

CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of the Research

This research is qualitative case study, particularly descriptive case study, as this strategy is evidence based and aims to understand a certain phenomenon through a variety of perspectives in order to provide rich exploration of the case at hand. According to Yin (2011), qualitative research has five distinct features, they are: qualitative research aims to find out the meaning of people's lives; representing people's views and perspectives; exploring the conditions and context within people's lives; contributing to understand human behaviour by diving into existing or emerging concept; and using multiple sources instead of just relying on single source to understand a phenomenon. The data was gathered through close collaboration between researcher and participants as semi-structured interviews enables researcher to know firsthand the detailed accounts of perceptions, actions, and roles among the interviewees (Ahlin, 2019).

3.2 Setting and Participants

The participants of this study are two 7th semester EFL students of the English Education Department, in one of the universities in West Java, Indonesia. They have used Canvas in Technology Enhanced Language Learning (TELL) course. These participants were selected because based on initial observation with pilot interview, they showed interest in using Canvas, particularly how Canvas presents information and the easiness it provides in accomplishing tasks. Especially students mentioned that Canvas is practical to use by enabling students to access multimedia resources directly on the platform, and how the platform encouraged them to be more creative and critical when responding to lecturers' posts. They are willing to be interviewed, and have filled in the consent form.

3.3 Technique of Collecting the Data

Purposive sampling was used in this research, with the aim to gather depth and understanding from participants that are most likely to communicate appropriate and valuable information regarding the topic in question (Campbell et

al., 2020). This research utilised semi-structured interview for gathering data, as it is widely used for its versatility and flexibility that allows the interviewer to guide the direction of the interview, such that the interviewee are able to reveal more about themselves through the expressions of their opinions and experiences which enrich the qualitative data in the way no other methods could (Alamri, 2019). This method is useful in order for the researcher to explore what the participants experienced in great detail. 1) The researcher starts by introducing himself and explaining his research goal; 2) Zoom online conferencing application was used to communicate online with the participants, as Zoom has a recording feature; 3) The researcher posed open-ended questions, meaning participants had to formulate and express their own answers apart from simple “yes” and “no”; 4) The interview took about 40 minutes; 5) Some of interview data was insufficient, so the researcher conducted a follow-up interview via WhatsApp text messages. The interview questions are adopted from Technology Acceptance Model (TAM) from Davis (1989) that focused on finding the perceived usefulness of Canvas, which divided into two aspects as described in the table below:

Table 3.1 Aspects of Perceived Usefulness

Perceived Usefulness	
Aspects	Description
Increasing Productivity	How participants believe that using Canvas impacted their ability to produce more work of better quality with the same amount of time.
Making Tasks Easier	The degree of which participants believe that Canvas makes their tasks simpler to accomplish.

The perceived usefulness aspect is particularly crucial in understanding how students view the efficacy of Canvas in enhancing their learning experience. Additionally, this study utilizes the ARCS model of learning motivation developed by (Keller, 2010), which categorizes learning motivation into Attention, Relevance, Confidence, and Satisfaction. Of which are explained in detail in the following table:

Table 3.2 ARCS Model of Learning Motivation

Aspects	Description
Attention	Refers to how Canvas keeps students' attention during use, this can be seen from its features and interface.
Relevance	How the use of Canvas is related to students' learning goals and how Canvas helps to achieve those goals.
Confidence	Regarding how Canvas is affecting students' perception on their own competence.
Satisfaction	Refers to how Canvas gives a sense of challenge and reward to students in order to further their studies.

The integration of TAM and ARCS frameworks allows for a nuanced understanding of how students' perceptions of Canvas translate into their learning motivation. The process involves two key steps:

- 1) Identifying PU indicators: Initially, responses were categorized based on TAM indicators above to determine the perceived usefulness of Canvas.
- 2) Mapping PU to ARCS: Subsequently, these PU findings were mapped onto the ARCS model to identify where students' perceptions influence their learning motivation.

The synchronization of TAM with the ARCS model also enables a comprehensive analysis of how Canvas influences students' learning motivation. This integrated approach provides valuable insights into the specific features of Canvas that effectively enhance student engagement and motivation in the TELL course. The reason why these two frameworks were combined is to gain a complete understanding of how students perceive and motivated by Canvas. While TAM only focuses on the perceived usefulness of technology, helping us understand why students accept and use Canvas. However, it does not address what keeps students motivated. The ARCS model fills this gap by focusing on the Attention, Relevance,

Confidence and Satisfaction aspects. Together, these models provide a full view of both acceptance and motivation. This combination is supported by research showing that tools seen as useful can increase motivation, especially an LMS as seen from students' perspective. By integrating TAM and ARCS, the hope is to create a stronger framework that covers both technological and motivational aspects. In the context of EFL students at an Indonesian university, this combined approach offers specific insights to enhance their learning experience with Canvas.

3.4 Technique of Analysing the Data

This research uses qualitative data analysis by Miles et al. (2014), which aims to assign codes to a set of data such as field notes, interview transcripts, or documents then finding the relationship between variables, then isolating those codes as well as gradually elaborating details to generalise the findings into constructs and theories. This way of combing through data to find codes resulted in conclusions about unknown truth and utility. After the data has been taken from semi-structured interviews, the data is processed with steps mentioned below.

3.4.1 Data Condensation

Data condensation is the process of selecting and focusing which bits from the data write-ups by writing summaries, categorising, and developing themes that are relevant with the focus of the research (Miles et al., 2014). This step is important as it sharpens the data into more organised form in such a way that conclusions can be drawn from it. After selection, summaries, and paraphrases, the researcher condensed the data in order to make it more clear and concise.

Table 3.3 Data Condensation

Original Data	Condensed Data
Starting from the modules, there are a lot of lesson plans and materials shared by the lecturers in the semester that we can read first ourselves before discussing it in	Because the lecturers posted all the materials and modules for the semester, we are able to get prior knowledge before the actual meeting in class.

class meetings so that when TELL course meetings are conducted, we already have an idea about the materials prior to the meetings.	
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In doing the data condensation, the researcher had done the first and second cycle coding in order to help organise the data display section.

3.4.1.1 First Cycle Coding

First cycle coding is the process of filtering through the data to find and categorise similar data chunks relating to the research question. This can be done by categorising said data into initial codes, and further into themes that will be explained in subsequent sections. The participants' responses have been selected to be matched with the aspects of PU elaborated prior. This data is structured from participants' responses to the interview questions with PU as the guidelines.

Table 3.4 Initial Codes of PU

Perceived Usefulness of Canvas	
Codes	Data
Make Task Easier	<ol style="list-style-type: none"> 1. Material sharing on Canvas 2. Discussing materials 3. Materials are repeatable 4. No distractions 5. Materials are downloadable 6. Canvas is well structured 7. Easy to submit tasks 8. Easy to access information
Increase in Productivity	<ol style="list-style-type: none"> 1. Quizzes enhancing comprehension 2. Less stressed because of rewards 3. Media related to materials 4. Increasing creativity 5. Canvas is practical to use

	6. Increasing diligence
	7. Canvas provides sense of challenges
	8. Enhancing memory
	9. Clear target to achieve

3.4.1.2 Second Cycle Coding

Second cycle coding refers to the process of grouping summaries from the initial codes into themes. This process aims to map out the patterns into less fuzzy emergent categories for the researcher. This helps with the clarity and strengthen the validity of the themes that surfaced. In this set of data, the result from the first cycle coding above is triangulated with Keller's (2010) Attention, Relevance, Confidence, and Satisfaction building strategies to find out how Canvas Perceived Usefulness affects students' learning motivation in detail. This is a form of theory triangulation, in which a research uses multiple perspective of theories in the same set of data, and the benefits of this approach is to access the widest possible theoretical use of any set of observatio (Denzin, 1978). The consideration is that TAM does not explain students' learning motivation in relation to technological tools in this level of detail, such that the ARCS model is used in order to aid with the findings of how each of students' perception towards Canvas affect their learning motivation. This is done by understanding the definition of each aspects of ARCS, then mapped the data of students perception based on said definitions to find how exactly Canvas' usefulness impact students' learning motivation. This is a systematic way to link students' perceptions to motivational outcomes. The goal is to see if the qualitative themes related to perceived usefulness could explain motivational components as defined by the ARCS model. The mapping of the data is shown in the table below:

Table 3.5 Developing Codes for PU

Perceived Usefulness of Canvas	A	R	C	S
Makes Task Easier				
Material sharing on Canvas				
Discussing materials				

Materials are repeatable			■	
No distractions	■			
Materials are downloadable				■
Canvas is well structured		■		
Easy to submit tasks			■	
Easy to access information			■	
Increase in Productivity	A	R	C	S
Quizzes enhancing comprehension			■	
Less stress because of rewards				■
Media related to materials	■			
Increasing creativity				■
Canvas is practical to use		■		
Increasing diligence			■	
Canvas provides sense of challenges			■	
Enhancing memory				■
Clear target to achieve		■		

3.4.2 Data Display

After coding the data and matching it with ARCS building strategies, they are presented in an organised and compressed form to help with drawing conclusions. In line with the data condensation, data display is also a part of analysis as it is designed to construct an organised information into an immediately accessible and closely-packed information. In this particular research, the researcher selected a network display to present the findings of this research in a more organized and readily analysable at a glance (Miles et al., 2014). This network display aims to broaden the scope and simplify the relationship between students' Perceived Usefulness of Canvas and its effect on their learning motivation.

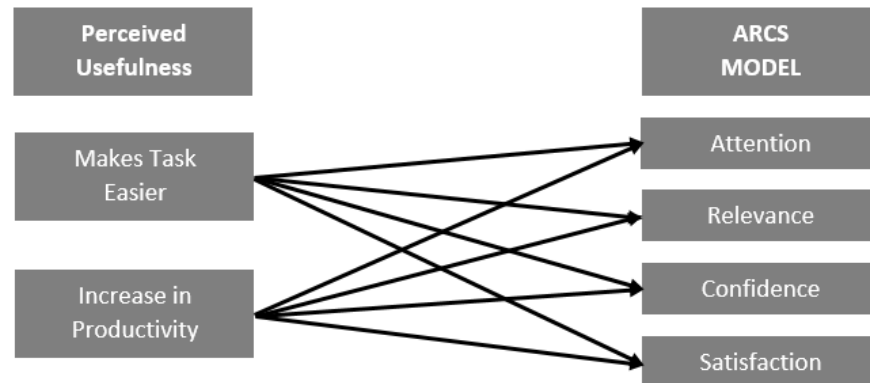


Figure 3.1 Data Display

3.4.3 Drawing and Verifying Conclusions

After analysing data condensation, first and second cycle coding, as well as the data display, it can be seen that participants' Perceived Usefulness of Canvas affected their learning motivation based on ARCS model in all aspects, especially in the Relevance, Confidence, and Satisfaction aspect, as according to Table 3.5, participants' responses tend to gravitate towards the aspects mentioned above. This means that in participants' perception, Canvas does not supply their learning motivation in terms of keeping their attention on the platform itself. Instead, Canvas largely helps motivate them by providing easy access to the relevant information, such as modules and targets that they have to fulfil; increasing their confidence in performing in the lecture; and providing the sense of challenges and rewards through quizzes and grades. These findings are elaborated further in Chapter 4.

3.5 Schedule of the Research

Table 3.6 Research Schedule

No	Description	Jul-Aug	Sept	Oct-Des	Jan- June	July
		2023	2023	2023	2024	2024
1.	Research Proposal Writing					
2.	Research Proposal Examination					
3.	Data Collection					
4.	Data Analysis					
5.	Comprehensive Examination					
6.	Thesis Examination					