

CHAPTER 3

RESEARCH PROCEDURES

3.1. Methodology of the Research

In this research, the researcher uses a case study as the design of this research. Education researchers Gall et al. (2003) described case study research as “the in-depth study of instances of a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon” (as cited in Duff, 2007, p. 436). The use of case study methodology is chosen because it best facilitates the construction of a detailed, in-depth understanding of what is to be studied, and because case study research can engage with the complexity of real-life events (Stake, 1995). Furthermore, it can be used to investigate EFL students’ perceptions of the usefulness of Canvas LMS.

3.2. Focus of the Research

This research focuses on investigating EFL students’ perceptions of the usefulness of Canvas LMS in the Sociolinguistic course in a higher education in Indonesia. The description will be taken from the results of interviews with students who take sociolinguistic course.

3.3. Setting and Participants

This study has taken place at a university in West Java, Indonesia. It aims to know the EFL students’ perceptions of the usefulness of Canvas LMS in a course named Sociolinguistic during the 6th semester in the 2018 academic year. This

course aims to provide students with a holistic framework of sociolinguistics related to the notions of language and society. Also, it aims to broaden the students' understanding of how second/foreign language teaching and learning are related to other significant factors including societal, political, cultural, psychological and interpersonal issues.

The sociolinguistic course is available in the 6th semester of the English Education Department in a university in West Java, Indonesia. This is a compulsory course that has 16 meetings with various activities such as reading the journals given by the lecturer, quizzes, presentation, reflection and mini-research. In this course, Canvas is used as a learning platform. All learning activities such as virtual learning, assignments, learning modules, discussions, and grade announcements are carried out through Canvas.

This research was conducted from December to October 2021. The participants of this study were 6th-semester students in the English Education Department of a university in West Java, Indonesia. Three participants, Anita, Bilqis, and Cici (pseudonyms) were recruited in this study. Their age range is from 20-22 years old. They have used Canvas as an online learning platform in the Sociolinguistic courses. Before recruiting them, the researcher conducted personal communication about the usefulness of Canvas that they felt. Then, the researcher negotiated to recruit them as participants in this study. To avoid misunderstanding, the researcher also informed the purpose of this research and promised that the data would be kept confidential. The researcher also shared the consent form to the participants before conducting the interview.

3.4. Technique of Collecting the Data

In the data collection, the researcher used the interview as the technique of data collection. According to Sugiyono (2012), interviews are used as the technique of data collection if the researcher wants to conduct a preliminary study to know the problem that should be investigated and also if the researcher wants to know other's information in detail. The researcher gave an interview in the form of a semi-structured interview. The interview was addressed to three participants of the English Education Department students of 2018 who were currently taking the Sociolinguistic course. The interview consists of 10 main questions. These questions relate to students' perceptions of the usefulness of the Canvas that they feel when taking sociolinguistic courses. The process of the interview is recorded by the researcher and the result of the interview transcribed by the researcher to highlight the statements that focus on the research questions of the study.

3.5. Technique of Analysing the Data

The data from the interview is analysed by using Braun and Clarke's (2006) thematic analysis concept. According to Braun and Clarke (2006), thematic analysis is an independent qualitative descriptive approach that is mainly described as "a method for identifying, analyzing, organizing, describing, and reporting themes within data" (p. 79). Furthermore, Braun and Clarke (2006) and King (2004) argued that thematic analysis is a useful method for examining the perspectives of different research participants, highlighting similarities and differences, and generating unanticipated insights. Thematic analysis is also useful for summarizing key features

of a large data set, as it forces the researcher to take a well-structured approach to handle data, helping to produce a clear and organized final report (King, 2004).

There are six phases of thematic analysis (Braun & Clarke, 2006):

1) Familiarizing yourself with the data

In this step, the researcher reads the interview data that has been transcribed repeatedly.

2). Generating initial codes

In this step, the researcher categorizes the data using initial codes to highlight students' perceptions of the usefulness of Canvas. Then the researcher gave a color to each code.

Table 1. Generating initial codes

Codes	Total	Source
The easy and beneficial features for learning	34	Obtained from interview with the participants
Interesting ways to access course material	3	Obtained from interview with the participants
Independent learning skill development	7	Obtained from interview with the participants

3) Searching for the theme

In this step, the researcher selects the interview data transcript and finds something significant or interesting about the data based on the interview

questions. The researcher identified the themes from the data that had been categorized and highlighted in the second step.

Table 2. Searching for the themes

Theme 1	Theme 2	Theme 3
The easy and beneficial features for learning	Interesting ways to access course material	Independent learning skill development
P1: It's very helpful and easy because Canvas has a module feature, where in that feature I can directly access and download materials such as PPT, pdf, journals, syllabus	P1: There is an interesting way to access learning materials, quizzes or other assignments. There is a module feature that uses a lock system. The lock system makes us more disciplined to do assignments regularly every week	P1: Strongly agree. Canvas can develop my independent learning skills because before class starts we are required to learn independently, for example doing quizzes, problem solving, or simple questions on Canvas. Then I am also used to understanding the material that is already on the Canvas before class so I can easily do quizzes and my scanning reading skills are also trained.

<p>P2: In Canvas there are many features for example: assignment features, modules, grades, discussion announcements. Each feature has its function, so we already know which features we want to access.</p>	<p>P2: The lock system is a challenge for me because if I don't open the module this week, then the module for next week can't be opened. That means I will miss materials or assignments. Not only that, if I don't work on the module from the first week until the time the exam is held, then automatically I can't take the exam.</p>	<p>P2: The reason Canvas can develop my learning independence are:</p> <ol style="list-style-type: none"> 1) Before the class there is an obligation to do modules, quizzes, read power- points and that is a positive thing for me. 2) Usually, I learn the material before class and during the virtual meeting with the lecturer, I understand more deeply. 3) I can improve my reading ability because I often read journals, articles, and others. 4) I also realized that Canvas is one of the technologies that can help me to learn
--	---	--

		independently with effective and quality
P3: Canvas is connected to my email so every time there is a new assignment, new material, or my friend gives feedback for my assignment it will go to my email and there will be a notification. That's very helpful	P3: The lock system is interesting, for example the lecturer asks us to work on the module for this week and before the module is finished we can't open the module for the next week, so we have to follow the sequence of the module. Then I became motivated to always complete the module every week according to the allotted time so the modules do not pile up.	P3: In my opinion Canvas can develop independent learning because before the class there is a warming up or quiz, so before filling out the quiz we find out first about what is being asked. Furthermore, I usually learn the material that will be discussed at the meeting.

4) Reviewing themes

In this step, the researcher looks back at the themes that have been identified as students' perceptions of the usefulness of the Canvas LMS. The researcher reviewed the themes to find out whether they formed a coherent pattern or not.

5) Defining and naming themes

In this step, the researchers will start to interpret each theme that has been determined as an answer to the research question.

6) Writing up

In the last step, the researcher makes a report based on the findings of the research regarding students' perceptions of the usefulness of Canvas LMS

3.6. Steps of the Research

Table. 3. Steps of the research

Steps	Description
1	Identify and define the research problem in a University in Tasikmalaya, Indonesia
2	Review the existing research and find the sources related to the research problem from journals or articles
3	Determine the topic to be researched
4	Start to compile the thesis, including the background of the study, literature review, and research procedures
5	Conduct the thesis guidance with the supervisor
6	Examine the thesis in front of the supervisor and examiner
7	Collect the data using semi-structured interviews with participants
8	Transcribing the result of the interview

