

CHAPTER III

RESEARCH METHOD

A. Research Design

This study aimed to investigate the integration of Canva application in project-based learning for teaching writing and assess the impact of Canva on the writing proficiency of students at SMKN 2 Banjarmasin. A case study was employed in this study to provide a comprehensive explanation of the cause and effect relationship between students' writing abilities and their use of the Canva application. Yin (2018) defined a case study as a tool for conducting evaluation. In this context, evaluation refer to a specific form of research designed for assessing and providing explanations for the outcomes of particular interventions. Both studies conducted by Creswell (2012) and Hancock et al. (2009) outline the following procedural stages for conducting research via case study.

1. Establish the broad case to investigate

Canva was utilized by a teacher at SMK Negeri 2 Kota Banjarmasin as part of a project-based learning activity. The implementation of the application served as the basis for the research. After that, the researcher went to the school to make a formal request for authorization to proceed with the study.

2. Establish the research questions

1. To investigate the integration of Canva application in Project-Based activities to improve students' English writing skills ability
2. To investigate how far Canva affects students' English writing ability.

The next step, the researcher also collected a wide range of literature including books, journals, and previous studies to support the research foundation and progress.

3. Determine the instruments and the method for data analysis.

Following the researcher's decision to use observation and interviews as the instruments of the study. The two instruments are employed to gather the data regarding the first research question. For the second research questions, relevant documents were gathered for analysis. Subsequently, the researcher conducted thematic approach to analyze the data.

4. Collecting the data

The primary data for the study was gathered by the researcher directly through in class non-participant observation and interview with the related teacher. Meanwhile, the secondary data the researcher collected to complete the primary data was the students' project, rubric writing assessment from the teacher along with the students' score, and documentation from the observation.

5. Analyze the data

The researcher deployed a thematic data analysis on the data obtained from the interviews and observations. The information collected through the

observation field notes and the interview transcript was divided into groups and themes to be evaluated before making any conclusions about the finding.

6. Construct a research case report.

The researcher formally document the findings of the study in the form of a report. The report included all empirical data such as the outcomes of observations, interview transcripts, and artifacts. The case report was written concisely and systematically in order to ensure the fulfillment of the research questions.

B. Research Setting

The study was conducted in 2024 at SMK Negeri 2 in Banjarmasin. The researcher chose this school specifically because an English teacher there utilized Canva in project-based activities to teach her students writing. A research letter was submitted to the school on January 25th. Four rounds of study were carried out to collect the necessary data. First, observations were made on January 25th in both the A and B classes of the broadcasting and filmmaking major's tenth grade, January 31st in class A, February 2nd in class B, and February 7th for the interview with the English teacher.

C. Participants

This research project was undertaken with an English teacher from SMK Negeri 2 Banjarmasin, who integrates the Canva application into project-based learning sessions aimed at enhancing writing skills. The study focuses on monitoring Classes A and B, comprising tenth-grade students majoring in broadcasting and film. The decision to observe these specific classes was based on the teacher's recommendation, as they demonstrated higher levels of student engagement compared to other classes.

D. Research Instruments

The researcher applied two distinct instruments for the purpose of this study, namely observation, and interview.

1. Observation

Observation, as delineated by Simpson and Tuson (2003) and Marshall and Rossman (2016), transcends mere passive watching. It involves a systematic scrutiny of diverse elements including individuals, occurrences, behaviors, locales, artifacts, and routines, accompanied by meticulous note-taking. It may assume structured or unstructured forms, such as participant observation (Denscombe, 2014). Unlike published data (Wellington, 2015) or second-hand reports (Creswell, 2012), observation enables researchers to acquire firsthand, 'live' data from naturally unfolding social environments. This

sets observation apart as a research methodology, conferring the advantage of yielding more authentic and dependable findings compared to mediated or inferential approaches. Additionally, Clark et al (2009) asserted that observation enjoys high face validity, as it unveils everyday routines and activities, furnishes ample contextual insights, facilitates the collection of firsthand data, and documents verbal, non-verbal, and physical dimensions of lifeworlds.

2. Interview

Kvale (1996) defined an interview as a dialogue among two or more individuals centered on a shared topic of interest, highlighting the significance of human interaction in knowledge acquisition and the social context surrounding research data. In this exchange, the interviewer serves as a "miner," extracting information from the interviewee. Hochschild (2009) emphasizes that interviews offer a depth and insightfulness unmatched by surveys, delving into how individuals conceptualize their thoughts and establish connections between different aspects. Interviews serve as versatile instruments for data gathering, enabling the utilization of various sensory channels, including verbal, non-verbal, visual, auditory, and written (particularly in the case of online interviews). While interviews may adopt a structured format, there should be space for spontaneity, and the interviewer should exhibit genuine interest in responses, whether they are to conventional or challenging questions.

3. Documentation

Pohan (2007) highlight document review as a way of collecting information from various written sources such as archival materials, diplomas, report cards, legal documents, diaries, personal correspondence, biographical records, and other pertinent documents related to the research topic. Bodgan and Biklen (2007) further stated that documents were utilized alongside interviews and participant observations.. The data which was used as the documentation is the students' writing score obtained through the teacher, as well as the writing rubric assessment, and the finished product of the writing project.

Table 3.1 Research Instruments.

No of RQ	Point of Research Question	Research Instruments
1	The Integration of Canva application in PjBL activities	Observation Guideline Interview Protocol
2	The effect of Canva application on students' writing skills ability	Interview Protocol Documentation

E. Data Collection Procedure

Throughout this case study investigation, the researcher employed two distinct methods to gather data: observation and interviews. The data collection procedure as the following:

1. The researcher sought a participant through friends who had completed Teaching Practice Course II. Teacher who used Canva Application in Project-Based Learning was the requirement for being the participant of the research.
2. The researcher personally contacted the potential participant, outlining the study's objectives, and seek their voluntary participation.
3. The researcher then asked for a permission from the related school to conduct the research.
4. After getting permission, the researcher conducted non-participant observation to gather insights into the integration of Canva without disrupting teaching and learning activities. This observation adhered to established guidelines.
5. Afterwards, the researcher conducted an interview with the teacher, posing a series of inquiries. The objective was to delve into how Canva was integrated at each stage of Project-Based Learning (PjBL), the rationale behind the teacher's choice to employ the platform, the pros and cons of using Canva, and additional questions derived from observation notes.
6. Alongside this, to examine the benefits of integrates Canva and asses its impact on students' writing ability, the researcher also collected documentations relevant to the study.

F. Data Analysis

The researcher analyzed the data using a method called thematic analysis. Thematic analysis (TA) involves identifying, exploring, and interpreting recurring meanings or "themes" within qualitative data. The following outlines the phases of thematic analysis, adapted from Braun & Clarke (2006), along with descriptions of the analysis process.

Table 2 Thematic Analysis Phase

No	Phase	Description of Analysis process
1	Familiarizing with the data	<ol style="list-style-type: none"> 1. Transcribing interview data from audio to text format. 2. Reviewing the observation data. 3. Categorizing and labeling data for organized analysis. 4. Maintaining transcripts and reflective observation notes. 5. Creating backups of data.
2	Generating initial codes	<ol style="list-style-type: none"> 1. Interpreting the underlying significance of the data. 2. Developing codes for each piece of data. 3. Reviewing and refining the generated codes.
3	Searching for themes	<ol style="list-style-type: none"> 1. Formulating preliminary themes based on the observed phenomenon. 2. Documenting notes related to theme development.
4	Reviewing themes	<ol style="list-style-type: none"> 1. Validating themes and sub-themes against the collected data. 2. Ensuring alignment of research questions with raw data in reflexivity journals. 3. Assessing the relevance of research questions in relation to themes.
5	Recognizing and naming themes	<ol style="list-style-type: none"> 1. Assigning descriptive labels to each theme. 2. Ensuring thematic alignment with research questions. 3. Documenting the process of theme naming.

6	Creating the report	<ol style="list-style-type: none"> 1. Selecting vivid and illustrative examples from the data. 2. Conducting final analysis of chosen extracts. 3. Linking the analysis back to research questions, objectives, and existing literature.
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G. Technique of Data Trustworthiness

In every research endeavor, researcher must undergo several validation phases to ensure acceptance by the public and to inspire trust among readers (Syahran, 2020). Sugiyono (2020) pinpoint that the technique of data validity checking holds the highest level of confidence and is accountable for truth. Lincoln and Guba (1985) outlined four steps to validate data:

1. Credibility

Credibility serves as a criterion for ensuring the accuracy of collected data and information. It implies that research results should be critically trusted by all readers and respondents as reliable information (Sarwono, 2013). In this study, data validity (trustworthiness) is determined by the degree of trust (credibility) applied. To ensure credibility, the researcher utilized triangulation of technique by comparing the collected data from the same source using several technique (Sugiyono, 2012). The observation results and interview transcript were double-checked by the researcher. The researcher will hold additional conversations with the participant to make sure the data acquired is accurate. Furthermore, the researcher also using photographs, the recording of

the interview and notes on observation, and as well as the other collected documentation as a reference (Sarwono, 2013) to support the research.

2. Transferability

As sugiyono (2015) outlined, to demonstrate how accurate or applicable study findings are to the population that the sample was drawn from a transferability test is needed. In order for the research to be applicable to the population from whom the study's samples were drawn and to be easily understood by others and for the conclusions, the researcher will explain the findings in great detail, concisely, and methodically.

3. Reliability

Trustworthy research is defined as multiple experiments yielding consistent results. Research on dependability or reliability is defined as that which generates the same results when conducted by another researcher using the same methodology. The entire research process is audited to do reliability testing, through the use of an impartial supervisor or auditor who will oversee every action taken by researchers while they do the study. Sugiyono (2020) asserts that if this method is implemented, it may be referred to as dependability, implying that the study process can be repeated.

4. Confirmability

To ensure the confirmability of the research, the verbatim detailing the data result was sent to the participant by the researcher in order for the respondent to double check for errors or more information. Data is deemed

objective when a significant number of people concur on its findings. As Sugiyono (2009) noted, once the data has been verbatim processed, a confirmability test can be obtained.