

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter describes the systematic procedures employed to conduct the research. It covers the research design, research participants, research site, data collection, data analysis, and ethical considerations.

#### **3.1 Research Design**

This study employed a qualitative research design using a case study approach to explore students' perceptions of the use of Canva-based presentations in speaking activities. Qualitative research is suitable because it emphasizes understanding participants' experiences, opinions, and perceptions within their natural context rather than measuring numerical outcomes (Creswell, 2023). Qualitative methods enable researchers to holistically explore participants' constructed meanings and contextual experiences, providing deep insights into complex phenomena like students' perceptions of tools in language learning.

The case study design is a qualitative design centered on a case study approach to explore the nuanced ways students perceive the integration of Canva-based presentations into their speaking activities. Qualitative inquiry is uniquely suited for this exploration because it prioritizes the lived experiences and authentic voices of participants within the natural flow of their classroom environment. As highlighted by Dawadi et al. (2021), a case study allows for a rigorous and in-depth examination of complex phenomena such as the intersection of technology and

language learning within a specific, real-world context. This makes the approach particularly fitting for educational research where the case is naturally bounded by a specific community of learners. In the context of this research, the case focuses on students at a Vocational High School in Ciamis, who have actively engaged with Canva-based presentations in their English-speaking tasks. By immersing the study in this specific setting, the researcher can capture rich, detailed data that reflects the true reality of how digital tools shape the student learning experience.

### **3.2 Research Participants**

The participants in this study consisted of eight Grade 11 students from a vocational high school in Ciamis who had experience using Canva-based presentations for English-speaking activities. The participants were selected through purposive sampling because they met the criteria relevant to the study's purpose, namely having direct experience using Canva for speaking presentations. Purposive sampling enables researchers to select information-rich participants who can provide detailed and meaningful insights into the phenomenon being investigated (Creswell, 2023)

The eight participants took part in semi-structured interviews to share their perceptions, experiences, benefits, and challenges regarding the use of Canva-based presentations in speaking activities. In qualitative case study research, the number of participants is determined by the richness of the data rather than statistical representation. Data collection continued until the researcher reached data saturation, where no substantially new themes or information emerged from the interviews. (Bouncken et al., 2025). Therefore, the eight participants were

considered sufficient to provide comprehensive and credible data for addressing the research questions.

### **3.3 Research Site**

This research was conducted at one vocational high school (SMK) in Ciamis. The school was selected because English teachers have implemented Canva-based presentations as part of speaking activities, allowing students to gain direct experience in using Canva during classroom presentations. This condition provides a relevant setting for investigating students' perceptions of the use of Canva in speaking activities.

In addition, the researcher was granted permission to conduct the study at the school and had access to observe classroom activities and interview Grade 11 students who met the research criteria. Since the participants had experience using Canva in their English-speaking tasks, the research site was considered appropriate for obtaining rich and relevant data to answer the research questions.

### **3.4 Data Collection**

In this study, data were collected using classroom observation and semi-structured interviews to obtain comprehensive information about students' perceptions of the use of Canva-based presentations in speaking activities. These two data collection methods were selected because they complement each other in providing a deeper understanding of the phenomenon under investigation. Classroom observation enabled the researcher to examine students' participation, interaction, confidence, and classroom behaviors during Canva-based speaking activities, while the semi-structured interviews provided opportunities for the

participants to express their experiences, opinions, perceived benefits, and challenges in greater detail. By combining these methods, the researcher was able to compare and confirm the findings from different sources, resulting in a richer and more comprehensive understanding of students' perceptions.

### **3.4.1 Observation**

The data obtained from classroom observations were analyzed qualitatively to understand how Canva-based presentations were implemented and how students responded during speaking activities. The researcher began the analysis by carefully reading and reviewing the field notes several times to gain a thorough understanding of the observed classroom situations. This process allowed the researcher to become familiar with students' behaviors, interactions, and responses during speaking activities supported by Canva. During the analysis, the researcher identified key aspects observed in the classroom, such as students' levels of participation, confidence when speaking, peer interactions, and how visual elements from Canva are used during presentations. These aspects were marked and grouped based on similarities in students' behaviors and classroom phenomena. For example, observations related to students' willingness to speak, use of visual support, peer reactions, and classroom atmosphere were categorized accordingly.

After grouping the observation data, the researcher organized these categories into broader descriptions that represent patterns in students' speaking behavior and engagement during Canva-based presentations. This step helps the researcher interpret how the use of Canva influences students' speaking activities within the classroom context. The findings from the observation data were compared with data

obtained from semi-structured interviews. This comparison was conducted to examine whether students' observed behaviors were consistent with their reported perceptions and experiences. By integrating observational findings with questionnaire and interview data, the researcher obtained a more comprehensive understanding of students' perceptions of Canva-based presentations in speaking activities. Through this step-by-step analysis, the observational data contribute to a clearer, more contextualized interpretation of how Canva-based presentations were used in real classroom settings and how they affect students' participation, confidence, and engagement in English-speaking activities.

In addition to field notes, data from the observation checklist were analyzed by reviewing the frequency and patterns of each indicator, such as students' participation, confidence when speaking, interaction with peers, and the use of Canva visual elements, following the observation checklist adapted from Ngoc and Huyen (2023) and Emilio et al. (2024). These results were then compared and grouped to identify consistent behavioral patterns across observation sessions, as structured observation instruments such as checklists support systematic data analysis by allowing researchers to organize and interpret observable behaviors more clearly. The findings from the observation checklist were integrated with field notes and interview data to strengthen triangulation and provide a more comprehensive understanding of students' engagement, participation, and responses in Canva-based speaking activities.

### **3.4.2 Interview**

Semi-structured interviews were conducted with a purposively selected group of students who have experience using Canva-based presentations, as purposive sampling allows researchers to select participants who can provide information-rich accounts relevant to the research focus (Bouncken et al., 2025). The interviews used open-ended questions that allowed participants to elaborate on their thoughts, feelings, and experiences in depth. This method enables the researcher to explore students' subjective perspectives, understand their reasoning, and uncover insights that may not emerge from standardized instruments (Creswell, 2023). The interviews were audio-recorded with participants' consent and transcribed verbatim for further thematic analysis.

## **3.5 Data Analysis**

The data collected in this study were analyzed using thematic analysis, a methodical framework for identifying, interpreting, and reporting recurring patterns or 'themes' within qualitative datasets. As articulated, mentioned by Braun and Clarke (2012), this approach offers the necessary flexibility to delve into the shared meanings and personal reflections of participants, making it an ideal tool for capturing the depth of students' lived experiences. Given that this research utilizes two distinct data collection instruments, semi-structured interviews and observation, each was processed systematically to ensure that the unique insights from both sources are fully captured.

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After grouping the observation data, the researcher organized these categories into broader descriptions representing patterns in students' speaking behavior and engagement during Canva-based presentations. This step helped the researcher interpret how Canva influenced students' speaking activities in the classroom. The findings from the observation data were then compared with data obtained from semi-structured interviews to examine whether students' observed behaviors were consistent with their reported perceptions and experiences. By integrating observation findings with questionnaire and interview data, the researcher obtained a more comprehensive understanding of students' perceptions of Canva-based presentations, contributing to a clearer, more contextualized interpretation of how these presentations affected students' participation, confidence, and engagement in English-speaking activities.

### **3.5.2 Interview**

The data obtained from the semi-structured interviews were analyzed through several systematic steps to ensure that participants' experiences and perspectives are accurately interpreted. First, all interview recordings were transcribed verbatim to capture students' responses in detail. The researcher would then read the interview transcripts repeatedly to become familiar with the content and to gain a clear understanding of students' experiences, opinions, and feelings regarding the use of Canva in speaking activities.

After becoming familiar with the data, the researcher identified and highlighted statements that were relevant to the research questions. These statements were grouped based on similar meanings or ideas, such as students' feelings when presenting, their level of confidence, their engagement during speaking activities, and the challenges they experienced when using Canva. This process helped the researcher organize the interview data in a structured and manageable way.

The grouped statements were then summarized and interpreted to describe common patterns in students' responses. Through this step, the researcher identified key themes that represent how students perceive the use of Canva-based presentations in speaking activities. These themes were used to explain the influence of Canva on students' speaking confidence, participation, creativity, and overall learning experiences in the classroom.

To ensure that the interpretation accurately reflects students' perspectives, the researcher may share summaries of the findings with selected participants and invite

them to confirm or clarify the interpretations. This step allows the researcher to verify that the analysis is consistent with participants' actual experiences. By following this step-by-step analysis process, the interview data provides in-depth insights into students' personal experiences and supports a comprehensive understanding of the role of Canva-based presentations in English-speaking activities.

### **3.6 Ethical Considerations**

This study adheres to established ethical principles in qualitative research to ensure the rights, safety, and well-being of all participants. Before data collection, the researcher obtained informed consent from each participant, clearly explaining the purpose of the study, the procedures involved, and the voluntary nature of their participation. Participants were informed that they have the right to withdraw from the study at any time without any consequences.

To maintain confidentiality and anonymity, the researcher assigned codes or pseudonyms to all participants in the transcripts and reports, ensuring that no personal identifiers are disclosed. All collected data, including interview recordings, transcripts, and questionnaire responses, were securely stored and used solely for research purposes.

Additionally, the study was conducted with respect for participants' dignity and cultural context, avoiding any form of harm or discomfort during the research process. The researcher also sought permission from the school authorities to conduct the study within the classroom environment and follow all school regulations regarding research activities.

Through the rigorous implementation of these ethical protocols, this study is dedicated to safeguarding the fundamental rights of participants while ensuring the production of credible and methodologically sound findings. This approach aligns with modern ethical imperatives in educational research, which place a profound emphasis on honoring individual autonomy, upholding procedural justice, and maintaining a steadfast commitment to protecting participants from any potential harm .(Tripathi and Chaturvedi, 2023)