

CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of the Research

In this research, descriptive case study is used as the research design. “The case study is used in many situations to contribute our knowledge of the individual, group, organizational, social, political and related phenomena” (Yin, 2003, p. 1). A case study aims to explore and investigate contemporary real-life phenomena through the detail of contextual analysis of a limited number of conditions and their relationships (Zainal, 2007). In short, a case study aims to analyze specific issues within the boundaries of a specific environment, situation, or organization. The reason why the researcher uses a case study is because a case study facilitates the construction of a detailed, in-depth understanding of what is to be studied and because case study research can engage with the real-life events (Farrell & Yang, 2019) adapted from Stake (1995). Hence, descriptive case studies are appropriate with the aim of this research, which is to investigate students’ perception on CANVAS as LMS in TELL course. Descriptive case study was used to describe students’ point of view toward the use of CANVAS.

3.2 Setting and Participant

This study was conducted at a university in Tasikmalaya in Technology Enhanced Language Learning (TELL) Course. The TELL course started in January until June 2020. The participants in this study are the students in the English Education Department who have finished the TELL course in 2020. The participants of this study are two students, including male and female. They are chosen as the participant of this study because of their capacity in finishing the course according to their activeness including their understanding in using Canvas, and the most active students in student-teacher interaction on using Canvas in Technology-Enhanced Language Learning (TELL) Course. Participants’ age were around 20 years old when they enrolled in the TELL course. The participants got an excellent score (A) in the TELL course.

3.3 Technique of Collecting the Data

This study is using Qualitative Research and the data taken by semi-structured interviews. Qualitative semi-structured interviews are one of the most dominant and most used data collection techniques. A semi-structured interview is an interview in which questions were flexibly worded and the interviewer added questions to the list to mediate the situation if required, given interview questions were prepared beforehand (Farrell & Yang, 2019, adopted from Merriam, 2001). Semi-structured interview is more powerful in the sense that allows researcher to achieve in-depth information from informants compared to structured interviews, especially qualitative research (Ruslin et al., 2022). This technique allows the researcher to explore subjective participants' points of view and experiences. This research also provides interview guidelines as an instrument.

The data were collected through the result of an interview between the researcher and participants. In order to get information or data from a particular person or event, an interview is needed (Ruslin et al., 2022). The questions given to participants are related to the topic of this study by using Bahasa Indonesia. The question that was used in this research was modified from a questionnaire developed by Shamsuddin (2014) and using Technology Acceptance Models (TAM) by Davis (1989). TAM comprises a number of variables, but focusing on students' perception, the researcher adopted only two primary factors from the model: perceived ease of use and perceived usefulness. Those were designed to investigate students' perception in using Canvas.

3.4 Technique of Analyzing the Data

The data from students' interviews were analyzed by using thematic analysis framework by Braun & Clarke (2014). The following stages in this framework are:

3.4.1 Familiarizing the data

The researcher read all of the entire students' perceptions based on the interview. The researcher created the data transcript. In this step, researcher re-read the data of the interview until the researcher familiarized with the data and gained an understanding of the themes and all of the details in the text.

3.4.2 Generating initial codes

After becoming familiar with the data, the researcher made several signs in codes occurring in the data which are related to the purpose of this study by coloring the codes. The researcher coded every item used color on the text.

Table 1 Generating Initial Codes

Data Item	Codes
<p>Nowadays all people's activity can be accessed digitally, sometimes the learning process can be accessed everywhere. With Canvas that has many features, it can bring a positive effect in the teaching learning process. Because, without face to face learning, we can still use Canvas which is very interesting and fun because of the features in Canvas.</p>	<p>Interactive and useful features on Canvas</p>
<p>Canvas can make it easier for teacher or student in learning TELL and it can be accessed whenever and wherever.</p>	<p>Accessible Easy to use</p>
<p>Canvas makes us think more critically and has lots of features, such as providing several trigger questions before we learn the materials and in my opinion, it can support the learning process as well.</p>	<p>Critical thinking</p>

I personally feel Canvas can improve my quality in terms of my reasoning and motivation to participate in learning.	Improving motivation
I feel every meeting is fun and not monotonous.	Enjoyable learning
As a new user, I feel every meeting is fun and not monotonous.	Students familiarity on Canvas
Of course my friends contributed to the use of Canvas itself.	Collaborative learning experience
Canvas can improve my quality in terms of my reasoning and motivation to participate in learning.	Improving motivation

9 initial codes represented different aspects shown by participants' interview transcriptions. Here is the list of initial codes and their frequency.

Table 2 Initial Codes and Their Frequency

No.	Code	Frequency
1.	Interactive and useful features on Canvas	7
2.	Accessible	6
3.	Easy to use	2
4.	Learning autonomy	1
5.	Enjoyable learning	4
6.	Students familiarity on Canvas	3
7.	Collaborative learning experience	4
8.	Critical thinking	1
9.	Improving motivation	1

3.4.3 Searching for the themes

The researcher made a group for several codes which possibly fit the same theme, the researcher analyzed the code of the data and classified it into potential themes.

Table 3 Searching for Themes

No.	Code	Potential Themes
1.	Interactive and useful features on Canvas	Promoting positive learning atmosphere
2.	Enjoyable learning	
3.	Accessible	The ease of Canvas utilization
4.	Easy to use	
5.	Students familiarity on Canvas	
6.	Critical thinking	Enhancing students' learning experience
7.	Improving Motivation	
8.	Collaborative learning experience	
9.	Learning autonomy	

3.4.4 Reviewing the themes

In this phase, researchers reviewed and modified the following themes that have been created in the previous phase, regarding students' perception on the use of Canvas in TELL Course to confirm whether the themes were the most appropriate or not. Researchers re-read from the beginning into the end of analysis, and make sure the analysis are aligned or not.

Table 4 Reviewing the Themes

Potential themes	Themes
The ease of Canvas utilization	Students' perceived ease of use on Canvas
Promoting positive learning atmosphere Enhancing students' learning experience	Students' perceived usefulness on Canvas

3.4.5 Defining and Naming Themes

In this phase, researchers identified the code of each theme by producing the appropriate for each theme by grouping the theme in the previous phase based on the similarity and categorically the final name of each theme. Eventually, researchers stated two that were selected and compatible with the result of the analysis. Those themes are (1) Students' perceived ease of use on Canvas (2) Students' perceived usefulness on Canvas.

3.4.6 Producing the Report

The researcher reported what had been gained from the data. The researcher selected the appropriate statements that deliver the essence of the themes, related the analysis to research questions, literature, and proceeded a report of the analysis. This step is the final step and the final analysis and researcher would have a final report.

3.5 Steps of the Research

Table 5 Steps of the research

Steps	Descriptions
1	Identifying current issues
2	Searching and deepening the contents of journals or books that were relevant to the topic to be researched
3	Determine the research topic to be researched
4	Continued to compile the research thesis started by developing the background of the study, literature review, and research procedures
5	Collected data using semi-structured interviews with the selected participants
6	Transcribed the results of the interview into written form
7	Analyzed the data using thematic analysis by Braun and Clarke (2006)
8	Complete the research thesis

3.6 Time and Place of the Research

This research was conducted at Technology-Enhanced Language Learning (TELL) Course in the English Education Department, Siliwangi University, Tasikmalaya, West Java, Indonesia. Meanwhile, the time of this research was conducted in the period from January 2021 to June 2024.

Table 6 Research schedule

Activities	Month							
	Jan-Jul	Aug	Sep-Des	Jan-Des	Jan-Nov	Dec	Jan-Jun	Jul
	2021			2022	2023		2024	
Research Proposal Writing								
Research Proposal Examination								
Data Collection								
Data Analysis								
Comprehensive Review								
Final Thesis Examination								