CHAPTER 3
RESEARCH PROCEDURES

3.1 Method of the Research

This research methodology employed a descriptive case study approach to explore the perceptions of EFL students towards the use of Canvas for online learning in the TELL course. This method is well-suited for 'describe' a phenomenon in detail in its real-world context investigating a particular phenomenon in detail, allowing for a deeper understanding of the complexities involved. (Yin, 2014 as cited in Priya, 2021). A case study is chosen for the research because it allows comprehensive examination of the students' perceptions, including their experiences, opinions, related to using Canvas. The case study approach offers a valuable method for exploring the EFL students' perceptions of Canvas in the TELL course. By employing a combination of data collection methods and qualitative analysis techniques, this research aims to provide a comprehensive understanding of the students' experiences, opinions, and challenges related to using Canvas for online learning. This understanding will contribute to improving the design and implementation of online learning initiatives in the TELL course and other educational

3.2 Focus of the Research

The scope of this research was focused on EFL students' perceptions of Canvas as a learning management system (LMS) in the TELL course. Specifically, the study aims to investigate the factors that influence students' acceptance of Canvas and their perceptions of its impact on their learning experience.

3.3 Setting and Participants

The study focuses on how students perceive the use of Canvas as an LMS to conduct blended learning in a TELL course. This study takes place at one of the universities in Tasikmalaya, West Java, Indonesia. Moreover, the participants in this research were a group of three 2020 English Education students enrolled in the TELL course. These students will be selected based on their experience using

Canvas for carried out online learning and to arrange learning schedules, distribute syllabuses, and hold online discussion or real-time in the TELL course.

3.4 Technique of Collecting the Data

In this study, the researcher collected the data by conducting a semi structured interview. Each question was adapted from Davis (1989) construct TAM framework, such as perceived of usefulness, perceived ease of use and Attitude. Moreover, for the interview was conducted to obtain more in-depth data regarding student perceptions and to free respondents to write their personal experiences and what they feel about using Canvas.

3.5 Technique of Analysing the Data

The data from semi-structured interview was analysed using qualitative data analysis by Miles, Huberman, and Saldana (2014). This particular method involves following activities:

1) Data Condensation

Simplifying the data from transcript interview, in order to make stronger and organize the data.

Table 3.1 Data Condensation Example

Original Data	Condensed Data
In my opinion, the use of Canvas in class can be considered to improve learning performance in TELL classes, because. Using Canvas, as we know, there are several sections in it and one of them is reviewing the lessons we have learned in the previous week. Apart from that, we also use Canvas, in which we read first to study the material that will be studied later. So, when TELL learning takes place that day, we already have an idea of at least what we will learn. So, when learning takes place, we	Using Canvas in the TELL class can improve learning performance. It allows us to review previous material and delve deeper into the upcoming material, making it easier to grasp the lecture content.

understand better what is conveyed by the lecturer. So, it's like we study first before doing class.

2) Data Display

The next stage is to display the data that has been collected. Miles, Huberman, and Saldana (2014), stated that, a display is an organized, compressed assembly of information that allows conclusion drawing and action. The aim of this stage is to make it easier for researchers to group data according to the TAM concept, namely in the form of the Perceive of Usefulness (PU) component, the Perceived ease of Use (PEOU) component, and the Attitude towards technology (AT) component.

Table 3.2 Data Display

Participants	Perceived of Usefulness (PU)	Perceived Ease of Use (PEOU)	The Attitude (AT)
P1	Student feel productive when using Canvas Because every time in the TELL course they have to read the material and answer some quizzes first. It makes them read the material before the lesson.	Canvas access is very easy Canvas is quite helpful in the learning process in TELL classes	Learning using Canvas can be accessed anywhere Easier to collect the assignments and attendance Difficult to access when there are signal problems
P2	Student feel that the use of Canvas in class can be considered to improve	Canvas makes things easier for students in TELL classes	Student felt quite comfortable in using the Canvas application because of its interactive and sophisticated features

	learning performance in the TELL class	Canvas is easy to access, because the application is available on cell phones	Canvas provides enormous benefits because it can simplify the teaching and learning process
	Students feel productive when using Canvas because there are many interesting activities	The features in Canvas make it easier for students in TELL courses.	
P3	This canvas helps to learn independently and improves learning performance.	Canvas can be accessed via PC and cell phone	using canvas is very comfortable for me because of easy access and various features, and helps us to learn independently.
	There are many Canvas features that can be used. For example, giving a deadline for each assignment.	Access is quite easy and students are given guidelines at the beginning by the lecturer.	The benefits of canvas are that it makes students independent. It has various features and can link other applications to help learning.
		Canvas is very easy because the material studied is already loaded in the module by the lecturer	The positive thing about canvas is that learning is more interesting because there are many things that can be created. Easy to access and information from lecturers is easy to get.
			related to poor signal problems. Then there is the distraction of opening another

website   because
Canvas is accessed via
a PC.

3) Drawing and Verifying Conclusions

The process of interpretation and drawing conclusions based on the data that has been collected.

3.6 Time and Place of the Research

This research take place at one of the universities in the Tasikmalaya area, West Java

Table 3.3 Research Schedule

Description	Mar 2023	Oct 2023	Nov 2023	Dec 2023	April 2024	May 2024	May 2024	Jun 2024
Research Proposal Writing	■							
Research proposal examination		■						
Data collection			■					
Data analysis				■				
Comprehensive examination						■		
Thesis examination								■