

CHAPTER III

RESEARCH PROCEDURES

3.1 Method of the Research

The present study employed the Multimodal Content Analysis (henceforth, MMCA) method proposed by Serafini and Reid (2019), which is a developing methodology of qualitative content analysis, as the research design. MMCA is defined as an emerging methodology that combines the theory of qualitative content analysis with the theory of multimodality for conceptualizing and analyzing multimodal texts (Kachorsky & Reid, 2020; Serafini & Reid, 2019). This method is selected because it aims at scrutinizing how the multiple modes are used (e.g., textual and visual modes) in multimodal phenomena in line with the aim of this research.

While qualitative content analysis is an analytical method used for analyzing the content of text data through the systematic classification process of coding and identifying themes or patterns for the purpose of making subjective interpretations (Hsieh & Shannon, 2005; Selvi, 2020). Accordingly, by conducting a comprehensive multimodal content analysis, the researcher built a deep analysis and understanding to interpret how the issue (the content) raised in the selected campaign posters is represented multimodally.

3.2 Focus of the Research

This research focused on analyzing textual and visual resources in the selected campaign posters regarding the promotion of parents' awareness of children's language development. Moreover, the selected campaign posters were analyzed by utilizing Systemic Functional Multimodal Discourse Analysis (SFMDA) analytical tools. The textual resources of the campaign posters were analyzed by using Systemic Functional Linguistics (SFL) focusing only on the ideational meaning, while the visual resources are analyzed by using Visual Grammar focusing only on the representational meaning to reveal the contribution

of these semiotic resources in representing the campaign's messages in the posters.

3.3 Data and Source of Data

The data of the present research were campaign posters regarding the promotion of parents' awareness of children's language development published by Worcestershire Speech & Language Therapy NHS Trust through their official Twitter account, @SLT_Worcs. A sample of six campaign posters was collected from their Twitter account. These campaign posters were published as the realization of part of the "Get Worcestershire Talking" campaign, which is "We Need to Talk" Month. However, only four campaign posters were selected from the sample through the purposive sampling technique since these four posters fit the aim of this research the most. Moreover, the source of data in this research is the official Twitter account of Worcestershire Speech & Language Therapy, @SLT_Worcs. The data of this research are presented in Enclosure 1.

3.4 Technique of Collecting the Data

The data of this research were gathered by utilizing the purposive sampling technique and document analysis technique. Document analysis is a systematic procedure for collecting, reviewing or evaluating, interrogating, and analyzing documents (both printed and electronic) as a primary source of research data (Bowen, 2009; O'Leary, 2017). In this research, the researcher collected the data by using the document analysis technique which is adopted from O'Leary (2017).

Before collecting the data, the researcher first determined the population based on the research problem. The target population of this research is campaign posters that promote parents' awareness of children's language development. Then, the researcher established a characteristic for choosing the sample which is the campaign posters must be published for the same campaign program or by the same organization. From the characteristic above, the researcher decided to choose campaign posters regarding the promotion of children's language development published by Worcestershire Speech & Language Therapy. These campaign posters

were published as the realization of the part of the “Get Worcestershire Talking” campaign, which is “We Need to Talk” Month that occurred from 9th November to 9th December 2015.

The data were obtained from the official Twitter account of Worcestershire Speech & Language Therapy, @SLT_Worcs. The researcher searched the campaign posters by using the keywords @SLT_Worcs and #weneedtotalk. Then, the researcher chose the campaign posters from dozens of images of the search result that meet the characteristics the most. From dozens of images, six campaign posters meet the characteristics and are collected as the sample. However, from a sample of six campaign posters, only four campaign posters are selected as the data of this research since they fit the aim of this research the most. Finally, the researcher downloaded the selected campaign posters from their Twitter account as the corpus data of this research.

After the posters were downloaded, the researcher evaluated the authenticity and credibility of the documents (i.e., campaign posters) as well as the documents’ agenda by asking questions such as, “Who produced and published them? What did they produce it for? To whom they produced them?” Finally, the campaign posters were prepared to be analyzed by employing the SF-MDA analytical tools.

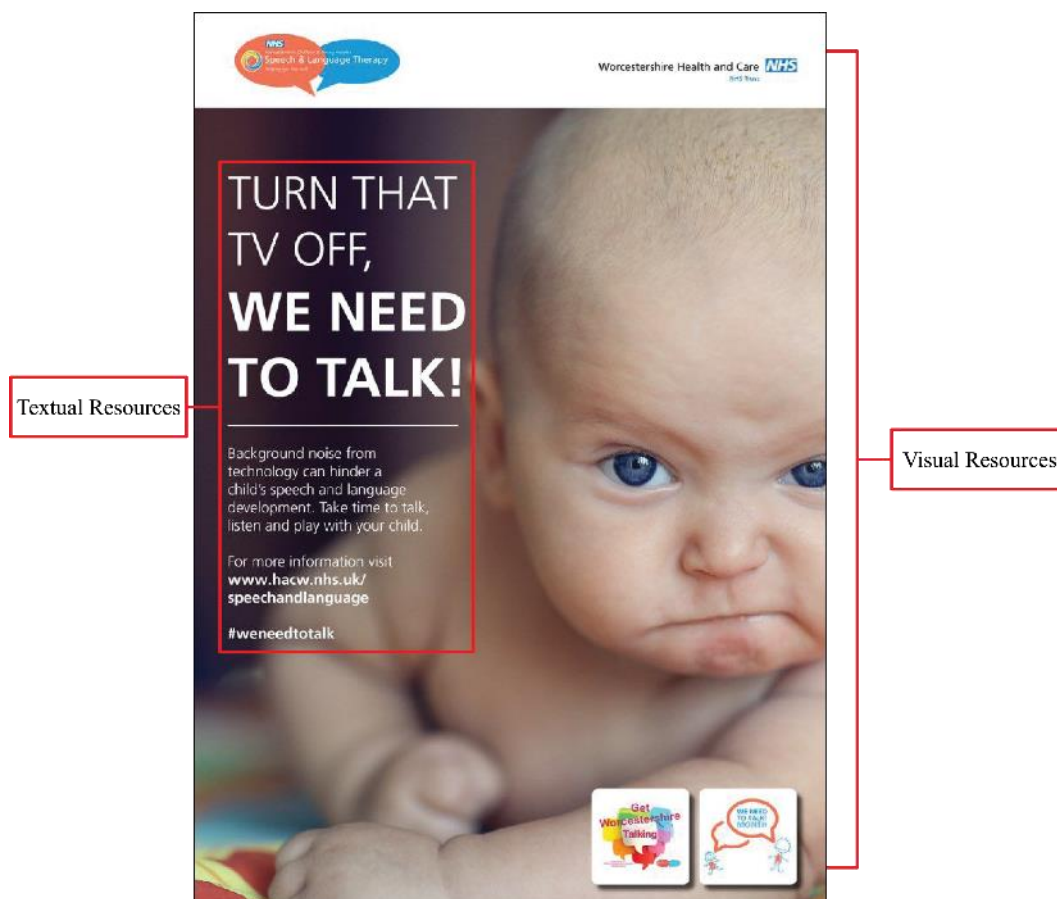
3.5 Technique of Analyzing the Data

In an attempt to analyze the selected data, this research employed the Systemic Functional Multimodal Discourse Analysis (SF-MDA) analytical tools, which are the ideational meaning of SFL (Halliday & Matthiessen, 2004) and the representational meaning of Visual Grammar (Kress & van Leeuwen, 2006).

In the process of analyzing the data corpus, the researcher divided it into four phases. **In phase one**, after collecting the data corpus, the data were categorized into textual and visual analyses as shown in the figure below.

Picture 3.1

Textual and Visual Resources of Poster 1



In analyzing the textual resources, the ideational meaning of SFL (Halliday & Matthiessen, 2004) through the transitivity analysis system was employed. The textual resources were first broken down into clauses. Then, each clause was analyzed based on the *process* occurring in it whether it is included in non-relational processes (material, mental, behavioral, and verbal processes), relational processes (identifying and attributive processes), or existential processes. Next, the *participants* in the textual resources were examined based on the processes they are involved in, and, lastly, the *circumstances* of the text such as time, place, manner, cause, accompaniment, matter, and role were also examined.

Moreover, in analyzing the visual resources, the representational meaning of Visual Grammar (Kress & van Leeuwen, 2006) was employed. The represented

participants in the visual resources were first identified, whether they are included in the *narrative* (marked by the presence of a vector) or the *conceptual representations* (marked by the absence of a vector). Then, the represented participants were classified based on the *process* occurring in them such as action or reactional processes. After that, the *participants* and *circumstances* (locative, means, and accompaniment) involved in the processes were examined.

Furthermore, **in phase two**, the detailed interpretation and explanation of the analysis result were presented with special reference to the review of relevant literature to support the analysis result. **In phase three**, the relationship between textual and visual resources presented in the selected campaign posters was examined to find out how these semiotic modes interrelate with one another in the construction of meaning-making in the posters. Lastly, **in phase four**, the researcher described the research result which is the contribution of textual and visual resources as well as the relation between them in representing the campaign's messages in campaign posters regarding the promotion of parents' awareness of children's language development. The result of phase two to phase four was presented in Chapter IV.

3.6 Time of the Research

The researcher began conducting this research on February 2022 and plans to finish it on June 2023. Moreover, the research schedule of this research is presented below.

