

CHAPTER 3

RESEARCH METHODOLOGY

A. Research Design

The research method used in this study was qualitative with a case study design. A case study allows the researcher to investigate a current phenomenon thoroughly within its real-world context, particularly when the distinction between the phenomenon and its context is unclear (Yin, 1994). This method provides detailed and profound insights that other methods might not capture, offering an understanding of the complex interactions that shape the participants' experiences (Abeywickrama, 2010).

A descriptive case study gives a contextualized and rich description of the entity being investigated (Nunan et al., 2009). In this study, the descriptive approach aimed to document how students perceive the role of ChatGPT in helping them organize ideas for academic writing.

B. Setting and Participant

This study was conducted at a university in Tasikmalaya, specifically in the English Language Education Department for the class of 2021. The English Language Education Department was chosen because of its relevance to the research topic, which investigated how students in this department use ChatGPT to assist in organizing ideas for academic writing.

This study involved two students from the English Language Education Department at a university in Tasikmalaya. The participants are from the academic year of 2021. These two participants were selected based on their experience using ChatGPT intensively in the process of organizing ideas, especially at the prewriting stage such as creating outline and key points to structure writing, not for other purposes such as generating full text, grammar checker, looking for references, etc.

This approach enables the research to focus on participants who have actively engaged with ChatGPT. This means they have used ChatGPT consciously and repeatedly to help them organize ideas in their academic writing. By selecting participants who had direct and meaningful experiences, researcher ensured that the

findings accurately reflect the role of this technology in organizing ideas for the academic writing process.

C. Data Collection

Data collection was conducted through semi-structured interviews and document analysis. A semi-structured interview allows the researcher to gather more detailed information and evidence from the participants while carefully assessing the objective of the study (Ruslin et al., 2022). This approach ensures that the interviews remain focused on the research themes while giving participants space to express their thoughts freely (Qu & Dumay, 2011). This interview format allowed for an in-depth exploration of student's experiences and perceptions regarding ChatGPT's role in academic writing. The flexibility of semi-structured interviews enabled the researcher to ask open-ended questions while keeping the discussion focused on key topics, following the Technology Acceptance Model (TAM) framework.

The interviews were conducted online via Zoom, based on participant availability. Zoom was an alternative to overcome time and distance constraints without reducing data quality. At each session, participants were asked to sign a consent form and were reminded of the confidentiality of their data. Interviews were recorded (with participants' permission) and transcribed for data analysis. Each session is about 15 minutes. The interviews offer in-depth qualitative insights into students' perceptions of ChatGPT's role in helping them organize ideas for academic writing.

In addition to semi-structured interviews, data collection was also conducted using document analysis, a systematic approach to analysing or evaluating documents, including printed and electronic information (computer-based and sent via the internet) (Bowen, 2009). Furthermore, Bowen (2009) explained that document analysis requires data to be evaluated and interpreted to obtain meaning, understanding, and empirical knowledge development. According to O'leary (2004), there are three main types of documents:

1. Public Documents

Official and ongoing records of organizational activities, such as annual reports, policy manuals, strategic plans, student transcripts, mission statements, and syllabi.

2. Personal Documents

Individuals' first-hand accounts of actions, experiences, and beliefs, such as emails, calendars, blogs, diaries, reflections/journals, incident reports, and photo albums, etc.

3. Physical Evidence

Physical objects found in the research environment (often referred to as physical evidence), such as posters, brochures, agendas, guides, and training materials.

In this research, the researcher used personal documents containing academic participants' academic writing before and after using ChatGPT. The academic writing document before using assistance from ChatGPT was in the form of a discussion essay and the academic writing document after using assistance from ChatGPT was in the form of a tentative research proposal. The selection of these documents was intended to investigate changes in the organization of ideas, including logical flow and inter-paragraph connections. Analysis of these documents was conducted to complete the findings from the interviews, thereby providing a more comprehensive overview of the influence of ChatGPT in assisting with the organization of ideas in academic writing.

Furthermore, there are eight steps offered by O'leary (2004) to obtain data as follows:

1. Gather relevant texts
2. Develop an organization and management scheme
3. Make copies of the originals for annotation
4. Assess authenticity of documents
5. Explore the document's agenda, biases
6. Explore background information (e.g., tone, style, purpose)

7. Ask questions about documents (e.g., who produced them? Why? When? Type of data?)
8. Explore content

D. Data Analysis

Thematic analysis was applied to the interview data in this study to describe university students' perceptions of the role of ChatGPT in helping to organize ideas for academic writing. Thematic analysis, as outlined by Braun and Clarke (2006), is a method that identifies, analyzes, and reports patterns or themes in qualitative data. This method allows the researcher to describe key patterns based on students' perceptions. This analysis refers to the Technology Acceptance Model (TAM) by Davis (1989), which explains how students perceive technology based on two main factors, perceived usefulness, and perceived ease of use. By linking the interviews data with the TAM framework, the researcher can understand how students view ChatGPT as a media to help them in their writing process, particularly in terms of perceived usefulness and perceived ease of use.

According to Braun and Clarke (2006), the process of thematic analysis involves six phases:

1. Familiarization with the data

In this step, the researcher read the interview transcript to understand the data. This process helped the researcher to notice important points or patterns before starting coding.

2. Generating initial codes

The researcher highlighted important parts related to student perceptions about using ChatGPT and code the relevant data. This process was guided by Technology Acceptance Model (TAM) concept, focusing on perceived usefulness and perceived ease of use.

Table 1. Generating Initial Codes

Perceived Usefulness P1	
Data	Initial Codes
... Nah, setelah itu untuk mengorganisasi ide-ide tersebut yang tadinya masih berantakan itu, saya menggunakan ChatGPT, seperti itu.	Organizing scattered ideas into a coherent structure

<p>Baik, untuk manfaatnya banyak sekali manfaat yang saya dapatkan ya. Pertama, dengan saya menggunakan ChatGPT itu, ketika saya mau menyusun ide-ide yang saya punya itu saya bisa menyusun dengan lebih cepat dibanding saya menyusunnya secara manual. Walaupun setelah saya dapetin jawaban dari ChatGPT itu, saya baca kembali gitu untuk memastikan. Kedua, dengan saya menggunakan ChatGPT itu, tulisan yang saya tulis lebih sistematis gitu lebih terstruktur. Jadi kalau dibaca itu satu sama lainnya itu saling menyambung gitu, enggak ada kayak gap dari sini tiba-tiba ke sini gitu.</p> <p>Dan selain itu juga menurut saya dengan saya menggunakan ChatGPT saya lebih merasa yakin gitu dengan tulisan saya. Jadi ketika saya mau mengumpulkan tulisan akademik, saya tidak merasa kayak, aduh tulisan saya tadi bagus gak ya gitu secara susunannya. Tapi saya merasa yakin dan merasa percaya diri gitu terhadap tulisan yang saya susun.</p>	<p>Organizing ideas faster</p> <p>Improving coherence of writing</p> <p>Building confidence in written work</p>
<p>Menurut saya dengan saya menggunakan ChatGPT itu sangat efisien ya, karena dengan ChatGPT, kita bisa langsung menanyakan nih kayak tolong susun Ide-ide yang saya punya. Dengan ide, satu ini, dua ini, tiga ini. Nah setelah itu, ChatGPT bisa langsung memberikan jawabannya gitu. Jadi tidak menunggu lama gitu. Jadi menurut saya sangat efisien secara waktu. ...</p>	<p>Time efficiency</p> <p>Fast responses</p>
<p>... Ketika saya sudah mendapat jawaban dari ChatGPT, saya tidak langsung mengcopy pastenya.</p> <p>.... Jadi saya perlu untuk membaca terlebih dahulu lalu memikirkan Kembali, apakah memang betul-betul sudah sistematis dan logis berdasarkan pemahaman saya. Dan jika merasa sudah logis, maka biasanya saya akan langsung untuk mengerjakannya.</p>	<p>Developing critical thinking</p>

Namun, jika ada hal-hal yang menurut saya ada yang belum logis biasanya saya mengimprove kembali gitu, seperti itu sih.	
Perceived Usefulness P2	
Data	Initial Codes
... ChatGPT ini responnya terbilang cukup cepat sehingga enak untuk diajak berdiskusi mengenai ide gitu.	Fast responses
Untuk manfaatnya ada, pasti ada. Cuma tidak sebesar yang saya ekspektasikan, karena ya balik lagi, AI ya AI robot tidak seenak berdiskusi dengan manusia. Mungkin lebihnya hanya itu, kecepatan tanggapnya. ...	Fast responses
Dari segi efisiensi ya, ChatGPT ini cukup efisien apabila digunakan untuk brainstorming atau menyusun ide-ide dalam kurun waktu yang singkat. ...	Time efficiency
... Tapi mungkin kalau jangka waktunya yang cukup lama, saya ya dengan kehati-hatian lebih meninjau ulang lagi gitu dari segi kredibilitas datanya dan juga isi kontennya gitu. Sehingga tulisan akademik Saya tidak apa ya, tidak acak-acakan gitu.	Developing Critical Thinking
Kalau pengaruh positifnya ya, mungkin terhadap hasil tulisan saya dan ide-idenya, mungkin saya jadi mudah menemukan banyak ide gitu. Dari segi kuantitas idenya gitu. Banyak ide untuk penulisan saya. Namun mungkin untuk dampak negatifnya dari segi kualitasnya, ...	Enhancing quantity of ideas Poor writing quality
Untuk penulisan akademik, sebenarnya ada kesulitan muncul di referensi ya. Karena penulisan akademik itu ya pasti membutuhkan banyak referensi kredibilitasnya juga harus bagus ya harus kredibel gitu. Sementara, ChatGPT hanya seperti yang penting ada informasi yang disajikan mau kredibel atau tidak sumber datanya, mungkin seperti itu.	Lack of source credibility

Perceived Ease of Use P1	
Data	Initial Codes
... Berdasarkan pengalaman saya menggunakan ChatGPT itu sangat mudah dan saya merasa takjub dengan fitur-fitur yang diberikan ChatGPT. Saya bisa menanyakan apapun terkhusus untuk menanyakan organisasi ide-ide yang saya punya.	User friendly and impressive
... Jadi saya merasa tidak ada kesulitan besar yang saya hadapi, karena menurut saya ChatGPT itu mempunyai tampilan atau interface yang mudah dipahami gitu. Jadi ketika saya sudah berada di tampilan ChatGPT, saya bisa dapat langsung mengetahui, saya bisa tanya di bagian mana, lalu kayak jawabannya nanti akan muncul gimana gitu. Terus kayak side bar nya atau fitur-fitur lainnya itu ada di mana tuh mudah untuk saya cari gitu.	Interface clarity and ease of navigation
Jika ditanyakan konsisten atau tidak itu, ketika saya menanyakan di side bar yang sama, itu kebanyakan jawabannya konsisten. Cuman kadang kalau saya menanyakan lagi di side bar baru yang berbeda, kadang jawaban ChatGPT itu suka apa ya, berbeda dengan yang sebelumnya gitu. Cuman berdasarkan pengalaman saya, gimana caranya untuk dapetin jawabannya konsisten dari ChatGPT itu dengan memberikan perintah yang lebih spesifik gitu. Jadi jangan hanya sekedar tolong organisasikan ide-ide yang saya punya tapi harus lebih spesifik gitu.	Consistency within same thread Inconsistency across session Prompt specificity
Perceived Ease of Use P2	
Data	Initial Codes
Untuk responnya terbilang cepat, namun terkadang tidak konsisten. ...	Inconsistency across session
Untuk promptnya mungkin saya mengingatkan kembali ChatGPT nya,	Prompt specificity

seperti “bisakah kitakembali ke percakapan yang sebelumnya” nah habis itu dia menjawab kayak make sure pertanyaannya “Apakah topik yang A atau yang B” gitu. Nah dari sana saya mengarahkan ke topik A.	
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Table 2. List of Initial Codes and Their Frequency

No	Initial Codes	Total
1.	Organizing scattered ideas into a coherent structure	2
2.	Organizing ideas faster	4
3.	Improving coherence of writing	3
4.	Building confidence in written work	3
5.	Time efficiency	3
6.	Developing Critical Thinking	2
7.	Fast responses	5
8.	Enhancing quantity of ideas	2
9.	Poor writing quality	2
10.	User friendly and impressive	4
11.	Interface clarity and ease of navigation	2
12.	Consistency within same thread	2
13.	Inconsistency across session	2
14.	Prompt specificity	3
15.	Lack of source credibility	2

3. Searching for themes

After generating initial codes, the researcher grouped similar codes to find main themes that reflect students' views about ChatGPT in organizing ideas. This process involved reviewing codes for similarities and connections to identify broader concepts that could represent themes from the data.

Table 3. Searching for Themes

Initial Codes	Potential Themes
Organizing scattered ideas into a coherent structure Organizing ideas faster Enhancing quantity of ideas	Organizing and enhancing ideas
Improving coherence of writing Building confidence in written work Developing Critical Thinking	Writing efficiency and confidence support

Time efficiency	Ease of use and interaction
Fast responses	
User friendly and impressive	
Interface clarity and ease of navigation	
Prompt specificity	Limitations of ChatGPT performance
Consistency within same thread	
Poor writing quality	
Inconsistency across session	
Lack of source credibility	

4. Reviewing themes

The researcher reviewed the themes to ensure the relevance of the data to the research focus. This involved checking that the themes matched what was coded and the overall data set.

Table 4. Reviewing Themes

Potential Themes	Themes
Organizing and enhancing ideas Writing efficiency and confidence support	Idea development and writing support
Ease of use and interaction	Ease and experience of use
Limitations of ChatGPT performance	Drawbacks of ChatGPT

5. Defining and naming themes

The researcher analyzed each theme to define its focus and scope. Each theme was then given a meaningful name that reflects its core idea.

Table 5. Defining and Naming Themes

Themes	Definitions
Idea development and writing support	Describes how students' perceptions of ChatGPT to help them organize ideas more quickly, structured, and logically in academic writing. ChatGPT helps to improve the quality of writing by providing suggestions, making the prewriting process more efficient and effective.
Ease and experience of use	Reflects how students experience interacting with ChatGPT,

	highlighting its user-friendly interface and how easily students can create and refine content through clear and specific prompts.
Drawbacks of ChatGPT	Describes limitations of ChatGPT, including inconsistent and the low quality of responses that produced by ChatGPT.

6. Writing the research report

The researcher prepared a research report explaining findings about how ChatGPT helps students organize ideas in academic writing.

The thematic analysis of the interview data has been completed, and the next stage is document analysis. This analysis focuses on two types of academic writing produced by the participants. First, discussion essays written before or without using ChatGPT, and second, tentative research proposals written after or with the help of ChatGPT. To explain the document analysis procedure, the researcher uses one example document from each category as an illustration. As previously explained, there are eight stages for obtaining data according to O'leary (2004), including:

1. Gather relevant texts

Researcher collected two main documents from participants. The first document was a discussion essay written without the help of ChatGPT. The second document was a tentative research proposal written with the help of ChatGPT during the idea organization stage. To explain the document analysis procedure, the researcher used one example document from participant 1 based on each category as an illustration. The document from participant 1 was selected because it representatively included two writing contexts, without and with ChatGPT assistance. This enables a clear comparative analysis of ChatGPT's role as a media for organizing ideas in academic writing.

2. Develop an organization and management scheme

To maintain data consistency, researcher created a file management system by creating folders based on the number of participants. In the

“Participant A” folder, two separate subfolders were created and named “Discussion Essay - Before ChatGPT” and “Tentative Research Proposal - After ChatGPT.” This method was applied to both participants, making it easier for researcher to track the document sources during the analysis process.

3. Make copies of the originals for annotation

After collecting the relevant documents, the next step is to make copies of them. This process aims to ensure that researchers have secure and separate access to the original documents, so that they can annotate and analyze them without damaging or altering the original content. In this way, researchers can maintain the integrity of the original documents while conducting in-depth analysis of the content and structure of the copied documents.

4. Assess authenticity of documents

Before conducting an in-depth analysis of the documents “P1 Before ChatGPT” and “P1 After ChatGPT,” a crucial step that must be taken is to ensure the authenticity and integrity of both documents. Authenticity is confirmed through a brief interview with the participant (P1) to verify various important aspects of the collected documents. This process includes verifying document ownership, the context in which it was written, and the use before and after ChatGPT. The following is the confirmation interview process that was conducted:

Table 6. The Expert of Authenticity of Documents

Expert	Aspects	Transcript of Interview
P1	Verifying document ownership	<i>Iya betul 2 dokumen yang saya kirimkan itu adalah sepenuhnya karya saya.</i>
	Before and after the use of ChatGPT	<i>Iya betul, dokumen yang pertama itu saya buat tanpa menggunakan chatgpt terlebih dulu ketika mengerjakan esai tersebut saya belum mengenal chatgpt, dan untuk dokumen yang kedua itu saya sudah</i>

		<i>menggunakan chatgpt untuk mengorganisasikan ide.</i>
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5. Explore the documents agenda, biases

The discussion essay document aims to convey the importance of the internet in everyday life, as well as its positive and negative impacts. Although the author emphasized the benefits of the internet, the author also recognized the risks, such as online fraud and personal information leaks. Meanwhile, the tentative research proposal document aims to investigate the effectiveness of Grammarly as a tool for academic writing. The author not only highlights the positive perception of using Grammarly, but also identifies the challenges that students face in using Grammarly.

6. Explore background information (e.g., tone, style, purpose)

The writing style in discussion essay documents used a narrative style to describe how the internet has become an important part of everyday life. In this way, readers can feel the relevance and impact of the internet in a broader context. In addition, the descriptive style is also seen in the use of concrete examples, such as the use of Zoom and Google-Meet platforms in education, as well as applications such as Go Food to meet daily needs. These examples help readers understand the practical benefits of the internet. The purpose of this discussion essay is to give a comprehensive understanding of how the internet has influenced various aspects of life. By presenting information narratively, the document attempts to engage readers' attention and make the arguments more relatable. However, while this writing style can make the writing feel more personal, there are drawbacks in terms of structure and organization. The transitions between ideas often feel disjointed, which can confuse readers.

On the other hand, in a tentative research proposal, the use of more technical and academic language, as well as a clear structure with well-defined sections, creates a logical flow and makes it easier for readers to follow the arguments presented. The aim is to present a systematic and in-depth study of the effectiveness of Grammarly, as well as to provide useful

insights for students and educators. The formal writing style indicates this research.

7. Ask questions about documents (e.g., who produced them? Why? When? Type of data?)

In the process of document analysis, it is important to ask in-depth questions about when and why the document was created. Researchers ask authors about the specific time when the document was written and the purpose of writing, whether it was related to academic assignments, research projects, or personal needs. These questions aim to understand the context behind the writing, which can provide further insight into the writing of the document.

Table 7. The Expert about the Documents

Expert	Aspects	Transcript of Interview
P1	When	<i>Untuk pembuatan discussion essay itu saya buat pada saat mengontrak mata kuliah CRW pada saat saya semester 3, dan untuk pembuatan tentative research proposal itu ketika saya berada di semester 7</i>
	Purpose	<i>Discussion essay dulu saya buat untuk salah satu tugas di mata kuliah CRW, dan tentative research proposal saya buat pada matkul RPS yang dimana sebelum bisa membuat proposal diharuskan terlebih dahulu membuat tentative.</i>

8. Explore content

The data exploration process aims to delve deeper into the content of the collected documents, with a focus on the organization of ideas. By digging deeper, researchers can identify strengths and weaknesses in the organization of ideas, which can then be used to provide recommendations for improvement or to understand how writers achieve their communicative

goals. This process not only helps in the analysis of specific documents, but also provides broader insights into effective writing practices.

Table 8. Analysis of Participants' Academic Writing Without the Use of ChatGPT

Type of Academic Text	Content	Relation to Organizing Ideas
Discussion essay	Internet stands for Interconnected-Networking which is a series of computers connected in several circuits. Internet is a necessity for everyone, the internet makes everything easy, many daily activities use the internet, such as school, work, even to meet basic needs such as ordering food also requires the internet. many people think that from internet having a positive impact the internet also has a negative impact.	Attempts to combine definitions, examples, and thesis statements in one paragraph, but the flow is somewhat disjointed (definition → example → opinion → contrast between positive/negative without clear transition).
	On the one hand, there are many people who think that internet has many positive effects, ... they need the internet, for example with zoom, G-meet, Classroom, learning can run well, without having to meet face to face, other examples in looking for a job we don't need to read newspapers again as before, now there is google or other internet facilities to make it easier. During the corona virus, causing all activities to be carried out	It opens with the signal "On the one hand" (good for separating pros and cons), then presents various examples. However, the ideas are mixed without clear grouping (work & education are mixed with entertainment & secondary needs).

	<p>at home, and without the internet it will not work, ... Besides that the internet also fulfills our secondary needs, for example if we want to take a break from work or college assignments, we can watch a movie, then if we want to eat, then we don't need to leave the house, just use GoFood or other applications, therefore the internet very useful for human life.</p>	
	<p>On the other hand, many people think that internet has negative effects, many applications or sites require users to fill in personal information. If this information is misused, of course it will endanger the owner of the information, this can leak our identity so that online fraud, hacking often occurs, besides that the existence of the internet can damage mentality such as the number of hoaxes, game addiction, or other things. From January to October there were 1,018 Indonesian citizens who were exposed to online fraud, this of course caused many people to suffer losses.</p>	<p>The transition signal "On the other hand" is appropriate, but the structure of the argument is not layered (data theft and mental impact are mixed in one long sentence).</p>
	<p>In conclusion, social media has negative and positive effects. The positive impact in terms of schooling or work is</p>	<p>Reiterates the main points, but the sentences are long and dense, so the conclusion feels</p>

	that there are many facilities that can be used to make it easier, and also to make all human needs quickly fulfilled. The negative impact can make humans experience losses such as online fraud, hacking, or the circulation of hoaxes or addiction to games or other applications, which can interfere with mental health. then it can be concluded that the internet will have a positive impact if we do it well, likewise if we use it unwisely it will have a negative impact, and so that we are always safe using the internet, be careful when using passwords, and be careful if you find a suspicious site.	repetitive rather than effectively summarizing the core argument.
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Table 9. Analysis of Participants' Academic Writing with the Use of ChatGPT

Type of Academic Text	Content	Relation to Organizing Ideas
Tentative research proposal	Academic writing is essential for students in various aspects, such as completing assignments, writing research reports, and composing essays. Writing is often considered a difficult English skill, often perceived as more complicated compared to other language skills (Putri et al., 2024). There	The structure is general statement → specific problem (grammar) → technological solution (Grammarly). It is clear and logical.

	<p>are three aspects that make teaching and learning writing difficult; One of them is that students struggle with applying correct grammar (Cauring et al., 2023). Technological advancements have made many things easier, including the availability of Grammarly, which helps detect and correct grammatical errors during the writing process. Grammarly is a tool that can identify and recommend corrections for spelling, punctuation, and grammar mistakes (Tinapay Cebu Roosevelt et al., 2023).</p>	
	<p>Many students face challenges in academic writing related to grammatical errors and a lack of time for revisions. Grammarly provides a solution to these challenges by automatically correcting errors and saving time in the editing process. Investigating the effectiveness of Grammarly in academic writing can provide insights into how this tool contributes to improved academic writing skills. This research not only helps to understand how Grammarly affects writing quality but also offers valuable information to students</p>	<p>Problem → solution → research objective. Orderly and easy to follow.</p>

	and educators for optimizing the use of Grammarly.	
	Several studies have investigated online grammar checkers and writing skills. ... In contrast, this study will focus on Grammarly as a specific online grammar checker. Moreover, while the previous research employed a quantitative method, this study will utilize a qualitative method.	It opens with a brief review, then highlights the differences in focus and methods.
	<p>... Grammarly is accessible through a web-based application, and mobile app (Cauring et al., 2023). Evaluating Grammar checkers by researching students' perceptions of using online grammar checkers in academic writing is essential because students have different interpretations and understandings (Oktaviani et al., 2022). ...</p> <p>This study will employ the Technology Acceptance Model (TAM). ... TAM 1 is chosen because of its focus on Perceived Usefulness and Perceived Ease of Use, which aligns with the aim of this study to investigate the basic perceptions of students regarding the effectiveness of</p>	Definition of each concept → explanation of TAM theory → reasons for choosing TAM 1. The sequence is quite systematic.

	Grammarly in academic writing. ...	
	This research will apply a descriptive case study design. ... detailed description of how EFL (English as a Foreign Language) students perceive the effectiveness of Grammarly as a specific online grammar checker. ...	Mention the design used, then move on to the benefits of that design.
	... The questionnaire will be conducted with closed-ended questions to obtain an overview such as the frequency of use, the effectiveness of Grammarly, ease of use and the impact of Grammarly on writing skills. This preliminary data will then be further explored through semi-structured interviews, which will provide a deeper understanding of the students' personal experiences and nuanced perspectives. ... Data analysis in this study will employ thematic analysis. ...	Explanation of questionnaire → interview → participant selection → data analysis. Sequential and easy to follow.
	The aim of this research is to investigate EFL students' perceptions toward effectiveness of Grammarly used in academic writing. Contribution: Theoretical use: ... Practical use: ... Empirical use: ...	Explanation of the questionnaire → interview → participant selection → data analysis. This structure makes the ideas logical, coherent, and interconnected, allowing readers to follow the flow without confusion.

