# CHAPTER III
# RESEARCH PROCEDURES

This chapter presents the methodology employed in this study. It described seven parts of research procedures, namely research method, setting and participant, data collection, data analysis, steps of the research, and research schedule

## A. Method of the Research

This study was conducted using a qualitative approach and used a descriptive case study as the research design. According to Yin (2018) case studies provide a rich and realistic way to understand a phenomenon because they allow researchers to look deeply into what people experience in their real contexts. For this study, such an approach is important because the negative impact of AI on students cannot be captured by numerical data alone. They need to be explored directly in real learning environments where students use AI in their English tasks.

As a result, this approach is ideal for conducting in-depth investigations into specific phenomena and producing comprehensive results. Therefore, this approach is utilized to investigate students' perceptions of the negative effects of artificial intelligence in higher education.

## B. Focus of the Research

This research focused on exploring negative impact of artificial intelligence on English language learning.

## C. Setting and Participants

This research was conducted at a university in Tasikmalaya, Indonesia, where the integration of Artificial Intelligence (AI) in academic activities had become increasingly common, particularly among students in the English education

department. The setting was chosen because AI tools were widely used in classroom tasks, such as writing assignments, translation exercises, and reading comprehension activities. This context is relevant for exploring students' perceptions of the negative impacts of AI in English language learning.

The participants in this study were three English education students selected through purposive sampling based on criteria aligned with the research aims. First, participants were required to be regular users of AI tools, such as ChatGPT, Grammarly, or Google Translate, in their academic tasks. This ensured that each participant had sufficient exposure to AI and could provide meaningful insights related to its influence on their learning. Second, participants needed practical experience using AI for academic purposes, including completing assignments, improving writing quality, and assisting with reading comprehension. Finally, the participants were willing to openly share their experiences throughout the research process.

To recruit participants who met the criteria, the researcher used purposive sampling and began by identifying students use pre-interview in the English education department who were known to frequently use artificial intelligence (AI) in their academic work. The researcher then contacted these students directly and briefly explained the purpose of the study, what participation would involve, and how the data would be used. Students who expressed interest were asked to answer several follow-up questions to ensure they met the necessary criteria. Once their eligibility was confirmed, three students agreed to participate willingly. Before beginning data collection, each participant was informed about the anonymity of their responses. This process helped ensure that the selected participants were appropriately qualified for the study and capable of providing meaningful insights aligned with the research focus.

Before conducting the interviews, in order not to violate research ethics, participants were informed about what, why, and how the study was conducted. Participants were asked to sign a consent form indicating that they were participating

in the data collection process, including voice recording. In addition, participants' personal information is guaranteed confidentiality. Their names were disguised, such as P1, P2, and P3. This practice aligns with the view of experts who emphasize that anonymity and confidentiality are key ethical principles in qualitative research involving human participants (Wang et al., 2024).

## D. Data Collection

This study used semi-structured interviews to collect data. According to Naz et al. (2022) semi-structured interviews allow for in-depth exploration of the interviewee's opinions and ideas, particularly when dealing with difficult or sensitive topics. In addition, a semi-structured interview uses a mix of closed and open-ended questions, frequently with follow-up why or how questions. In addition, Newcomer et al. (2015) semi-structured interviews allow participants to answer questions as freely as possible, while researchers can investigate more in-depth responses to participants' perceptions. To ensure strong alignment with the study's theoretical foundation, the interview guide was developed based on Technological Determinism.

To collect data, interviews were conducted following clear step-by-step procedures. First, researchers scheduled interview times that were convenient for each participant. Before the interview began, the researcher explained the purpose of the study, reminded participants of their anonymity, and requested their consent to record the session. The interview then proceeded using a prepared guide, beginning with general questions before moving on to questions related to each theoretical principle. During the conversation, the researcher used probing questions to explore participants' answers in more detail. After the interview ended, participants were thanked for their time, and the recordings were transcribed for analysis.

## E. Data Analysis

For data analysis, this study uses thematic analysis. As defined by Braun and Clarke (2012) thematic analysis identifies and organizes patterns of meaning (themes) across a data set. This approach is especially useful for research focused on personal experiences, as it helps highlight the unique voices and perspectives of participants. By grouping similar ideas, thematic analysis makes it easier to identify underlying patterns and captures both what people say directly and the feelings or motivations behind their words.

There are six steps in the process of thematic analysis by Braun and Clarke (2012), including:

### 1. Familiarizing yourself with the data

In this step, the researcher transcribes the interview audio recordings into written text to fully understand the content and context.

### 2. Generating initial codes

In the second step, the researcher should use codes to identify and label data aspects that may be relevant to the questions. This coding procedure involved determining the type of situation and highlighting it with different colors to help in the identification of initial themes.

**Table 1.** *Generating Initial Codes*

| Extracts | Initial Codes |
|---|---|
| *Jadi, terkadang saya merasa kurang percaya diri dengan hasil yang saya kerjakan.* | Lack of Confidence without AI Assistance. |
| *Jadi kita itu intinya yang saya rasakan itu kita itu jadi malas membaca.* | Decline in Reading Skills Due to AI Dependence |
| *harusnya diri kita diri sendiri dulu baru AI-nya, karena mau bagaimana juga kan yang belajar kita, bukan AI.* | Conscious Strategy to Limit AI Use |

The researcher identified 8 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 | Lack of Confidence | 6 |
| 2 | AI-Induced Dependence in Language Learning | 4 |
| 3 | Conscious Strategy to Limit AI Use | 4 |
| 4 | Decline in Speaking Skills Due to AI Dependence | 3 |
| 5 | Distinction between Ethical and Unethical AI Usage | 4 |
| 6 | Tendency to Use AI for Shortcutting Learning Process | 7 |
| 7 | AI Usage Leading to Decreased Motivation for Independent Study | 7 |

| 8 | Decline in Reading Skills Due to AI Dependence | 4 |

## 3. Searching for themes

During this step, the researcher analyzed and coordinated the coded data to identify important themes. The codes that combine all of the relevant information are organized into broader themes that include various aspects of the research data.

**Table 3. *Searching for Themes***

| Initial Codes | Potential Themes |
| --- | --- |
| Lack of Confidence | Decreased Confidence Due to AI Usage |
| AI-Induced Dependence in Language Learning | Impact of AI on Critical Thinking and Language Proficiency |
| Tendency to Use AI for Shortcutting Learning Process | |
| Decline in Speaking Skills Due to AI Dependence | |
| Decline in Reading Skills Due to AI Dependence | |
| Conscious Strategy to Limit AI Use | Ethical Awareness of AI Use and the Risk of Academic Dishonesty |
| Distinction between Ethical and Unethical AI Usage | |
| AI Usage Leading to Decreased Motivation | Motivational Changes Due to AI Usage |

## 4. Reviewing themes

In the review phase, the researcher reviewed all of the data for each uncovered theme to determine its suitability and compatibility. This process ensures that the emerging themes accurately reflect the obtained data and are relevant to the question.

## 5. Defining and naming themes

In this phase, the researcher develops themes to answer the questions. Each subject is given a name that captures the nature of the data contained within it, making it easier to comprehend the overall research findings.

**Table 4.** *Defining and Naming Themes*

| No | Themes |
|----|--------|
| 1 | Decreased Confidence Due to AI Usage |
| 2 | Impact of AI on Critical Thinking and Language Proficiency |
| 3 | Ethical Awareness of AI Use and the Risk of Academic Dishonesty |
| 4 | Motivational Changes Due to AI Usage |

## 6. Producing the report

The final step is to write a report on the research findings that explore the negative impact of artificial intelligence on Indonesian higher education. The report typically includes an introduction of the research question, an explanation of the methodology used, a presentation of the main themes and supporting data, and an interpretation of the findings. The report aims to provide a clear and coherent overview of the research findings based on the identified themes.

## F. Research Steps

| Steps | Descriptions |
|---|---|
| 1 | The researcher identifies new areas that need to be investigated and could benefit future English language teaching practice. |
| 2 | The researcher defined and clearly described the phenomenon and the research problem to be investigated. |
| 3 | Researcher review previous studies from books and journals related to the chosen topic to support their research. |
| 4 | The Researcher select and finalize a specific research topic. |
| 5 | The Researcher develop a thesis that includes background information, a literature review, and methodology. |
| 6 | The Researcher present their proposal to their supervisors and examiners. |
| 7 | The Researcher collect data from participants through in-depth interviews. |
| 8 | The Researcher transcribed the interview recordings and analyzed the data using thematic analysis. |
| 9 | The Researchers compile and report their findings in the thesis. |
| 10 | The researcher presents the completed thesis to the supervisor and examiners. |

## G. Time and Place of the Research

This research conducted at a university in Tasikmalaya, West Java, Indonesia. Meanwhile, the time of this research conducted in the period from December 2024.

**Table 5.** *Research Timeline*

| Activities | Month | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Agt 2024 | Sep 2024 | Oct 2024 | Nov 2024 | Dec 2024 | Jan 2025 | Feb 2025 | Mar 2025 | Apr 2025 | May 2025 | Jun 2025 | Jul 2025 | Agt 2025 | Sep 2025 |

| Thesis Writing | | |
|---|---|---|
| Thesis Examination | | |
| Data Collection | | |
| Data Analysis | | |