

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This study investigates how Canva-based mind mapping was implemented in the writing classroom and how it influenced students' writing skills using a case study approach. A case study approach was applied since it allows a thorough investigation of a specific educational setting and provides a comprehensive understanding of the implementation process and its effects on students' writing development. The case study approach is a qualitative research method that enables an in-depth understanding of a particular phenomenon within its real-life context. It is particularly useful when the researcher seeks to explore the *how* and *why* of a teaching strategy or classroom practice in a specific setting. According to Johnny Saldana and Matt Omasta (2021), a case study focuses on a bounded system (such as a place, group, or institution) and involves gathering rich and detailed data through multiple sources such as interviews, observations, and documentation. In this research, the bounded system refers to one class of twelfth-grade students at SMAN 1 Anjir Pasar where Canva-based mind mapping was implemented in writing instruction. Furthermore, Johnny Saldana (2021) explains that qualitative case study research focuses on collecting rich, descriptive data to understand participants' experiences within a specific context. Through

interviews, observations, and documentation, researchers are able to analyze patterns, themes, and meanings emerging from participants' lived experiences.

In recent educational research, the case study method is frequently used when researchers aim to examine classroom practices, learning behaviors, or the integration of technology in instruction. Since this study focuses on understanding students' perceptions and experiences rather than measuring numerical improvement, a qualitative case study design is considered appropriate.

In the context of this study entitled "Exploring Implementation of Using Canva for Mind Mapping on Students Writing Skill Development", the case study method is suitable because it allows the researcher to closely examine how Canva-based mind mapping is implemented during the writing process and how it influences students' ability to generate ideas, organize content, and produce structured texts.

The classroom setting offers a specific and unique case where digital learning media, students' creativity, and writing instruction intersect. Therefore, an in-depth qualitative analysis is both relevant and necessary to fully understand the phenomenon under investigation.

## **B. Research Setting**

This research was conducted at SMAN 1 Anjir Pasar, located at Jl. Trans Kalimantan Km. 28, Anjir Pasar Kota II, Anjir Pasar District, Barito Kuala Regency, South Kalimantan Province, during the 2025/2026

academic year. This study investigated how the use of Canva for mind mapping influenced students' writing skill development in this educational setting. SMAN 1 Anjir Pasar has an academic environment where students actively develop their literacy skills through various technology-based learning methods. The focus on Canva-based mind mapping for writing skills aligned well with the school environment, as students are accustomed to integrating digital tools into their learning activities.

A case study approach was chosen because it allowed for an in-depth exploration of the implementation process and its impact on students' writing abilities in a real educational setting. Since SMAN 1 Anjir Pasar encouraged the integration of digital tools in the learning process, it served as an appropriate setting to examine the implementation and effectiveness of Canva-based mind mapping in enhancing students' writing abilities.

### **C. Data Collection Techniques**

This study employed a case study approach, which is a widely used qualitative research method. Case studies allowed for an in-depth analysis of a specific case within its natural context (Stake, 1995). The objective of this research was to explore the implementation of Canva for mind mapping and its impact on students' writing skill development.

Social Constructivism Theory (Vygotsky, 1978) emphasized that social interactions and cultural tools played a crucial role in learning. In this context, digital tools such as Canva were viewed as cultural

instruments that facilitated learning. In addition, Dual Coding Theory (Paivio, 1986) suggested that visual representations enhanced comprehension and information retention, supporting the use of mind mapping in writing instruction.

To gain a comprehensive understanding of how Canva-based mind mapping influenced students' writing skills, this study utilized multiple data collection techniques. According to Merriam (1998), qualitative research relied on rich, descriptive data gathered from various sources to accurately capture participants' experiences. The following techniques were employed:

### **1. Observations**

Observation was conducted to examine the implementation of Canva-based mind mapping in writing instruction and its contribution to the development of students' writing skills. The researcher used non-participant observation to ensure that the learning process occurred naturally without direct intervention from the researcher.

The observations were conducted three times at SMAN 1 Anjir Pasar on January 20, 2026, January 27, 2026, and February 3, 2026. Prior to conducting the observations, the researcher prepared a structured observation guideline based on the research objectives. This guideline helped maintain focus and consistency throughout the observation process.

During the observation sessions, the researcher observed the introduction of the mind mapping concept, the implementation of group tasks using Canva, and the presentation of students' mind mapping results. The observation focused on students' participation, group collaboration, use of Canva features, design creativity, and challenges faced during the activities.

Data were recorded using a checklist and brief descriptive field notes. The checklist captured observable indicators related to student engagement and the learning process, while field notes documented classroom situations and students' responses. The collected data were then organized to support data triangulation with interview and documentation findings.

## **2. Interviews**

Interviews were conducted to gain deeper insights into students' experiences and perceptions regarding the use of Canva-based mind mapping in writing instruction. The researcher employed semi-structured interviews, allowing flexibility to explore participants' responses while still following prepared guiding questions aligned with the research objectives. The interviews were conducted after the third observation session and involved 12 students selected from 6 groups at SMAN 1 Anjir Pasar. The participants were chosen purposively to represent active group members who were directly involved in creating and presenting the mind mapping projects. This selection aimed to

capture varied perspectives based on students' different levels of participation, creativity, and engagement during the implementation process.

This approach was intended to obtain rich and balanced data by exploring students' perceptions, benefits experienced, and challenges encountered while using Canva for mind mapping. By involving students from different groups, the researcher was able to identify similarities and differences in their experiences related to writing development, collaboration, and digital tool usage.

The interview instrument consisted of a semi-structured interview guideline developed based on the research objectives. The questions were divided into two sections. The first section focused on students' perceptions of using Canva-based mind mapping in writing activities, including its influence on idea development, text organization, confidence, and understanding of text structure. The second section explored the benefits and challenges experienced by students, such as creativity enhancement, time efficiency, technical constraints (internet connection and device limitations), group collaboration issues, and difficulties in selecting templates or organizing layout design. The collected interview data were then transcribed and organized to support data triangulation with observation and documentation findings.

### **3. Documentation**

Documentation was used to support and verify the data obtained from observations and interviews. The researcher collected various documents, including lesson plans, mind mapping task guidelines, students' mind mapping products, students' written texts, and presentation performance records. In addition, field notes and photographs taken during the observation sessions were included as supporting evidence.

The documentation instrument consisted of document analysis sheets used to review and organize relevant materials. These documents helped clarify how Canva-based mind mapping activities were planned, implemented, and evaluated, and strengthened data validity through triangulation. The data collection activities were conducted according to the following schedule:

Table 3.1 Schedule of Data Collection

| Date                        | Activity  | Participants                   |
|-----------------------------|---|--------------------------------|
| 20 January 2026             | 1 <sup>st</sup> Observation (Pre-implementation of Canva-based mind mapping)                | Students of SMAN 1 Anjir Pasar |
| 27 January 2026             | 2 <sup>nd</sup> Observation (Implementation of Canva-based mind mapping)                    | Students of SMAN 1 Anjir Pasar |
| 03 February 2026            | 3 <sup>rd</sup> Observation (Presentation of mind mapping results)                          | Students of SMAN 1 Anjir Pasar |
| 10 February 2026            | Semi-structured Interviews  | 12 Students                    |
| 20 January-10 February 2026 | Documentation (lesson plans, students' mind maps, students' written texts, activity photos) | Teacher & School Records       |

Overall, the combination of observation, interview, and documentation techniques, supported by systematically designed instruments, enabled the researcher to obtain rich and credible data. Through data triangulation, this approach provided a comprehensive understanding of how the use of Canva-based mind mapping contributes to the development of students' writing skills.

#### **D. Research Participants**

The participants in this study were students from SMAN 1 Anjir Pasar who were selected to provide diverse experiences and perspectives on the use of Canva for mind mapping in writing activities. The researcher collected data to explore how students perceived the use of Canva-based mind mapping and the benefits and challenges they experienced during the writing process.

The participants consisted of 12 students from 6 groups who actively engaged in the implementation of Canva-based mind mapping during writing lessons. These students were selected using purposive sampling because they were directly involved in creating and presenting mind mapping projects using Canva. Their participation ensured that they possessed relevant experience and were able to provide meaningful reflections regarding the learning process, including its advantages and challenges.

The selection of these students was supported by theoretical considerations. Firdaus and Abdul (2023) argue that integrating digital tools such as Canva into the writing process enhances students' ability to organize ideas, increases engagement, and fosters creativity. Similarly, Richards and Rodgers (2001) emphasize that visual learning tools, including mind mapping, contribute to improved comprehension and information retention in language learning contexts. These perspectives justify the focus on students who experienced the direct integration of Canva-based mind mapping in writing instruction.

Therefore, the selected students were considered appropriate participants for providing rich and relevant data regarding the implementation of Canva-based mind mapping and its contribution to writing skill development.

## **E. Data**

The data in this study are divided into two types:

### **1. Primary Data**

Primary data were obtained directly from the participants at SMAN 1 Anjir Pasar. These data include the results of classroom observations during the implementation of Canva-based mind mapping in writing learning activities. The observations focused on students' participation, interaction, and engagement while creating mind maps using Canva before writing their texts.

Primary data also included interviews with 12 twelfth-grade students who participated in the learning activities. The interviews were conducted to determine students' perceptions of using Canva to create mind maps, the benefits they felt in improving their writing skills, and the challenges they experienced during the learning process. Documentation was also collected during the research process, such as the results of mind maps created by students using Canva, student writing assignments, learning activities, and documentation during the interviews.

### **2. Secondary Data**

Secondary data were collected from previous studies, books, and journal articles related to writing skills, mind mapping strategies, digital learning media, and the use of Canva in education. These sources were used to support the analysis and provide theoretical

foundations for the study. The secondary data also include academic literature discussing students' perceptions toward learning media and the benefits and challenges of integrating technology in the teaching and learning process. Therefore, the data sources of this study consist of both students as the primary participants of the research and academic literature as supporting references for the theoretical framework of the study.

## **F. Data Analysis**

This study followed the qualitative data analysis framework proposed by Creswell (2014) to ensure that data interpretation aligned with the research objectives. The analysis process was structured to identify patterns, themes, and case classifications through an interactive and iterative approach. The study categorized the data into three types of cases:

### **1. Important Cases.**

Important cases highlighted key strategies used by students in utilizing Canva for mind mapping during writing lessons. The data provided insights into how Canva helped students generate ideas, structure their writing more effectively, and enhance creativity. Through this analysis, common trends and frequently used techniques in Canva-based writing instruction were identified.

### **2. Outlier Cases.**

Outlier cases included instances in which the use of Canva resulted in unusually significant improvements or unexpected challenges. Some

students demonstrated remarkable improvements in their writing skills through Canva integration, while others experienced difficulties such as technical issues or challenges in applying mind mapping techniques. Analyzing these cases helped identify factors that either supported or hindered students' writing development.

### **3. Local Knowledge Cases.**

Local knowledge cases focused on how social, cultural, and school-related factors influenced the effectiveness of Canva-based mind mapping. Factors such as students' learning habits, teacher support, and the integration of Canva within the school curriculum played an important role in determining its success. Understanding the local context allowed the researcher to assess how technology-enhanced learning could be adapted to meet students' specific needs and learning environments.