CHAPTER III

RESEARCH PROCEDURES

A. Research Design

This research used a qualitative case study as the research design because this method was the most appropriate with the aim of this research. A qualitative case study is defined as an empirical inquiry that investigates a contemporary phenomenon (the 'case') in-depth and within its real-world context (Yin, 2009). It enables a researcher to closely examine the data within a specific context which is to investigate the benefits of Canvas in an EFL classroom from students' viewpoints.

B. Setting and Participants

This research was conducted in one of the Literature in ELT classes of the English Education department in one of the universities in Tasikmalaya. This setting was selected because one of the most recent LMS that had been used in the research setting before the pandemic was the Canvas platform. Moreover, the participants also used Canvas for the first time in this course.

The participants were five students who had taken the course and had experience in using Canvas for the first time there. They were female students of the English department in the fifth semester with ages ranging between 20-21 years old. Those five students were selected because they were actively engaged in learning through the Canvas platform and had experience in using other LMS before Canvas; it gave them unique experiences on learning through different e-

learning mediums. The participants were willing to take part in this research and agreed to read, understand, and sign the consent form.   Lecturer's recommendation is also taken into consideration to know which students are actively engaged with the Canvas platform.

C. Technique of Collecting the Data

The data collection was derived from participants' semi-structured interviews using WhatsApp chat to gain more detailed information of their experience toward the benefits of Canvas in the EFL classroom. The semi-structured interview was chosen because it could ensure subjective responses from the participants regarding a particular phenomenon they had experienced (McIntosh & Morse, 2015). With open-ended questions, it gives a sense of freedom to the participants to express their views of their own experiences. WhatsApp chat was used to ease the communication between the researcher and participants as in-person interviews cannot be carried out due to covid-19 protocol and the participants' different availability. Thus, the interview was conducted in four days based on each participant's availability and only once per participant.

The interview was conducted through these steps:

1. After acquiring the consent from the participants, the researcher scheduled the date and time to conduct the interview, as each of the participants has different availability.

2. Discussed whether the participants were willing to do chat only or voice notes. Four participants preferred chat only and one participant preferred voice notes.

3. Contacted each participant in advance to remind them about the scheduled interview and instructed them on what the interview would be about.

4. Began the interview with Bahasa Indonesia as it was more comfortable for the participants. Furthermore, the interview data were transcribed and translated into English to ease the researcher to analyse them.

The interview implemented the concept of valuable interview questions from Patton (1990) as the guideline, which consists of:

1. Experience/behaviour questions: what the individual does in this situation or has previously done (e.g. how was your experience in using Canvas? Is there any differences with using other online platforms?)

2. Opinion/value questions: what the individual thinks or believes about a situation or issue (e.g. do you think Canvas is convenient for your learning activities? Why?)

3. Feeling questions: what the individual's natural emotional responses would be to a situation or issue (e.g. how do you feel when it was your first time using Canvas?)

4. Knowledge questions: what facts the individual knows about the situation or issue (e.g. what do you know about Canvas as a learning management system?)

D. Technique of Analysing the Data

The data were analysed using Thematic Analysis by Braun and Clark (2006) to identify emerging patterns (themes) within the data. The writer chose Thematic Analysis because it provides a highly flexible approach that can be modified for the needs of many studies, providing a rich and detailed, yet complex account of data (Braun & Clarke, 2006; King, 2004) cited in (Alhojailan & Ibrahim, 2012). It is also more practical to use for an early researcher like the writer as there are few prescriptions and procedures that consists of six steps, as follow:

1. Familiarizing with the data: in this step, the data taken from the interview were transcribed and translated, and then the researcher read and re-read the data to get familiar with the data.

2. Generating initial codes: the researcher coded each data in different colours, then identified and named the data based on the same code and its relevance.

Table 3.1 Generating Initial Codes

Data	Initial Codes
-the assignment collection is more practical and easier -it was easier for us to do the assignment as it was more organized -Canvas is not complicated; it is way more structured.	-Practical/easier -Organized/ structured
-it is more transparent that we can see the grades and the correct answers. -not only showing grades but also the transparency of why we got those grades. -we can know the grades' transparency so if the lecturer gives the grades, we are aware of it.	-Grading transparency

-the canvas has more complete features. Besides for gives assignment the lecturer can also provide materials in canvas -there is an inbox as a place for sending private communication, also there is sharing or discussion of any topics -there is a dashboard, calendar, inbox that we can give comments on.	-Features
-Canvas also gives notification to our email so if there is a task or announcement, we can know it right away -we can collect our assignments online, paperless, and thus it is up to date as there is always a notification via e-mail every time the lecturer gives an assignment.	-Notification via e-mail -Assignment reminder
-Canvas makes me more thorough -I also became more disciplined in doing the task -Canvas is motivating because there is the grading so we can set our target to improve -I always reflecting myself every time I got an update of my score from my lecturer after the learning	-Conscious/ Careful -More discipline -Motivating -Self-awareness

3. Searching for themes: the researcher analysed the codes using a list and found the theme. These codes were sorted into potential themes.

Table 3.2 Searching for Themes

Initial codes	Potential themes
-Practical/easier -Organized/ structured	-Convenience to use -Easy and practical to use
-Grading transparency	Grading transparency available
-Features	-Various features -Attractive and useful features
-Notification via email -Assignment reminder	Always up to date
-Conscious/careful -More discipline -Motivating -Increase skills -Self-awareness/self-reflection	The positive impact to the students

4. Reviewing themes: in this step, the researcher modified the themes found from the step before. The themes were broken down into smaller components or to be blended.

Table 3.3 Reviewing Themes

Potential themes	Modified themes	Final themes
-Convenience to use -Easy and practical to use	Practical and convenient to use	Giving user-friendly experience
Grading transparency available	Grading transparency system	Ensuring transparency in its grading system
-Various features -Attractive and useful features	-Have complete features -Have many useful features	Providing Space to Interact and Collaborate
Always up to date		Supporting Students' Time Management Skills
The positive impact to the students	Increase motivation and reflection	Facilitating feedback and reflection

5. Defining and naming themes: in this step, the official names for each of the themes were given.

Table 3.4 Final Themes

Final Themes
Giving user-friendly experience
Ensuring transparency in its grading system
Facilitating feedback and reflection
Providing Space to Interact and Collaborate
Supporting Students' Time Management Skills

6. Producing the report: finally, the researcher provided the reader with a coherent and logical report and contextualized it about the existing literature.

E. Timeline of the Research

Table 3.5 Research Timeline

No	Activities	Aug 2017	Sept 2017	Oct 2017	Feb 2021	Mar 2021	Apr 2021	Jul 2021	Dec 2021
1.	Writing research proposal	███							
2.	Research proposal examination	███							
3.	Collecting data		███	███	███	███			
4.	Analysing data				███	███	███		
5.	Writing research thesis				███	███	███		
6.	Thesis comprehension exam							███	
7.	Thesis examination								███