic analysis proposed by Braun & Clark (2006) as follows:

A.   Familiarizing with the data

In this research, the data were taken from the results of the interview. The data were transcribed from the interview.

Table 3.1. *Familiarizing the data*

Profile	Data Item
R	First, let me introduce myself, my name is Shofia Nur Afidah. So today, I want to do an Interview about using Google Translate. If I may know who is your name?
P1	"My Name is A ."
R	"Yeah .. okay, what do you think about learning English, is it difficult or easy?."
P1	"Sometimes it's easy, sometimes it's hard, so (uh ..) at most I have to understand the vocabulary."
R	"difficult and easy, like what?."
P1	"Yes, sometimes some are easy, some are difficult, some are understood quickly, some are loading too long like I don't understand the use of tenses."
R	"In your opinion, sometimes it's difficult, sometimes it's easy, then do you often involve the Google Translate application in your learning process?"
P1	Yes, I often use the Google translate application

B. Generating initial codes

It is started by coding the situation through highlight in different colors and naming the kind of situation. In this phase, the researcher coded all of the data and identified whether there was the same code or not, and whether they are relevant or not.

Table 3.2. *Generating Initial Codes*

Profile	Data Item	Initial Code
P2	The words that make me confused or the words that I can't understand, for example, The difficult vocabulary and pronounciation, so I	Ease of language learning

> often open Google Transalate to help find vocabulary that I don't know and listen how to pronounce it.

C. Searching for themes

In this phase, the researcher analyzed the code of the data and then classified it into themes

Table 3.3. *Searching for themes*

Themes	Codes
Benefits of using Google Translate	Ease of language learning
	Practicality in its use
	Interesting Features
	Affect on students' language skills
	Minimal data usage
Weaknesses of using Google Translate	Signal Problem
	Less accurate
	Features Limitation

D. Reviewing themes

The researcher reads all data for each theme to know the appropriateness

Table 3.4. *Reviewing potential themes*

Benefits of utilizing Google Translate in Learning English
Easy to Operate the System
Helping in English Learning

Improving Students English
Related weaknesses of utilizing Google Translate in EFL context
Weaknesses in a Language Context
Intenet Connection as a weakness of using Google Translate

E.   Defining and naming the themes

          The researcher defined what the theme was for each data that has been highlighted and those became the findings of this study; those show the EFL students' use of Google translate in EFL Context.

Table 3.5. *Defining and naming themes*

Defining and naming themes
1. **Benefits of utilizing Google Translate in Learning English**
2. **Related weaknesses of utilizing in EFL context**

F.   Producing the report

          This phase is the final opportunity for analysis. The researcher selects the appropriate statements that convey the core theme or essence of the themes from the interviews and the researcher reports what is obtained from this research.

E.   Research Schedule

This research has been conducted in one of the Senior High School in Tasikmalaya, west java, Indonesia.

Table 3.7. *Table Research Schedule*

No	Steps	Nov – Des 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	Ma - Sept 2020	Oct 2020	Nov 2020	Dec 2020
1	Research Proposal Writing	■	■	■	■					
2	Research Proposal Examination					■				
3	Data Collection						■			
4	Data Analysis						■			
5	Report							■		
6	Comprehensive examination								■	
7	Thesis Examination									■