

CHAPTER 3

RESEARCH PROCEDURES

This chapter provided the methodology utilized to conduct the study. This chapter outlines six key components of the research procedure: the research method, the study's focus, the setting and participants, data collection, data analysis, and the time and place of the study. More details are described below.

A. Method of the Research

This research design is based on classroom action research (CAR), which consists of four stages: planning, action, observation, and reflection. According to the research, action research is a “reflective inquiry” conducted by participants to improve the rationality and justice of their own social or educational activities, as well as their understanding of the circumstances in which such practices occur (Kemmis, 1986). In this study, classroom action research is a type of research that aims to identify and implement efforts to produce changes in learning. Therefore, this research method is suitable for studies that focus on enhancing student engagement in the learning process and integrating it with technology.

According to Kemmis & McTaggart (1988), cited in Burns (2010), classroom action research involves four stages in one research cycle, which are as follows:

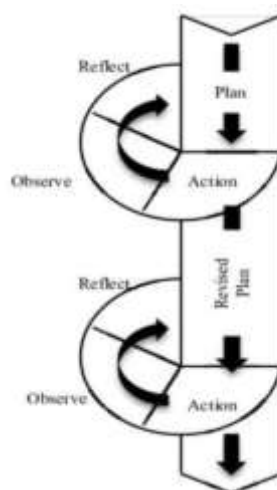


Figure 1. Research Flow Action Research According to Kemmis and McTaggart (1988)

1. Planning:

In the planning phase, the researcher:

- a. The researcher chose to integrate technology into teaching and incorporated the Canva platform into the teaching and learning process to support students with behavioral engagement in the classroom.
- b. The researcher then created a lesson plan that included learning objectives for each meeting and was aligned with the school's curriculum.
- c. The researcher prepared teaching materials consisting of 2 materials for several meetings on “Like and Dislike” and “Descriptive Text (Describing People and Describing Animals)”.
- d. The researcher prepared an observation sheet for the observer to determine how integrating technology can support students' behavioral engagement.

2. Acting:

Cycle I

Meeting 1-2

- a. The teacher asks students to describe some sports they like and dislike briefly.
- b. Students make notes using the sticky note element on Canva.
- c. Students create posters about sports they like and dislike using the Canva platform, which can be accessed via the link shared by the teacher.
- d. All students are directed to present their posters to their classmates in turns, divided into two sessions. Students are divided into two roles: guides and visitors. Each guide must present their poster work while visitors take notes and ask questions about the poster.

Meeting 3

- a. The teacher displays a picture of one of the famous comedians.

- b. The teacher explains the material about describing people to the students.
- c. The teacher gives a quiz to the students
- d. The teacher organizes the students to gather in a circle.
- e. The teacher explains the rules of the paper race game.
- f. Students write the names of the presidents of Indonesia
- g. The paper written by the students is rotated and given to another student to continue writing the description of the character.

Meeting 4-5

- a. Students are given a video about descriptive text
- b. Students are instructed to write the key points of the video.
- c. Students are divided into three groups, and each group is assigned to create a poster on the Canva platform.
- d. Each group is assigned to fill in the worksheet on the Canva platform.
- e. Students describe one of the famous figures from the results of the previous worksheet.

Cycle II

Meeting 1

- a. The teacher explains by describing animals
- b. Students are divided into two groups to play the rolling bottle game with the following conditions:
- c. In the game, there are questions, bombs, and bonuses on each paper.
- d. The paper is stored on the floor and at a distance from the table.
- e. The bottle is rolled. If the bottle stops on a paper with a question, the student must answer the question that has been prepared and get a prize. If what is obtained is a paper with a bomb, the student receives a punishment. In contrast, if they get a bonus, the student is given a gift directly.
- f. Questions are given through the Canva platform.

Meeting 2-3

- a. The teacher reviewed the material about describing animals
- b. Students are asked to give examples of simple sentences about describing one of the animals.
- c. Students are assigned to make a simple comic through the Canva platform.
- d. The teacher shows an example of a simple comic that will be created, consisting of the first panel, which contains the title and main idea, and the subsequent panels contain descriptive sentences or dialogue.

Learning Aspects	Cycle I	Cycle II
Learning topic	Like and Dislike, Describing people	Describing Animals
Features of Canva	Sticky notes, poster, presentation	Comic script
Learning activities with canva	Making poster Work presentation Describing person	Making comic Describing animals

3. Observing: This stage involved a systematic process of observing the impact of the action and documenting the context and opinions of those involved. Additionally, observations focus on how integrating technology can enhance students' behavioral engagement. Observers complete the observation sheet provided by the researcher and record their observations during activities or student interactions within activities or student interactions during the learning process.
4. Reflecting: The researcher demonstrates and evaluates the results of the observation and interview. If the first cycle had not shown changes in students, then researchers conducted a second cycle. Then, if the second

cycle showed changes, the researcher can continue the class action research.

B. Focus of the Research

The research focuses on investigating the integration of Canva to support students' behavioral engagement in learning English using Classroom Action Research (CAR).

C. Setting and Participants

This research was conducted in one of the junior high schools in Tasikmalaya, West Java. The data source was obtained from one of the selected classes, specifically class 7-G, which consisted of a total of 18 female students. This class was selected based on the problems identified during the pilot study through classroom observations. The problem identified in this class was the students' lack of behavioral engagement, which manifested in behavior such as failing to follow the teacher's instructions, neglecting to complete assignments, and not participating in classroom activities during the learning process. To address this problem, the researcher implemented a technology-based approach by utilizing the Mobile-assisted Learning method, specifically through the integration of the Canva platform.

D. Data Collection

In this study, the data were collected using two types of instruments: observation and interview.

1. Observation

In this study, observation was used to collect data on students' behavioral engagement during the implementation of Canva in classroom activities. The observation was conducted by a peer who attended each meeting and monitored the teaching and learning process without participating in the classroom tasks. This allowed the observer to focus fully on recording students' behaviors while the researcher concentrated on delivering the lesson. The observation process was guided by an observation sheet in the form of a checklist, which was developed based on the engagement theory proposed by Fredricks, Blumenfeld, and Paris (2004). This framework highlights behavioral engagement as students' visible involvement in academic

activities, such as participating in discussions, completing tasks, and following class rules. To make the indicators more specific, the researcher also referred to Nguyen (2018), who classified behavioral engagement into three key sub-indicators: participation, task completion, and compliance with classroom rules. The observation sheet included behaviors such as answering or asking questions, working actively in groups, completing assignments using Canva on time, and showing discipline when using the Canva platform. The checklist allowed the observer to record the presence or absence of these behaviors, while an additional column was provided for field notes to capture notable incidents or contextual observations. The data from these observations served as important evidence to evaluate the extent of students' behavioral engagement throughout the cycles of the study.

2. Semi-structured interviews

The semi-structured interview in this study was conducted to explore students' responses and experiences after the use of Canva in the classroom. The questions were open-ended to give students space to express their opinions, attitudes, and reflections toward the learning process. Although the questions were designed in an exploratory way, their formulation was guided by the dimensions of behavioral engagement as proposed by Fredricks et al. (2004), namely participation, task completion, and rule compliance. These aspects were chosen to help the researcher understand how students behaved and interacted during the learning activities using Canva. The interview also aimed to gather insights about students' preferences, motivation, and challenges related to the learning media and materials. All interviews were conducted in person after the implementation of the treatment, and each session was recorded and transcribed for further analysis.

The purpose of these interviews is to see the effectiveness of Canva when implemented in the classroom (Mant & Yudkin, 2023). These interviews also allowed certain responses to be questioned in greater depth, enabling the discovery and resolution of contradictions.

The semi-structured interview process can be explained as follows:

- a. Identifying the right interviewee: At this stage, the researcher focused on finding the ideal interviewee to obtain crucial information about the research subject. The researcher hired six individuals who had been previously contacted to conduct the interviews.
- b. Preparing the interview: The interview was conducted in person. At this stage, the researcher also conveyed several key details, including the purpose and objectives of the research, and requested permission to conduct the interview. Additionally, the researcher informed the participants of the time and place.

Listening, understanding, and asking: in the interview section, are essential skills. At this stage, the researcher gave the interviewees full attention, listening to their statements of fact. full attention to the interviewees, listening to their statements of fact, as well as their attitudes and beliefs.

E. Data Analysis

After the data were collected through observation and semi-structured interviews, it was analyzed using the Miles and Huberman qualitative analysis

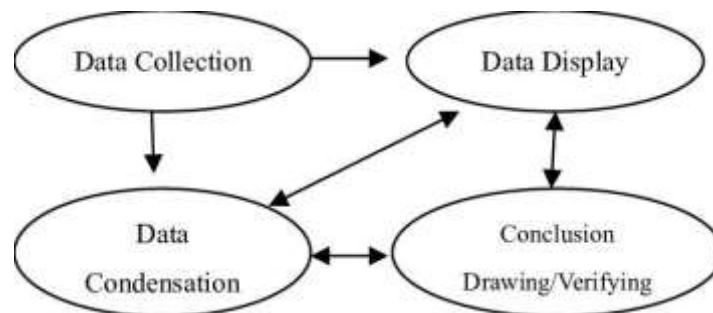


Figure 2. Steps of interactive model of data analysis by Miles, et.al.,(2014)

model. This data analysis method is used because it offers convenience and time efficiency in analyzing the raw data obtained from interviews. There are three steps in analyzing qualitative data according to Miles et al. (2014) :

The data analysis included the following activities:

1. Data reduction:

Condensation the data to choose information pertinent to the study was the next step after data collection. Coding was used to analyse

observational data and identify the primary themes. First-cycle coding and second-cycle coding, also known as pattern codes, are the two stages of coding, as described by Miles et al. (2014).

a. First-cycling code

1) Initialling code

Table 2. Initialling Code of Observation Data

Data of Observation			
Cycle I		Cycle II	
Observation Notes	Code	Observation Notes	Code
Students sit neatly and orderly.	Sit neatly and orderly.	Almost all Students actively respond and answer when the teacher reviews the material.	Actively answer the teacher's questions.
Students are orderly by using good language	Orderly and using good language	Students focus on doing quizzes	Focus on doing the assignment
Students focus on and follow the learning.	Focus and follow the learning.	Students work with focus, carefully, and are very happy to decorate the details of the comic.	Focused and happy to work on the task
Students are active and give information to each other	Active and informing each other	Students are active, focused on their respective tasks	Active and focused during the task
Students answer questions from the teacher.	Answering the teacher's questions	Students are very polite and obedient when learning begins	Polite and obedient during learning
Students can do the assignment well.	Doing the assignment well	Students look very active in discussing how to complete the task of making comics, and they look more confident in expressing their opinions.	Actively participate in discussions with colleagues.
Students are active in learning and ask questions to the teacher	Active in learning and asking questions	Students look very conducive	Conducive during learning
Students can discuss and ask questions about the Canva platform	Discussing and asking questions about the platform	Students do the task well and can complete it	Complete the task
Some students look focused and very attentive to learning activities	Focused and very attentive to learning activities	Several students are asking about the vocabulary of one of the animals and how to write it	Asking to know the new vocabulary
Students ask the teacher about English vocabulary and how to write it.	Ask about vocabulary	Students are orderly and use polite language	Orderly and using good language
Students can exchange ideas with friends.	Exchanging ideas with friends	Students do the assignment well and can complete it	Complete the assignment well.
Students actively answer when the teacher reviews the material	Actively answering the teacher's questions	Students work with focus, carefully, and are very happy to	Focus and be happy while completing the assignment.

		decorate the comic details.	
Students carefully listen to the explanation from the teacher	Listening to the teacher's explanation	Students are active and focus on their respective tasks	Active and focused on completing the task
Students focus on doing assignments.	Focus on doing the assignment.		
Students ask the teacher questions related to the material	Ask the teacher questions related to the material		

Table 3. Initialling the code of the Interview Data

Data of the Interview			
Cycle I		Cycle II	
“Yes, I know, Ms, but I don't know much about how to use it, I only copied the writing, Ms, so I haven't felt the experience of the application hehe, but I would like to try again if the material is related again to the Canva Application.”	Would like to try Canva	“Now I know how to use Canva better, so when I was assigned to make a poster, I immediately tried the features that I had never used before.”	Already familiar with Canva and want to explore the feature further.
“When learning to use Canva, it makes me curious, so I want to try again and explore the elements.”	Curious and want to explore	“I became more enthusiastic because I felt that my designs were valued, especially when I was allowed to show the results in class.”	Enthusiastic and feel appreciated
“My class is usually loud and noisy, but when the teacher teaches, I don't know why the class atmosphere becomes calm, my friends also become more relaxed when studying, including me.”	A calm atmosphere and students become relaxed.	“If I used to wait to be told, now I do it first because I already understand and want to try a new style.”	Can work independently and is eager to try the new style.
“At first, I was too lazy to participate in class activities, but since learning to use Canva,	Interested in participating in a learning activity	“I'm more focused now, because Canva is fun and doesn't make me bored, so I can do	Become more focused and finish the assignment.

learning English has become fun, so I am also interested in participating in learning activities such as making posters.”		the assignment until it's finished.”	
“Learning has become more enjoyable, I also don't feel forced to participate in doing assignments, it makes me focus more on learning.”	doesn't feel forced to participate in doing the assignment and become focused	"My friends are also calmer, because everyone is busy making their designs. So the class is not as crowded as it used to be."	Calmer class atmosphere
		“I became more interested in participating in learning activities such as making comics and games, too.”	Interested in participating in a learning activity

2) Developing code

Table 4. Developing a Code of Observation

Data of Observation			
Cycle I		Cycle II	
Developed Codes	Initial Code	Developed Codes	Initial Codes
Orderly during learning	Sit neatly and orderly.	Orderly during learning	Orderly and using good language
	Orderly and use good language		Conducive during learning
	Orderly in doing assignments in Canva		Polite and obedient during learning
Focus on learning	Focus and follow the learning.	Focus on learning	Active and focused during the task
	Focused and very attentive to learning activities.		Focused and happy to work on the task
Actively discuss with colleagues.	Active and giving information to each other		Focus on doing the assignment.
	Discuss and ask questions about the platform	Actively discuss with colleagues	Actively participate in discussions with the college.
	Exchanging ideas with friends	Answering the teacher's questions	Actively answer the teacher's questions.
Answering the teacher's questions	Answering the teacher's questions	Ask questions to gain understanding	Asking to know the new vocabulary
	Actively answer the teacher's questions.	Completing the assignments	Complete the task well
Asking questions to gain understanding.	Ask about vocabulary		Focus and be happy while completing the task.

	Active in learning and asking questions	Active and focused on completing the task
	Discussing and asking about the platform	
Doing Assignment	Doing the assignment well	

Table 5. Developing a Code of Interview Data

Data of the Interview			
Cycle I		Cycle II	
Developed Code	Initial Code	Developed Code	Initial Code
Potential Participation in Learning Activity	Would like to try Canva	Potential Participation in Learning Activity	Already know Canva and want to try the feature more
		Active and Exploratory Participation	Can work independently and is eager to try the new style.
		Participation in Learning Activity	Interested in participating in learning activities
Active and Exploratory Participation	Curious and want to explore	Classroom atmosphere and students' attitude	Become more focused and finish the assignment
			Calmer class atmosphere
Participation in Learning Activity	Interested in participating in learning activities		Enthusiastic and feel appreciated
Classroom atmosphere and students' attitude	A calm atmosphere and students become relaxed. doesn't feel forced to participate in doing the assignment and become focused		

b. Second-cycling code / Pattern code

Table 6. Pattern Code of Observation

Data of Observation			
Cycle I		Cycle II	
Themes	Sub-Themes	Themes	Sub-themes
Student discipline and attitude during learning	Orderly during learning	Student discipline and attitude during learning	Orderly during learning
Students' focus on learning	Focus on learning	Students' focus on learning	Focus on learning
Active involvement of students during learning	Actively discuss with colleagues.	Active involvement of students during learning	Actively discuss with colleagues.
	Answering the teacher's questions		Answering the teacher's questions
	Ask questions to gain understanding.		Ask questions to gain understanding.
Responsibility to do the task	Doing the task	Responsibility to do the task	Completing the task

Table 7. Pattern Code of Interview

Data of the Interview			
Cycle I		Cycle II	
Themes	Sub-Themes	Themes	Sub-Themes
Participation of Students during learning	Potential Participation in Learning Activity	Involvement of Students during learning	Potential Participation in Learning Activity
	Active and Exploratory Participation		Active and Exploratory Participation
	Participation in Learning Activity		Participation in Learning Activity
Attitude and discipline in learning	Classroom atmosphere and students' attitude	Attitude and discipline in learning	Classroom atmosphere and students' attitude

2. Data Display:

This data display is in the form of a collection of information that is arranged and allows conclusions to be drawn. In presenting data, there is a process of organizing information in a certain way, namely, tables or in narrative form.

Table 8. Data Display of Observation

Observation Data	
Cycle I	Students are orderly when they use good language. However, there are still some students who weren't aware of the learning activity. (Observation Note, 14-11-24, meeting 2. Author's Translation) Students sit neatly and orderly during learning. (Observation Note, 12-11-24, meeting 1. Author's Translation) Some students look focused and very attentive to learning activities (Observation Note, 15-11-24, meeting 3. Author's Translation) Some students focus on doing assignments (Observation Note, 20-11-24, meeting 5, Author's Translation)
Cycle II	Students are very polite and obedient when learning begins, so the class conditions are more conducive. (Observation Note, 22-11-24, meeting 6. Author's Translation) Students work with focus and care, and are very happy to decorate the comic details. (Observation Note, 25-11-24, meeting 7. Author's Translation)

Table 9. Data Display of Interview

Transcript of Interview		
Cycle 1	P3	"Yes, I know Ms, but I don't know much about how to use it, I only copy the writing Ms, so I haven't felt the experience of the application hehe, but I would like to try again if the material is related again to the Canva Application." (Interview Transcript, 15-11-2024. Author's Translation)
Cycle 2	P3	"Now I know how to use Canva better, so when I was assigned to make a poster, I immediately tried the features that I had never used before." (Interview Transcript, 29-11-2024. Author's Translation)

This research was conducted at a university in Tasikmalaya, West Java, Indonesia. Meanwhile, the time of this research was conducted in the period from October 2024 to July 2025

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