

CHAPTER 3

RESEARCH METHODOLOGY

The research methods, including the design, setting and participants, data collection and data analysis were covered in this chapter. The research methods used to gather data on student's perceptions using Canva for collaborative writing.

A. Research Design

In this study, the research design used is a qualitative descriptive case study (Simon, 2014). A descriptive case study is an approach to describe a phenomenon or case in a real-world context (Mali, 2023). This study focuses on investigating the perceptions of using Canva in collaborative writing in the ESP course design Context. Thus, this method is appropriate for investigating the phenomenon in depth. The phenomenon of using Canva for collaborative writing in creating English module projects for accounting in the ESP Course Design Context.

B. Research Setting and Participants

This study was conducted in Tasikmalaya, West Java. The main reason for selecting the participants is to investigate in depth each participants' perceptions during the collaborative writing process and also in accordance with the characteristics of qualitative research, which focuses more in depth on the data than the population of participants. This is particularly relevant to the phenomenon of students using Canva as a collaborative writing platform to develop English for accounting modules. Although collaborative writing involves several stages, these stages are not examined as separate analytical focus but are understood as part of a natural process by students during collaborative writing using Canva.

The participants in this study were three students from the English Language Education Department (EED) of a University in Tasikmalaya. In the ESP Course Design Context, students worked in groups. From these groups three students from the 2023/2024 academic year were purposely selected as in depth research participants based on the lecturers' recommendation, their active involvement in collaborative using Canva, and their strong academic performance. Although the

number of participants was limited, this is appropriate for a qualitative case study, which emphasizes in-depth exploration rather than generalization. The data were considered sufficient as they provided rich information and rich data saturation, where no new significant insights emerged. The participants were interviewed while they were actively enrolled as university students.

Several ethical considerations were applied to ensure the integrity of the study and the protection of the participants. All participants received clear information about the purpose, procedures, and benefits of the study before providing their voluntary consent. They were informed that their participation was entirely voluntary and that they had the right to withdraw from the study at any time without any consequences. To protect their privacy, all personal information was kept confidential, and pseudonyms were used to avoid revealing their identities.

C. Data Collection

The study used semi-structured interviews as a technique for collecting data to obtain information (Adams, 2015). Semi-structured interviewing is an informal process of gathering information from others by asking questions orally (Longhurst, 2003). The study was significant as it aimed to investigate the perceptions of EFL students using Canva for collaborative writing in the ESP Course Design Context. This allowed the researcher to obtain comprehensive and detailed information about students' perceptions while using Canva for collaborative writing in the ESP Course Design Context, particularly in developing English for accounting modules.

The interview was conducted once with each participant through an online Zoom meeting. Each interview was scheduled at a different time to ensure that the participants had arranged their convenience and ease during the interview experience. Participants' answers determined the duration of each interview, which was between twenty and thirty-five minutes.

Participants were asked to answer several questions adapted from the TAM theory by Davis (1989) that had been given by the author based on the interview guide to investigate participants' perceptions in using Canva for collaborative writing in the ESP Course Design Context. These questions were based on four

constructs: Perceived usefulness, perception ease of use, attitude toward using, and behavioral intention to use, particularly in terms of its effectiveness in supporting collaborative writing, ease of use, and their intention to use Canva for future collaborative writing projects.

D. Data Analysis

The data from the interview have been analyzed using Braun and Clarke's (2008) thematic analysis after being transcribed using an orthography system. The orthography system is the most used method to transcribe what the words are said (Howitt, 2016). Thematic analysis is a qualitative data analysis method that can be widely used across epistemology and research questions to identify, analyze, organize, describe, and report themes found within a data set.

Furthermore, it is a useful method for examining the research participants' perspectives, highlighting similarities and differences, and generating abrupt insights. In practice, there are six phases of thematic analysis conducted by Braun & Clarke (2006).

a) Data Familiarization

The researcher must dig deeper into the data by reading and re-reading the data (listening to audio recordings of the data) and noting down the transcripts of the interview data related to the use of Canva in collaborative writing in ESP classes. During this process, the researcher begins to examine the data by paying attention to the four constructs in the Technology Acceptance Model (TAM) according to Davis (1989):

- 1) Perceived Usefulness (PU) - the extent to which students feel that Canva helps them improve their writing skills.
- 2) Perceived Ease of Use (PEOU) - the extent to which Canva is considered easy to use in collaborative writing activities.
- 3) Attitude Toward Using (ATU) - students' general attitude towards using Canva.
- 4) Behavioral Intention to Use (BI) - students' intention or desire to continue using Canva in the future.

b) Generating Initial Code

Coding the data involves making notes on the text you are examining, identifying data segments with “post-it” notes, and highlighting or coloring pens to suggest possible patterns.

Table 1. Generate initial code

<p><i>Eee... In my opinion, Canva is a valuable tool as it allows me to collaborate with my friends on one file. This way, we can all access the document at once and contribute to both the content and design (layout).</i></p>	<p>Real-time collaboration</p>
<p><i>Personally, I find Canva... What should I say... exciting, fun because with Canva, the process is... faster, more efficient, and also more interactive. So, I felt it was enjoyable.</i></p>	<p>Subjective expression</p>
<p><i>In terms of creativity and collaboration. Eee.. so in my opinion Canva is superior in creativity and design because Canva is more visually appealing and Canva also offers various visual templates, tools, designs that make eee.. my work more interesting.</i></p>	<p>visually appealing result</p>
<p>Hmm.. actually, I have mentioned this before. What helps, especially emphasizing the real-time editing in Canva, allows us to monitor each others' progress and also view the project of our peers immediately. For instance, we feel "oh, why does my work look different than theirs?" then I am like the one clarifying again eee.. what is the task given, "oh, I see I am missing this part.." like</p>	<p>Editing feature</p>

<p>that. Yes, so real-time editing makes work easier between members.</p>	
<p><i>Eemh. . achieving optimal outcomes relies on meticulous planning. A book consists of two key components: aesthetics and content. It's important to focus on the content. However, aesthetics can be complex. We need to grasp composition, balance, colors, and font sizes; these details are crucial. For instance, ensuring that images are not larger than the text and that the text is not excessively large or misaligned is vital, as are the margins. The central point is that extensive preparation is essential, particularly in terms of both content and visual appeal.</i></p>	<p>Strategic planning</p>

Table 2. Initial Codes and their frequency

No.	Initial code	Total
1.	Real-time Collaboration	13
2.	No need for file merging	3
3.	Conducive to idea sharing	6
4.	Clear Division of task	5
5.	Using Canva for future project	2
6.	Giving feedback	5
7.	Promoting creativity	1
8.	Subjective expression	4
9.	Design challenge	3
10.	Learning by doing	3
11.	Definitely recommended	6
12.	Promoting visual result	8
13.	Module drafting	2
14.	Editing feature	12
15.	Canva feature	8
16.	Easy customization	5
17.	Easily accessible	9
18.	Saving time	8
19.	Assists in task completion	3
20.	Internet dependent	3
21.	Skill gap	4
22.	Collaborative Canva preference	4
23.	Premium only design	5
24.	Design capabilities	3
25.	Strategic planning	4

c) Searching for the theme

The researcher analyzed the interview data by grouping similar initial codes to identify patterns related to students' perception. These codes were then organized into potential themes, as shown in the following table.

Table 3. Searching for the Theme

Initial Code	Potential Theme
Real-time Collaboration	Collaborative engagement in digital design
No need for file merging	
Conducive to idea sharing	
Clear Division of task	
Using Canva for future project	
Giving feedback	
Promoting creativity	Fostering creativity through experiential design
Subjective expression	
Design challenge	
Learning by doing	
Definitely recommended	
Promoting visual result	Enhancing visual design quality
Module drafting	
Editing feature	Optimizing digital tools for efficient workflow
Canva feature	
Easy customization	
Easily accessible	
Saving time	
Assist in Task Completion	
Internet dependent	Adaptive engagement towards technology use
Skill gap	
Collaborative Canva preference	
Premium only design	

Design capabilities	Strategic design development process
Strategic planning	

The researchers identify themes from the data that have been determined by the data. This is the process of selecting data transcripts and finding something significant about the data based on the research question. Defining and creating reports. All initial codes were grouped based on their relevance to the four main themes of TAM. This process made it easier to filter out which data reflected: Perceived benefits (PU), Ease of use (PEOU), User attitudes (ATU) and Behavioral intentions (BI).

d) Reviewing theme

Following identification of potential themes, the researcher systematically reviewed and refined them ensure their coherence, internal consistency, an alignment with the research objective. Each theme was then clearly defined to represent students' perceptions of using Canva.

Table 4. Reviewing theme

Potential Theme	Theme
Optimizing digital tools for efficient workflow Strategic design development process	Perceived usability through efficiency and strategic improvements in Canva usage
Enhancing visual design quality	Perceived ease of use through adaptable and accessible digital engagement
Adaptive engagement towards technology use	

Fostering creativity through experiential design	Positive attitude towards creative Canva experience
Collaborative engagement in digital design	Behavioral intention shaped by collaborative digital engagement

e. Defining and Naming Theme

Following the review stage, each theme was systematically defined and named to ensure conceptual clarity and alignment with the data. Each theme was assigned a representative label and a clear definition reflecting students' perceptions of using Canva.

Table 5. Defining and Naming Theme

Theme	Definition
Perceived usability through efficiency and strategic improvements in Canva usage	This theme reflects the perception that using Canva improves performance and productivity through efficiency, time savings, and strategic support in the design process.
Perceived ease of use through adaptable and accessible digital engagement	This theme shows that Canva is considered easy to use, accessible, and adaptive to user needs despite its limitations.
Positive attitude towards creative and collaborative Canva experience	This theme highlights positive user attitudes that emerge from creative and collaborative experiences, which foster motivation and satisfaction in the collaborative process of using Canva.
Behavioral intention shaped by collaborative digital engagement	This theme indicates the user's intention to continue using Canva in the future because of the meaningful and productive collaborative experience.

This phase can result in clear definitions and names for each theme. The researcher defines the nature of each theme and the relationship between them to analyze the data. This stage can produce a clear definition and name for each theme. The researcher defines the nature of each theme and the relationship between them to analyze the data. Each theme is given a clear definition and a name that represents its substance based on TAM (Fred Davis, 1989).

f. Creating report

The researchers report the results of this study as a final opportunity for analysis. The final report is structured around the four TAM constructs as the main analytical framework

E. Research Schedule

The research took place in the department of English education of a university located in Tasikmalaya, West Java. This study began in September 2024 - January 2026 with case finding and collecting titles.

Table 6. Research Schedule

Description	Sep- Nov/202 5	Dec/202 5	Jan- Marc/20 25	April- Jun/202 5	Jul- Jan/202 5-2026	Feb/202 6	April/20 26
Research Proposal writing							
Research Proposal examination							
Data Collection							
Data Analysis							
Report							
Thesis Result Seminar							
Thesis Examination							