

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1. Method of the Research**

Descriptive case study was conducted since it was designed to investigate the competence and perceptions towards multimodal discourse writing in ELT activities. The main point of this research was to collect the data in descriptive way about students' competence and perceptions towards the multimodal discourse writing in English subject. Case study is an investigation of the issue in particular circumstances. Creswell & Creswell (2018) stated that in a qualitative case study, the questions may address a description of the case and the themes that emerge from studying it. Hence, case study was chosen to focus on the description findings about writing competence and perspective which the students' profile is described in setting and participants.

#### **3.2. Setting and Participants**

The research participants were expected eight students from similar eighth graders at one of Junior High School in Tasikmalaya since English Learning and Teaching activities have been conducted into multimedia approach. This school usually conducts video-mediated language teaching each chapter. There was also pre-interview to the teachers to clarify about the video-mediated learning and teaching.

The expected eight students were chosen based on the teacher's English genre-based multimodal discourse writing evaluation by instructional writing composition. The four students were selected based on the highest score, and four others from the lowest score as also their willingness to join and support this research project by signing up the concern form (the format and the agreement signs are attached respectively in Enclosure 2.3.1. and 2.3.2.). The students have experienced genre-based instructional writing production. Adversely, the interview was attended only four in-classmate students who submitted the assignment. The

lack of preparation due to pandemic situation has been inauspicious the research procedures until the end. Therefore, the planning readjustment is urgently necessary.

### **3.3. Steps of the Research**

There are some steps in processing this research, as follow:

1. Identifying a phenomenon
2. Formulating research problem and aim of the research
3. Determining the participants
4. Collecting data
5. Analysing data, and
6. Reporting findings of the research.

The steps in technical practice are furthermore described on the subchapters.

### **3.4. Data Collection**

For collecting the data, the researcher utilised triangulated data of semi-structured interviews, excerpted video recording, and students' writings as documents. Semi-structured interview, as providing a very flexible technique for small-scale research (Drever, 1995), would be conducted in the two sessions of pre-interview with the teacher and interview with four students in order to collect their perceptions towards the multimodal discourse writing in ELT activities. Some questions were proposed to the research participants and the next simultaneous developed questions are able to be carried out according to participants' answers. The framework was carried out in order to obtain the deep information regarding this research. The researcher also recorded the students' interview in audio format.

In this study, the researcher also compiled the video documents of video recording with its excerpts and students' tasks. The excerpts of video recording were used for marking the multimodal discourse writing activities in ELT process. Meanwhile, the students' videos were submitted to evaluate their comprehension towards multimodal discourse writing. The researcher readjusted the data collection by obtaining and proofreading the students' narrative written texts. Their original

and proofread made-up texts for each student are also presented during interview session to ease them recalling the process and comprehending the texts. Moreover, the teacher' lesson plan is compiled as the additional document in order to analyse the readjustment planning of online class or SFH (School from Home) ELT activities in particular emergency pandemic lesson plan.

### 3.5. Data Analysis

Thematic analysis proposed by Braun & Clarke (2006) is used to analyse the result from interview. There are six-step processes for identifying, analysing, and reporting qualitative data using thematic analysis.

Step 1: Familiarization; Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas. One of the familiarization processes is shown in the picture in order to obtain the interview verbatim excerpt about students' recount text composition obstacles.

		lakukan, salah satu kegiatan yang saya lakukan pas pakai komputernya yang ketiga cuma gambar tambahannya.
01:48	R	Apakah saat itu kamu bisa tulis cerita kamu dibantu sama gambar pilihan kamu itu terus ada kesulitan nggak dalam memilih gambar atau menulis teks recount buatan kamu?
02:05	G	Gambar-gambarnya cuma pamanis. Yang kesulitan mungkin digambar ketiga kadang beberapa kali ngambill gambar.
02:16	R	Pas bikin teks recountnya gimana?
02:28	G	Sedikit kesulitan karena mungkin gramarnya jelek bahasa Inggris saya juga nggak tahu bagus.
02:38	R	Kalau misalnya diminta buat ngertain kembali, bisa nggak? Singkat aja.
02:45	G	Bisa. Jadi, tahun 2019-2020 saya rakit PC senang banget karena ya pusing banget sih dari dulu dari kecil. Rakitnya dibantu sedikit sama ayah saya. Selesai 4 jam kira-kira selesai, pas pertamanya

Picture 3.6.1. Transcription process of interview results verbatim

Step 2: Generating initial codes; Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.

Step 3: Searching for themes; Collating codes into potential themes, gathering all data relevant to each potential theme.

The second and third steps shown in the picture are marked in different colours in order to distinguish the different points each of the code.

03:32	R	Terus, apakah kamu merasa atau berpikir kalau misalnya gambar-gambar yang tersedia itu membantu kamu untuk menulis, terus sekarang bisa membacanya (dan) menceritakannya lagi?	He argued the pictures were not too helpful and only occupied as the addition to the text.
03:52	G	Nggak terlalu sih, karena sebenarnya saya perlu gambar itu karena disuruh kalau nggak mungkin nggak pakai cuma buat pelengkap aja.	
04:07	R	Terus, apa pendapat kamu tentang kegiatan menulis recount text?	He said writing recount text is quite hard since it is in English.
04:13	G	Cukup sulit sebenarnya karena pakai bahasa Inggris juga. Seperti karangan.	
04:24	R	Tadi dibilangnya karangan ya. Terus apa bedanya antara karangan yang... pengalaman membuat karangan yang tadi kamu sebutkan dengan kegiatan menulis recount text yang ini?	Retelling the past experiences and composing the false story as some students did during elementary school is different.
04:38	G	Yang saya tahu tuh menceritakan kembali kejadian di masa lampau, sejauh yang saya tahu. Kalau karangan di Bahasa Indonesia itu pas di SD disuruh. Ada mungkin ada beberapa yang ngarang ceritanya biar nyelesaiin tugasnya doang atau emang ada yang menceritakan pengalamannya.	
05:02	R	Saran apa yang bisa kamu sampaikan kepada guru yang mengajar atau saya sebagai peneliti?	He suggested the teacher should
05:10	G	Buat lebih jelas aja, menceritakan atau menjelaskan apa itu recount text contoh-contohnya. Segitu aja.	describe or explain the recount text with examples.
05:30	R	Terima kasih atas partisipasinya.	

\*Pauses and fillers were encountered at several parts

### Picture 3.6.2. Marking the Codes for Themes in Data Analysis Process

Step 4: Reviewing themes; Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic ‘map’ of the analysis.

Step 5: Defining and naming themes; Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.

02:38	R	Kalau misalnya diminta buat <del>nyeritain</del> kembali, bisa <del>nggak</del> ? Singkat aja.	
02:45	G	Bisa. Jadi, tahun 2019-2020 saya rakit PC senang banget karena ya <del>pengen</del> banget sih dari dulu dari kecil. Rakitnya dibantu sedikit sama ayah saya. Selesai 4 jam kira-kira selesai, pas pertamanya <del>walain</del> <del>gak</del> nyala, panik. Saya kira awalnya... Awalnya <del>kira</del> ada yang rusak atau apa <del>gitu</del> , tapi ternyata cuman salah cara <del>masang</del> kabel. Saya <del>benarin</del> <del>cobain</del> <del>walain</del> lagi bisa nyala.	He was able to retell his recount text or experience of assembling his PC.
03:32	R	Terus, apakah kamu merasa atau berpikir kalau misalnya gambar-gambar yang tersedia itu membantu kamu untuk menulis, terus sekarang bisa membacanya (dan) menceritakannya lagi?	He argued the pictures were not too helpful and only occupied as the addition to the text.
03:52	G	<del>Nggak</del> terlalu sih, karena sebenarnya saya perlu gambar itu karena disuruh kalau <del>nggak</del> mungkin <del>nggak</del> pakai cuma buat <del>pelengkap</del> aja.	
04:07	R	Terus, apa pendapat kamu tentang kegiatan menulis <del>recount</del> text?	He said writing recount text is quite hard since it is in English.
04:13	G	Cukup sulit sebenarnya karena pakai bahasa Inggris juga. Seperti karangan.	

**Fida Fauziyya**  
Students retell their experiences according to what were written on their recount texts respectfully.

**Fida Fauziyya**  
Students' attitude towards the pictures as part of multimodal discourse presented in their recount texts.

**Fida Fauziyya**  
The students' attitudes and challenges of composing the recount text.

### Picture 3.6.3. Defining and Naming Themes after Reviewing the Codes

Step 6: Producing the report; Final analysis, relating back of the analysis to the research question. The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

## 3.6. Research Schedule

The research schedule is deployed as follows:

No.	Description	2019		2020			2021		
		Nov.	Dec.	Feb.	Nov.	Dec.	Feb.	Aug.	Dec.
1.	Submission of Research topic								
2.	Research Topic Approval								
3.	Drafting the Research Proposal								

No.	Description	2019		2020			2021		
		Nov.	Dec.	Feb.	Nov.	Dec.	Feb.	Aug.	Dec.
4.	Proposal Approval								
5.	Seminar Proposal Examination								
6.	Drafting Research Thesis and Revisions								
7.	Conducting the Research								
8.	Writing the Results								
9.	Final Thesis Examination								

*Table 3.6.1. Research Schedule*