CHAPTER III

RESEARCH PROCEDURES

3.1   Research Method

In conducting this research, descriptive case study was used as a research design. This type of case study was used to describe a phenomenon and the real-life context in which it occurred (Yin, 2003). As Widodo (2013) stated, "a descriptive case study aims only to present detailed, contextualized picture of particular phenomenon. The case study data can be gathered through interviews, classroom observations, document artifact (e.g., diaries, documents)." In this context, the researcher attempted to investigate how students' perception towards Canvas as a learning media in supporting their language learning process.

3.2 Research Setting and Participants

There were three students experienced TELL course in English Education Department of a university in Tasikmalaya, West Java, Indonesia participating in this research. They were asked to take a part in this research to give their perception voluntarily.

The participants were asked to fill the consent form to confirm that they agree to participate. The researcher also informed them that the data will be kept confidential by using pseudonym. Then, the participants assigned the concern form. Furthermore, the researcher informed them that the interview

activities would be recorded by using handphone until the end of the session to gain the data.

3.3 Technique of Data Collection

The data were collected by using semi-structured interview. Semi-structured interview is the more flexible version of the structured interview as "it allows depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the interviewee's responses" (Rubin & Rubin, 2005). In this research, semi-structured interview was used to collect the data about students' perception towards Canvas as a learning media in supporting their language learning process. To conduct the research, the researcher took the following steps:

a. Looking at the phenomena and formulating the problem.

b. Interviewing the participants in order to find out their perception towards Canvas as a learning media in supporting their language process. In creating the question for interview, the researcher adapted Iida's (2012) framework in examining the students' perception through the lens of difficulty, value, emotion, and attitude. Iida's (2012) framework was chosen because each categories could cover the aspects of perception that the researcher was looking for. Here is the example of question for interview:

   1. *Apa yang kamu pelajari dari pengalaman belajar menggunakan Canvas?*

c. Analyzing the data obtained from the results of the interviews.

d. Making conclusions and reporting the research results. In reporting the data, the researcher did the translation for the data needed and reported it in English.

3.4 Technique of Data Analysis

After collecting the data, the researcher has to do the next step by analyzing the data. Widodo (2013) stated "Analyzing the data for description and themes using text analysis and interpreting to larger meaning of findings."

In this research, the data is analyzed through thematic analysis. It is defined by Braun and Clark (2006), "Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within the data". There are 6 phases of thematic analysis:

a. Familiarizing the data

In this phase, the researcher read and re-read the data to make familiarize with the data.

b. Generating initial codes

After being familiar with the data, the data were classified into several codes. The researcher made the sign in codes occurring in the data which related to the purpose of this study by coloring the codes.

c.   Searching for themes

The codes got from the data were analyzed and classified into themes. The researcher attempted to group the codes which possibly have the same theme. Then, the themes were also colored differently in order to ease the process of including the codes into the appropriate them.

d.   Reviewing themes

After analyzing the codes and classifying into several themes, in this step, the researcher reviewed the themes to ensure whether the themes were appropriate or not. In addition, if the themes were not appropriate, the researcher omitted or replaced the theme.

e.   Defining and naming the themes

Beside the reduction of the data, in this phase, there might be the combination of themes. Deciding the themes used to be interpreted, and giving name for each theme used are in this phase.

f.   Producing the reports

The interpretation of the data were done in this phase.

3.5 Research Schedule

No	Activities	Oct. 2019	Nov. 2019	Dec. 2019	Jan. 2020	Feb. 2020	June 2020	July 2020	Agst. 2020	Sept. 2020
1	Submisission of the research	■								
2	Research approval	■								
3	Chapter 1	■	■							
4	Chapter 2		■	■						
5	Chapter 3				■					
6	Seminar poropsal examination					■				
7	Conducting the research						■	■		
8	Chapter 4								■	
9	Chapter 5									■
10	Final thesis examination									■

Table 3.1 Research Schedule