CHAPTER 3
RESEARCH PROCEDURES

This chapter provided the methodology utilized to conduct the study. This chapter outlines seven parts of the research procedure, namely research design, research setting and participants, data collection technique, data analysis technique, research steps, time and place of research. More details are described below.

A. Research Design

The research design of this study uses a descriptive case study. According to Heale et al. (2018) cited in Gustafsonn (2017), descriptive case studies are a type of research methodology that is commonly used in the social and biological sciences. An in-depth investigation of an individual, a group of individuals, or a unit with the goal of generalizing over multiple units is known as a descriptive case study. This research uses a descriptive case study to explore students' perceptions of the writing benefits of using Google Translate in English learning. This approach aims to describe in detail the experiences, perspectives, and processes experienced by participants in using Google Translate in English lessons. Therefore, the researcher uses a descriptive case study with the aim of exploring in depth how using Google Translate benefits writing skills, through students' personal experiences. Furthermore, this study aims to capture the nuanced experiences of students in their educational environment by focusing on a specific school.

B. Research Setting and Participants

One of the junior high schools in Tasikmalaya, West Java, Indonesia, served as the site of the study. This school was selected because its pupils are accustomed to using Google Translate on their computers and mobile devices, and they frequently utilize GT in their English language writing process.

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Two junior high school students in class 8 at Tasikmalaya participated in this study. The ages of the two participants were 13 and 14. They were selected because both participants represented a number of students in the class who frequently use Google Translate as a translation tool. They also differed from the majority of students in the class and more willing to share their opinions with the researcher. Additionally, due to their readiness to participate in and assist with the researcher's endeavor. Once the participants were gathered, the researcher requested that they read, complete, and sign the interview consent form.

C. Data Collection

Semi-structured interviews were employed by the researcher to get the data and it was decided to adopt a semi-structured interview. According to McIntosh and Morse (2015), "it is designed to ascertain subjective responses from the participants regarding a particular situation or phenomenon, they have experienced related to their experience." Semi-structured interviews were effective for a range of tasks, particularly when the researchers wanted to ask a lot of open-ended questions that required follow-up questions (Newcomer et al., 2015). The semi-structured interview procedure in this study followed these steps: First, the researcher contacted the participants to confirm their participation in the study. Then, the researcher informed the participants that they were eligible based on the specified criteria. Second, the researcher obtained the participants' consent and confirmed their willingness to be interviewed. Then, the researcher provided the participants with a consent form and asked them to indicate their willingness to participate in the study by signing the form.

This research interview question was based on Self-Determination Theory in teaching English as a foreign language (EFL) context study by Deci and Ryan (2020). Three indicators with self-determination theory by Deci and Ryan (2020) serve as the foundation for developing the interview questions in this research concept, including relatedness, competence, and autonomy. In order to collect data, the interview in this study was also conducted utilizing a mobile phone to capture the participants' voices as audio using offline interviews. The purpose of

the questions was to gather information regarding the participants' familiarity with GT as it relates to learning English. The interview were presented in Bahasa Indonesia to prevent misunderstandings and to facilitate the participants' ability to respond to them. The first interview was conducted on August 3, 2025, and the second interview was conducted on August 3, 2025. The first interview lasted approximately 7 minutes, and the second interview lasted approximately 8 minutes. During the interviews, the researcher began by introducing herself, explaining the purpose of the interview, and obtaining the participant's consent to record the interview if necessary. Then, open-ended questions were asked throughout the interview, and the researcher actively listened and followed up with additional questions to gather detailed insights. Finally, the researcher summarized the discussion, expressed gratitude to the participant, and closed the session. The interviews were conducted in Indonesian, which is the first language of both the researcher and the participants to avoid misunderstandings. After the interviews, the researcher transcribed the recorded interviews using thematic analysis.

D. Data Analysis

A thematic analysis based on Braun and Clarke (2006) was used to examine the interview data. Thematic analysis is a good starting point to start for people who are new to qualitative research and are pertinent to a lot of topics in the perioperative situation (Jowsey et al., 2021). Thematic analysis is a qualitative method that involves identifying, analyzing, and reporting patterns (themes) in data. This method allows researchers to organize and describe data in detail by examining classifications and recurring themes that emerge, helping to uncover underlying meanings and insights relevant to the research (Braun & Clarke, 2006). Therefore, by applying this framework, researchers were able to investigate students' perceptions of the benefits of writing skills using Google Translate in English language learning.

The researcher applies the six thematic analysis phases, which are as follows:

1. **Familiarizing the data**

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

2. **Generating Initial Codes**

   During this phase, the researcher initiated the organization of the data by assigning symbols or markers that aligned with the objectives of the study. The researcher utilized a coloring technique to distinguish various aspects identified by the participants, which resulted in the creation of initial codes.

Table 1. *Generating Initial Codes*

Extracts	Initial codes
"Emm.. bisa. Google Translate sangat membantu saya untuk mengerjakan bahasa Inggris dan mudah digunakan aplikasi ini sangat memudahkan kita dalam belajar bahasa Inggris"	Ease of use of the application
"Google Translate sangat membantu saya untuk mengerjakan bahasa Inggris dan mudah digunakan dan juga cukup populer dian.. diantara siswa-siswi SMP"	The popularity of the application
"Motivasi saya, aplikasi ini sangat memudahkan kita dalam belajar bahasa Inggris, dan dominan benar ketika diserahkan untuk dinilai"	Confidence to be assessed
"Kita tinggal masuk google translate, dan mengtranslatekan soal tersebut"	Procedures for use
"Saya menikmati aplikasi ini dengan cara menggunakan nya disaat saya kesulitan mengerjakan tugas bahasa Inggris"	Enjoyment with the application
"Sangat membantu, karena memudahkan kita dalam bahasa Inggris kadang sedikit tidak	Problems in using

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akurat.. walaupun kadang sedikit tidak akurat"	the application
"Untuk belajar bahasa asing, aplikasi ini memotivasi saya untuk bisa belajar lebih dalam bahasa Inggris"	Intrinsic motivation to learn English
"Yang saya pelajari dalam menggunakan aplikasi tersebut yaitu bahasa Inggris seperti kosakata dan teks-teks cerita dan sebagainya."	Improvement in English writing skills
"Dengan cara menulis ulang yang ada di aplikasi tersebut di buku saya"	Development in English writing skills

The researcher identified nine initial codes, each representing different aspects highlighted in the participants' interview transcriptions. These codes encapsulated various themes and patterns observed in the data, providing a comprehensive framework for further analysis and interpretation of the participants' experiences and insights.

Table 2. *Calculating initial codes*

NO.	Initial Codes	Total
1.	Ease of use of the application	12
2.	The popularity of the application	2
3.	Confidence to be assessed	3
4.	Procedures for use	5
5.	Enjoyment with the application	2
6.	Problems in using the application	3
7.	Intrinsic motivation to learn English	1
8.	Improvement in English writing skills	4

9.	Development in English writing skills	7

3. Searching for themes

In the next step after generating initial codes, the researcher categorizes them into potential themes based on their characteristics.

Table 3. *Searching for themes*

Initial Codes	Potential Themes
Ease of use of the application	The Ease of Using Google Translate in English Learning
The popularity of the application	Google Translate's Popularity among Students
Confidence to be assessed	Fostering Students' Confidence
Procedures for use Enjoyment with the application	Students' Understanding of Using Google Translate
Problems in using the application Intrinsic motivation to learn English	Emotional Shifts Sustain Students' Intrinsic Motivation
Improvement in English writing skills Development in English writing skills	Enhancing English Writing Skills in Google Translate

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4. Reviewing themes

After categorizing the themes, the researcher reviewed the themes that had been categorized to confirm there were no misplacements that caused incoherent data. The purpose of this phase was to identify necessary theme revisions and avoid classification errors that could result in inconsistent data.

Table 4. *Reviewing themes*

Potential Themes	Themes
The Ease of Using Google Translate in Learning English Google Translate's Popularity among Students Fostering Students' Confidence	The Ease and Popularity of Using Google Translate to Foster Students' Confidence in Autonomous Learning
Students' Understanding in Using Google Translate Emotional Shifts Sustain Students' Intrinsic Motivation Enhancing English Writing Skills in Google Translate	Understanding of Using Google Translate Supports Students' Intrinsic Motivation

5. Defining and Naming Themes

The fifth step involves defining and naming themes by conducting and writing a detailed analysis, recognizing the story that each theme tells, and considering how each theme links the overall story of the entire data to the research questions.

Table 5. *Defining and Naming Themes*

Themes	Sub-Themes
The Ease and Popularity of	The Ease of Using Google

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Using Google Translate to Foster Students' Confidence in Autonomous Learning	Translate in Learning English
	Google Translate's Popularity among Students
	Fostering Students' Confidence
Understanding of Using Google Translate Supports Students' Intrinsic Motivation	Students' Understanding of Using Google Translate
	Emotional Shifts Sustain Students' Intrinsic Motivation
	Enhancing English Writing Skills in Google Translate

6. 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. Time and Place of the Research

This research was conducted at a junior high school in Tasikmalaya, West Java, Indonesia from August 2024 to December 2025. The preparation phase, including proposal writing and developing interview questions, began in August 2024. Data collection through participant interviews was conducted in July 2025, followed by data transcription, coding, and thematic analysis from July 2025 to August 2025. The final phase, which included the completion of the thesis, was conducted in December 2025.

Table 6. *Research Timeline*

Activities	Month										
	Agt 2024	Sep 2024	Oct 2024	Nov 2024	Dec 2024	Jul 2025	Agt 2025	Sep 2025	Oct 2025	Nov 2025	Dec 2025
Research Proposal Writing	███	███	███	███							
Research Proposal Examination					███						
Data Collection						███					
Data Analysis						███	███				
Writing a research report								███	███		
Thesis result seminat										███	
Thesis examination											███