

CHAPTER III

RESEARCH METHOD

A. Research Design

This study employs a descriptive design and a qualitative methodology. Students' experiences, opinions, and effects of using the DeepL Translate app as an English learning aid are thoroughly examined through the use of the qualitative method. Creswell (2018) asserts that the goal of qualitative research is to investigate and comprehend the interpretations that people or groups make of a social occurrence.⁷⁹ The use of the DeepL Translate program in the process of learning English is the phenomenon that this study looks at.

B. Data Sources

The data sources in this study consisted of primary data and secondary data.

1. Primary Data

Primary data is the main data obtained directly from the first source through the data collection process in the field. In this study, primary data was obtained from: Interviews with English Education students at FITK UIN A.M Sangaji Ambon, Observations of the use of the DeepL Translate application in learning activities, Students' direct experiences in using DeepL Translate to translate English texts.

2. Secondary Data

⁷⁹ Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.

Secondary data is supporting data obtained from various written sources relevant to the research. Secondary data in this study includes: Scientific journals discussing the use of DeepL Translate and AI-based translation applications in language learning, Books and literature related to English language learning and educational technology, Previous research relevant to the use of translation applications in language learning, Academic documents supporting the research.

C. Research Object and Informant

1. Research Object

The study's primary emphasis is the research object. The purpose of this study is to determine how English Education students at FITK UIN A.M. Sangaji Ambon use the DeepL Translate program as a learning aid. This study examines how students use the DeepL Translate software for academic purposes, specifically for translating English texts, finishing homework, and helping them comprehend course materials. This study also looks at how utilizing the DeepL Translate app affects students' learning of English, including the advantages and difficulties they encounter, with the indicators.

Tabel 3.1 Research Indicators

No	Indicators	Sub Indicators
1.	Student's Experiences	Cognitive, Affective. Psychomotor, and Social Interaction.
2.	Using DeepL Translate	Features, Advantages, and Disadvantages

2. Research Informants

Research informants are parties who provide information related to the focus of the research. The informants in this study were 10 students from the English Education Study Program at FITK UIN A.M. Sangaji Ambon. Informants were selected using purposive sampling, which is the selection of informants based on specific criteria in accordance with the research objectives. The criteria for informants in this study are: Active students of the English Education Study Program at FITK UIN A.M. Sangaji Ambon, Have used or are currently using the DeepL Translate application in academic activities, Use DeepL Translate to help translate English texts or complete course assignments, Willing to be informants and provide information honestly.

D. Research Location

1. Time

This research is planned to be conducted from February to March 2026.

2. Place

This research is being conducted at UIN A. M. Sangadji Ambon, specifically within the English Education Program class of 2022.

E. Data Collection Techniques

Data collection techniques refer to the methods used by researchers to gather information needed to answer research questions. According to John W. Creswell (2018), data collection in qualitative research involves various

procedures such as observations, interviews, documents, and audio-visual materials to obtain in-depth understanding of a phenomenon.⁸⁰

1. Observation

Observation was conducted to directly observe students' activities related to the use of the DeepL Translate application. The researcher observed how the application was used, the frequency of use, and the academic situations in which DeepL Translate was applied.

2. Interviews

Interviews were conducted using semi-structured interview guidelines. This technique aimed to obtain in-depth information regarding students' perceptions, reasons for using DeepL Translate, perceived benefits, and challenges encountered during its use.

3. Documentation

Documentation was used to support the data obtained from observations and interviews. The documents included students' assignments, academic notes, and screenshots of DeepL Translate usage that were relevant to the research. The data analysis techniques in this research followed the qualitative data analysis model proposed by Miles and Huberman, which consists of three main stages:

F. Data Analysis

Data analysis in this study used qualitative data analysis techniques to gain an in-depth understanding of the impact of using the DeepL Translate

⁸⁰ Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications

application as an English learning tool on students at the Faculty of Islamic Teacher Training and Education, UIN A.M. Sangaji Ambon. Data analysis was carried out systematically from the data collection process to the drawing of conclusions.

According to Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña (2014), qualitative data analysis consists of three main stages: data reduction, data display, and drawing conclusions⁸¹

1. Data Reduction

Data reduction is the process of selecting, simplifying, and focusing on data obtained from interviews, observations, and documentation. At this stage, the researcher selected data relevant to the research focus, namely the use of DeepL Translate as an English learning tool. The collected data was then summarized, classified, and adjusted to the research categories, such as the experience of using DeepL Translate, frequency of use, and the positive and negative impacts felt by students.

2. Data Display

Data presentation is carried out by compiling data in the form of descriptive narratives to make it easier for researchers to understand the phenomena that occur. The data from interviews and observations are presented in the form of descriptions, tables, or quotations from informants.

⁸¹ Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Sage Publications.

3. Conclusion Drawing

The final stage is drawing conclusions based on the results of the data analysis that has been carried out. Conclusions are drawn by identifying patterns, relationships, and meanings from the data obtained. Next, these conclusions are verified by comparing data from various sources to ensure the accuracy and validity of the research results.