

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

#### **A. Research Procedures**

##### **1. Research Method**

This present study employed a descriptive case study as the research design since Yin (1989) stated that a case study is the best method to explore and describe detailed information about participants' life experiences (as cited in Farrell & Kennedy, 2019). This study focused on discovering the challenges encountered by the students when using Canvas in the blended learning in the TELL class.

##### **2. Research Setting and Participants**

The study was conducted at the English Department in one of the Universities located in Tasikmalaya, West Java, Indonesia. In this case, the English Department was chosen since Canvas has been implemented during TELL class in the classroom. Considering Canvas as a novel platform for English learners, it was noteworthy to dig out the faced challenges amid learning TELL using Canvas.

The study involved three participants, Eleanor (*pseudonym*) one of TELL students was chosen as the third participant (P1). He was a student who had already completed the TELL course for one semester. Meanwhile, Canvas was a new thing for him, so he dealt with the struggle to learn to TELL using Canvas. Specifically, he has several considered challenges in

TELL subjects which ultimately overcame and approved by a high band score A. The second participant is Scarlett (*pseudonym*) an English student that experienced using Canvas in learning TELL for one semester. She got a B score for the TELL subject, meanwhile, she can adopt the technology especially in Canvas LMS. The last participant is Robert (*pseudonym*), he speaks *Bahasa Indonesia and he has* poor English. In TELL class he got a C score. Meanwhile, he was enthusiastic about Canvas LMS because he believed that the massive development of technology is inevitable. The ages range of all participants was from 20 to 23 years old. Furthermore, before collecting the data, they have already been pleased to fill out the form of approval that showed their willingness to be involved in this study as participants.

### **3. Data Collection**

A semi-structured interview was utilized in order to dig out information about the use of Canvas in conducting the TELL teaching-learning process for English learners. According to Richards (2009), a semi-structured interview allows the researcher to determine the key topic to ask and to give adequate flexibility in investigating some aspects in depth based on the triggering questions. The researcher used the audio-recording during the interview process in order to create a back-up output in case a researcher missed some information from the interviewee. In addition, the semi-structured interview was conducted in English to reinforce the particular

term that possibly existed either in Canvas as the main platform or TELL itself as the course subject.

The participant was asked to respond to several questions about the learning barriers as long as their first-hand experience in learning TELL through Canvas. Then, the participant was invited to share their thoughts about the possible solutions to fill the learning gap. Indeed, the interview instrument proposed by Dornyei (2007) was utilized to guide the semi-interview process. Moreover, the researcher kept the information in the dark due to the research ethics. In short, adequate data were gained from the participants and were kept secret to research ethics.

#### **4. Data Analysis**

This research used a descriptive case study to analyse the benefits that students dealt with during their experience in learning TELL through Canvas. The data were gathered from the semi-structured interview with the participants using the qualitative method by Miles and Huberman (1994) was used in analysing the data gained from the interviewee. It comprises three processes;

##### **1. Data reduction**

Data reduction is an analysis process for transforming the data into sharpening, sorting, focusing, discarding, and organizing the data in a way that allows for final conclusions to be drawn and verified (Miles and Huberman, 1994). In this case, the researcher transcribed audio recording,

selected and organized the raw data that was relevant to the research question. The analysis of this research involved two points by Ertmer (1999) namely: 1) External factors and 2) Internal-factors.

## 2. Data display

Data display is a process of organized, compressed assembly of information that permits conclusion drawing and action (Miles and Huberman, 1994). The selected and organized data was displayed carefully by the researcher, and the researcher described the most important form of appearance about the use of Canvas in TELL class.

## 3. Conclusion drawing and verification

In this part, the researcher made a final conclusion after analyzing the data by Ertmer's theory. The researcher wrote the conclusion and verification based on the data displayed at the end of this research. To conclude the result of this research, the researcher conveyed his interpretation of the data. The transcription was analyzed as the following bellow:

Table 1. 2 The concept by Ertmer (1999)

<b>a. External Factors</b>	<b>1</b>	<b>Canvas Feature is Novel to Some Students</b> For some students, Canvas still stands as a new platform to conduct the learning.
	<b>2</b>	<b>Limited Sources to the Internet Connection</b> The implementation of supported learning facilities is necessary to succeed in blended learning.
	<b>3</b>	<b>No Training Provided by the Lecturer</b> The absence of a tutorial session in order to lead the students familiar with Canvas at first.
<b>b. Internal Factors</b>	<b>1</b>	<b>Students' Intrinsic Motivation</b> The internal desire of students to understand more about blended learning with the various platforms.
	<b>2</b>	<b>Pessimism to Implement Canvas</b> Students feel unsure to employ Canvas in their future classes, in case the school does not support blended learning.

## 5. Research Schedule

This research has been conducted from April 2020 until September 2021.

Table 2. Research Schedule

No	Description	May 2021	Jun 2021	Jul 2021	Aug 2021	Sep 2021	Oct 2021	Nov 2021	Sep 2021
1	Research proposal writing								
2	Research proposal examination								
3	Data collection								

4	Data analysis								
5	Report								
6	Thesis Examination								