CHAPTER 3
RESEARCH PROCEDURES

3.1 Method of the Research

This study employed a descriptive case study research design. According to Creswell (2018), a case study is a qualitative approach where researchers explore detailed information about a program, event, activity, process, or individuals. These cases are defined by both time and activity, and researchers utilize multiple data collection methods to gather extensive information over an extended period. Additionally, a descriptive case study aims to characterize a phenomenon ("case") within its real-life context (Yin, 2017). Moreover, qualitative descriptive methods are especially suitable for junior researchers because of their flexibility and simplicity (Colorafi, 2016). is approach was appropriate for exploring the nuanced experiences and perceptions of individual teachers using ChatGPT in real classroom contexts. Through this method, the researcher aimed to gain deep insights into how English teachers perceive and experience the use of ChatGPT in their teaching practices.

3.2 Focus of the Research

This study investigated how Junior high school English teachers in Tasikmalaya perceive and experience using ChatGPT as an AI tool in English Language Teaching. It specifically looked at the advantages, challenges, and ways ChatGPT is integrated into classroom practices..

3.3 Setting and Participants

This study was carried out at SMPN 11 Junior High School in Tasikmalaya, West Java, Indonesia. The schools were intentionally chosen because they had begun integrating artificial intelligence tools into classroom activities, especially in English language learning. The increasing use of AI in these schools provided a fitting context to examine how ChatGPT is being utilized as an instructional aid. Additionally, initial observations and informal discussions with teachers suggested that AI usage in teaching developed naturally, driven by students' curiosity and the need for more efficient lesson planning. This situation

made the school and its teachers ideal for exploring their experiences and perceptions of using ChatGPT in English Language Teaching.

The study included three English teachers from the selected schools. To enable in-depth exploration and detailed qualitative analysis aligned with a case study approach, three participants were chosen. They comprised one female and two males with practical experience using ChatGPT in their teaching practices. Their demographic details such as age, gender, and years of teaching experience were considered relevant, as these factors can influence teachers' professional perspectives and familiarity with digital tools. Table 3 displays the demographic profiles and teaching contexts of the participants.

Table 3. 1 Demographic Participants

Participant Number	Age	Gender	Years of Teaching Experience
Participant 1	27	Male	6 Years
Participant 2	25	Male	2,5 Years
Participant 3	24	Female	4 Years

3.4 Technique of Collecting the Data

The researcher used semi-structured interviews via Zoom meetings and audio recordings to collect the data. Semi-structured interview was used because of its flexibility. It allows participants to freely express themselves and highlight specific areas of interest and expertise they believe they have. Its questioning technique comprehensively describes the phenomenon experiences (Dennis 2016).

Data collection was carried out through online interviews using Zoom with three teachers as the research participants. Prior to the interview, the participants were informed about the research purpose and procedures, and their consent was obtained. Each participant was interviewed twice to ensure depth and clarity of responses, with each session lasting approximately 15–18 minutes. The interview protocol was developed based on the Technology Acceptance Model (TAM)

proposed by Davis (1989), which served as the framework for constructing the interview questions related to perceived usefulness and perceived ease of use. The interview schedule was arranged based on the participants' availability.

To ensure the credibility and trustworthiness of the findings, data triangulation was employed. This process involved conducting follow-up interviews to clarify emerging themes and comparing the interview data with supplementary field notes taken during the sessions. In addition, theoretical triangulation was applied by interpreting the findings through relevant theoretical frameworks. These triangulation strategies helped validate the interpretations and enhance the reliability of the data analysis.

3.4.1   Technique of Analysing the Data

This study used thematic analysis to analyze the data. The researcher used this technique because thematic analysis is one of the data analysis methods to identify patterns or themes from the data obtained by researchers (Braun & Clarke, 2006). Therefore, by using this technique, the researcher could find answers to the research question based on the themes from the transcription of the interview results.

According to Braun and Clarke (2006), thematic analysis involves six phases;

1. **Familiarizing the data**.

In this first step, the researcher transcribed the data collected through interviews. After that, the researcher read the transcript several times over to familiarize himself with the data.

2. **Generating codes**

Following familiarization with the data, the researcher listed the initial thoughts about what was contained in the data and what appeared to be of interest. Subsequently, the data were categorized and coded in accordance with the focus of the study and the underlying theoretical framework.

Table 3. 2 Interview Transcript and Its Initial Codes

Data	Initial Codes
P1: Untuk saya pribadi cukup antusias ya., karena ternyata banyak guru juga yang menyambut positif juga yang saya rasakan pada penggunaan ChatGPT itu seperti asisten pintar. Dengan alat tersebut saya merasa terbantu dalam menyiapkan materi dan lain lain.	Attitude Towards ChatGPT
P1: untuk dikelas biasanya saya gunakan dalam mencari referensi bahan ajar atau membuat contoh soal latihan Misalnya untuk tema grammar tertentu, saya minta ChatGPT menyiapkan beberapa kalimat contoh dan latihan soal yang sesuai level. Saya juga menggunakan ChatGPT untuk membuat simulasi dialog dalam Bahasa Inggris yang bisa didiskusikan siswa. Bahkan saat menyusun RPP, saya bisa meminta ChatGPT merangkai kerangka tujuan, materi, metode, dan lain lain.	Creating Teaching Material
P2: Kalau untuk persiapan Mengajar kadang saya bertanya kepada ChatGPT untuk ide aktivitas kelas, membuat contoh untuk topik tertentu missal , atau bahkan membuat kerangka materi ajar yang menarik. Untuk percakapan sederhana saya pakai ChatGPT di kelas, lalu saya atau siswa terpilih mencoba melakukan percakapan sederhana dengan topik tertentu.	Find Ideas
P3: ChatGPT bisa bantu siswa belajar kapan aja dan di mana aja, tanpa harus selalu nunggu guru. Misalnya, mereka bisa minta penjelasan grammar, nyari contoh kalimat, atau latihan nulis langsung dari AIitu	Time Efficiency

ngebantu banget buat siswa yang mau belajar mandiri. Buat guru juga sangat terasa manfaatnya. Saya bisa hemat waktu dalam nyusun materi, cari contoh bacaan, atau bikin soal latihan. Kadang malah saya jadi punya lebih banyak ide kreatif karena bisa brainstorming sama ChatGPT dulu sebelum masuk kelas.

P3: Tapi di sisi lain, tetap harus ada kontrol dan pengarahan dari guru. Karena kalau nggak dibimbing, siswa bisa jadi terlalu bergantung atau salah paham dengan informasi yang diberikan. Jadi menurut saya, peran ChatGPT itu ibarat partner baru dalam kelas bisa sangat membantu, asal tahu batasan dan cara pakainya. Dan kalau dimanfaatkan dengan benar, bisa bikin pembelajaran jadi lebih menarik, efisien, dan sesuai dengan perkembangan zaman

Overreliance

Table 3. 3 Initial Codes and Their Frequency

No	Initial Codes	Total
1	ChatGPT Awarenes	3
2	Potential of AI in Education	3
3	Personalized Learning	6
4	Instant Feedback	1
5	Attitude Towards ChatGPT	3
6	Preparing Lesson Plan	8
7	Creating Teaching Material	14
8	Conversation Practice	5
9	Assesment	2
10	Students Feedback	3
11	Assitant Tools	8
12	Accuracy of Information	5

13	Privacy Data	2
14	Teacher's Training	4
15	Student-centered learning	1
16	Collaborative learning	2
17	Increased student motivation	4
18	Positive learning outcomes	2
19	Reading and Writing Skill	5
20	Students engagement	6
21	Time Efficiency	8
22	Academic Integrity	1
23	Overreliance	4
24	Policy and curriculum integration	1
25	Guidance and Ethical Use	5
26	Find Ideas	8
27	Plagiarisme	6
28	Expensive for premium feature	1
29	Work Efficiency	3

3. Searching for themes

This phase began after all the data had been initially coded and collated. At this stage, the researcher reviewed the different codes to identify patterns and relationships across the dataset. The process resulted in the development of potential themes and sub-themes, along with the collection of relevant data extracts associated with each theme.

Table 3. 4 Process of Searching for Potential Themes

No	Initial Codes	Potential Theme
1	ChatGPT Awareness	Teachers' Informal Exposure to ChatGPT and Mixed Initial Attitudes
2	Potential of AI in Education	
3	Attitude Towards ChatGPT	
4	Personalized Learning	ChatGPT as an Instructional Support Tool for Teachers
5	Instant Feedback	
6	Preparing Lesson Plan	

7	Creating Teaching Material	
8	Assessment	
9	Reading and Writing Skill	
10	Find Ideas	
11	Assistant Tools	
12	Conversation Practice	
13	Time Efficiency	Reducing Teacher Workload and Enhancing Student Engagement
14	Work Efficiency	
15	Student-centered learning	
16	Collaborative Learning	
17	Increased Student Motivation	
18	Positive Learning Outcomes	
19	Students Engagement	
20	Students Feedback	
21	Accuracy of Information	Academic Integrity, Overreliance, and Ethical Concerns
22	Privacy Data	
23	Academic Integrity	
24	Overreliance	
25	Plagiarism	
26	Expensive for Premium Feature	
27	Teacher's Training	Lack Awareness of Institutional Policy and the Need for Guidance
28	Policy and Curriculum Integration	
29	Guidance and Ethical Use	

4. Reviewing the theme

Once a set of initial themes had been generated, the next step was to examine their accuracy, coherence, and relevance to the research objectives. This phase required the researcher to revisit both the coded extracts and the broader dataset to determine whether the themes meaningfully represented the participants' perspectives. Reviewing themes at this stage was essential to avoid premature

conclusions and ensure that thematic boundaries were clearly defined and analytically defensible.

According to Braun and Clarke (2006), this phase involved reviewing and refining the candidate themes to ensure that they accurately represented the coded data and the dataset as a whole. During this process, some initial themes were found to lack sufficient supporting evidence or contained data that were too diverse, leading to their modification or removal. In several cases, two or more related themes were merged into a single, coherent theme, while others were divided into separate, distinct themes. By the end of this phase, the researcher had developed a clear understanding of each theme, its relationship to other themes, and the overall narrative conveyed by the data.

Table 3. 5 Process of Searching for Themes

Potential Themes	Themes
Teachers' Informal Exposure to ChatGPT and Mixed Initial Attitudes	Teachers' Acceptance of ChatGPT in English Language Teaching
ChatGPT as an Instructional Support Tool for Teachers	
Lack Awareness of Institutional Policy and the Need for Guidance	
Reducing Teacher Workload and Enhancing Student Engagement	Benefits and Challenges of Utilizing ChatGPT in English Language Teaching
Academic Integrity, Overreliance, and Ethical Concerns	

5. **Defining and naming themes**

Once a comprehensive thematic map of the data had been developed, the researcher proceeded to the fifth phase. At the end of this stage, it was essential to have a clear understanding of the nature and scope of each theme, including what each theme represented and what it did not. To ensure this clarity, the researcher

examined whether each theme could be concisely described in a few sentences, reflecting both its breadth and substance.

Table 3. 6 Defining and Naming Themes

No	Themes	Definition
1	Teachers' Acceptance of ChatGPT in English Language Teaching	This theme captures teachers' views, beliefs, and attitudes toward ChatGPT as a tool for English language learning, including how they perceived ChatGPT's usefulness and usage policy in supporting teaching practices and student learning.
2	Benefits and Challenges of Utilizing ChatGPT in English Language Teaching	This theme highlights the perceived advantages such as efficiency, creativity, and engagement, as well as the obstacles like accuracy issues, overreliance, and academic integrity of utilizing ChatGPT in ELT.

6. Producing the report

Phase six took place once all themes had been clearly defined and refined. This phase involved the final analysis and the process of writing the report. At this stage, the researcher conducted an in-depth interpretation of the themes to construct a coherent narrative that addressed the research questions. The analysis was integrated into the broader context of the study, ensuring that the findings were clearly presented as part of a case study illustrating the key issues under investigation.

Therefore, by using the stages above, the researcher will be very helpful in analysing the data that has been obtained from the data collection.

3.5 Steps of the Research

Table 3. 7 Steps of the Research

Steps	Descriptions
1	Identify current issues
2	Searching and deepening the contents of journals or books that are relevant to the issue to be researched
3	Determine the research topic to be researched
4	Continued to compile the research proposal starting from making the background of the study, literature review and research methodology
5	Collecting data using semi-structured interviews with willing participants
6	Transcribe the results of the interview to the written form
7	The results of the transcript were analysed using theory thematic analysis by Braun and Clarke (2006)
8	Complete the thesis

3.6 Time and Place of the Research

This research will be conducted in Tasikmalaya from 2024 until 2025.

Table 3. 8 Time and Place of the Research

Activities	Month														
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Mei	Juni	Juli	Aug	Sep	Oct	Nov	Dec
	2024								2025						
Research Proposal Writing	■	■	■	■											
Research Proposal Examination					■										
Data Collection						■	■	■							
Data Analysis										■	■				
Thesis Result Seminar												■			
Final Thesis Examination														■	■