

CHAPTER 3

RESEARCH PROCEDURES

3.1 Research Design

This study used a descriptive case study. It is used to describe an intervention or phenomenon and the real-life context in which it occurred (Yin, 2003). Moreover, the aimed to comprehend and enlighten the existing phenomena experienced by the subject of the research, such as attitude, perception, motivation, action, etc. Hence, the researcher applied this research design to collect, analyze and interpret data which is appropriate with the purpose of this research to get and find out the description about students' perception of the benefits of canvas-based learning activities.

3.2 Focus of the Research

This research focuses on investigating students' perceptions on the benefits of Canvas-based learning activities in Technology Enhanced Language Learning class. The description will be taken from the results of interviews with students who take Technology Enhanced Language Learning class.

3.3 Research Setting and Participants

This study has taken place at a university in West Java, Indonesia. It aims to reveal students' perceptions on the benefits of Canvas-based learning activities in a course named Technology Enhanced Language Learning during the 6th semester in the 2017 academic year. This course focuses on how to integrate technology to improve language learning experience with a focus on 21st-century

skills. Also, it aims to utilize by implementing and using the learning materials to enhance the knowledge and skills of learners.

The TELL course is available in the sixth 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, group presentations, reflection essays, and final tests. In this course, Canvas is used as a learning platform. All learning activities such as announcements, assignments, learning modules, discussions, grades, and virtual learning are carried out through Canvas.

This research was conducted from February to October 2021. The participants of this study were 6th semester students in the English Education Department of a university in West Java, Indonesia. The age of the participants ranged from 20 to 21 years old. They communicate in Sundanese as the first language (L1), Bahasa Indonesia as a second language (L2), and English as a foreign language (FL). They have used Canvas as an online learning platform in TELL courses. Several considerations of selecting it as a research setting and recruiting them as the participants because they were the students who had taken the TELL courses with the highest score.

3.4 Technique of Collecting the Data

The data was collected through semi-structured interviews. The interview is an appropriate method to get deeper information in qualitative research (Creswell, 2014). Moreover, Montoya (2016) agrees that the interview provides researchers with more detailed qualitative data to understand how they describe

and make meaning from their experiences. The interviews were conducted after students state their willingness to be participants. Following the steps in conducting the semi-structured interview (Adams, 2015):

1. Selecting respondents and arranging interviews

The interview was addressed to three participants of the English Education Department students who had taken the Technology-enhanced Language Learning class. Then, the researcher contacted them to request and schedule the time for the interview.

2. Drafting questions and the interview guide

The researcher was prepared the interview protocol and made a list of interview questions with the concern form. The interview-based on interview guidelines were adopted from Dang (2020). It is an interview consisting of 8 main questions. These questions related to students' perceptions on the benefits of the Canvas that they feel in a Technology-enhanced Language Learning class.

3. Starting the interview

In this case, the audio recordings used during the interview and it started with a question according to the questions list.

4. Polishing interview techniques

The interview mixed with small talk to reduced participants' tension so that the participants enjoyed the interview.

5. Analyzing and reporting the semi-structured interview

All recording data were collected and the researcher wrote the transcriptions of the recording. Then, it is analyzed by thematic analysis.

3.5 Technique of Analyzing the Data

The data were analyzed with Thematic Analysis. Braun and Clarke (2006) argued that "Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data" (p. 6). Thematic analysis can be used to identify participants' lived experience, views and perspectives, and behavior and practices; 'experiential' research seeks to understand what participants think, feel, and do (Braun & Clarke, 2006). The reason to choose thematic analysis is that it is flexible. The flexibility inherent in thematic features enables a researcher to explore deeply what happens in an event or incident. The researcher transcribes the interview and then analyzes the results of the transcribed data. The sixth-phase to Thematic Analysis (Braun & Clarke, 2006) includes:

1. Familiarizing the data

The researcher collected data by interviewing participants and using a mobile recorder to record the interviews. The researcher will listen and transcribe the audio recording from the conducted interview to get a grip of the data well. This phase involved immersing the data that the researcher should be reading and re-reading the transcripts.

2. Generating initial codes

Phase 2 begins the systematic analysis of the data through coding. Coding means highlighting sections of the text. The researcher codes the transcript of the interview results through highlights in different colors corresponding to different codes. Each code describes the idea or feeling expressed in the part of the text.

Table 3.1. Generating initial codes

Codes	Text	Sources
Beneficial Features for Learning Activities	<p>Fitur grade dimana kita dapat mengecek nilai kita tuh berapa aja misalnya dari nilai kehadiran, nilai uts ataupun nilai presentasi jadi misalnya kita kurang dalam salah satu nilai tersebut saya jadi bisa tahu bagaimana untuk meningkatkannya misalnya nilai presentasi saya kecil nah dengan ada fitur tersebut jadi bisa lebih memotivasi diri lebih giat belajar supaya mendapatkan nilai yang memuaskan.</p>	Obtained from P3 <i>interview response</i>
Improving Student Engagement	<p>Saya jadi lebih aktif ketika dosen bertanya melalui discussion, memberikan poling serta ketika dosen menyuruh kita memberikan sebuah feedback kepada yang lain saya selalu terlibat, saya selalu mengomentari kepada teman teman saya dan itu membuat saya aktif dalam pembelajaran.</p>	Obtained from P2 <i>interview response</i>

Improving Independent learning	Sebelum perkuliahan dimulai saya selalu membaca dulu modul pembelajaran nya, silabus ataupun membaca materi presentasinya.	Obtained from P2 interview response
Course material more interesting in a way	Selama di conference di dalam canvas yang dosen sampaikan itu menarik dalam modul dalam ppt ada section dimana kita bisa breakout dulu dari materi ada sedikit humor sehingga dalam pembelajaran kita ada segi refreshingnya	Obtained from P1 interview response
Learn anytime and anywhere	Ketika saya lagi diluar rumah itu memudahkan sekali, hanya tinggal akses melalui hp untuk membaca materi	Obtained from P3 interview response

3. Searching for themes

In this phase, the researcher identified the themes from the data that have been categorized and highlighted earlier in the second step.

Table 3.2. Searching for themes

Various features of Canvas that help in learning.	23	Course material more interesting in a way	1
--	----	--	---

Improving student engagement	8	Learn anytime and anywhere	3
Improving students' independent learning	6		

4. Reviewing Themes

The researcher reviewed the themes that have been created. This phase is essentially about quality checking. If there are themes that are considered inappropriate, then the theme can be reduced or discarded.

5. Defining and naming themes

The researcher gave a name for each theme and defines each of them. Defining themes involves formulating a clear state of what is specific about each theme and figuring out how it helps the researcher understand the data.

Table 3.3. Defining and naming themes

1.	Various features of Canvas that help in learning
2.	Improving Student Engagement
3.	Improving Students' Independent Learning

6. Producing the report.

The researcher wrote a report on the results of the thematic analysis of the interview transcript and reported what has been gained from this study.

3.6 Steps of the Research

Table. 3.4. Steps of the research

Steps	Description
1	Identifying and defining the research problem in a University in Tasikmalaya, Indonesia.
2	Reviewing the existing research and find the sources related to the research problem from journals or articles.
3	Determining the topic to be researched.
4	Starting to compile the thesis, including the background of the study, literature review, and research procedures.
5	Conducting the thesis guidance with the supervisor.
6	Examining the thesis in front of the supervisor and examiner
7	Collecting the data using semi-structured interviews with participants.
8	Transcribing the result of the interview
9	Analysing the data using the thematic analysis of Braun and Clarke (2006).
10	Complete the thesis.
11	Thesis examination.

3.7 Time and Place of the Research

This research was conducted from February 2021 to January 2022 and it can be seen in the table below. The place of this research took place in the English Education Department at a University in Indonesia.

Table 3.5. Time of the research

No	Activities	Feb- Apr	May	Jun- Sep	Nov	Jan
		2021				2022
1	Research Proposal Writing					
2	Research Proposal Examination					
3	Data collection					
4	Data Analysis					
5	Comprehensive examination					
6	Final thesis examination					