

CHAPTER 3

RESEARCH PROCEDURES

This chapter presents the methodology employed in this study to conduct the research. It describes six main parts of research procedures, namely research method, the focus of the research, the data source, data collection, the data analysis and the research schedule.

3.1 Research Method

This study employed a descriptive qualitative research approach within the framework of Multimodal Discourse Analysis. Qualitative research was particularly well-suited for investigating phenomena for which the researcher lacks prior knowledge about variables and requires exploration (Creswell & Creswell, 2018). In this research, data collection, analysis, and conclusions formed the central components. Qualitative research was geared towards generating descriptive data, primarily obtained through written or spoken words and documents. The researcher employed language to interpret the meanings contained within the data, offering nuanced insights and elaborating on their findings. Unlike quantitative research, which focuses on measurement and quantification, qualitative research centers on description and interpretation.

The choice of Multimodal Discourse Analysis as the analytical framework stemmed from the specific aim of this study: to comprehend how various semiotic modes function to convey the intended content and theme of the coursebook. This encompassed a wide spectrum of semiotic modes, including pictures, colors, symbols, logos, and textual components. Multimodal Discourse Analysis allowed for a comprehensive exploration of how these elements interact and contribute to the overall meaning, providing a valuable lens to decode the intricacies of language in visual contexts.

3.2 Focus of the Research

Throughout the research process, it was crucial for the researcher to maintain a laser-like focus on the data that held the utmost pertinence and meaning for the study. This deliberate and selective approach enabled the prioritization of critical aspects, ensuring that the research question was not just addressed but effectively elucidated. Drowning in an excess of information could introduce ambiguity and paradoxically hinder the researcher's ability to achieve optimal outcomes. Thus, establishing precise research questions and thoughtfully selecting the data to be scrutinized was of paramount importance. This ensured that the chosen data aligned seamlessly with the study's objectives, facilitating a clear and purposeful analysis. Ultimately, this focus and selectivity enhanced the clarity and relevance of the research findings, contributing to a more comprehensive and impactful study.

The primary focus centered on the analysis of semiotic modes found in the coursebook cover of 'English for International Tourism,' authored by Iwonna Dubicka and Margaret O'Keeffe and published by Pearson Education in 2003. The researcher selected this specific coursebook because it served as supplementary material for the English for Tourism course at University of Siliwangi. Additionally, this book stood out due to its diverse range of semiotic modes, which warrant a deeper analysis to unravel the underlying meanings they convey. These semiotic modes were meticulously chosen based on their direct relevance to the research question and the availability of necessary semiotic resources for thorough analysis. Guided by Kress and van Leeuwen's theory, the researcher aimed to extract valuable insights into how these strategically embedded visual elements on the covers serve to convey and reinforce the intended content or theme of the coursebook. This detailed analysis sought to provide a profound understanding of the role played by semiotic modes in coursebook covers, contributing significantly to the broader exploration of the research topic and enhancing comprehension of the complex dynamics within English coursebook cover.

3.3 Data Source

Data held a pivotal role in this study as it served as the cornerstone for comprehending the phenomenon under investigation. Nassaji (2020) defines data as the information acquired through observation or research, forming the bedrock upon which the study is constructed. In the context of this research, data were constituted by the semiotic modes meticulously extracted from the 'English for International Tourism' coursebook cover. These selections were made with utmost care, guided by their direct relevance to the research question and their potential to yield profound insights into the intricate process of meaning-making.

Through a thorough analysis of these semiotic modes, the researcher embarked on a journey to explore how these components, strategically integrated within the cover, function to convey the intended content or theme inherent to the 'English for International Tourism' coursebook. This analytical endeavor contributed significantly to the study's overarching goal of fostering a comprehensive comprehension of the research topic. In essence, data were the compass guiding the research, illuminating the path towards a richer understanding of the subject at hand.

3.4 Data Collection

The use of the documentation technique was a valuable method for gathering data, as it allowed the researcher to delve into a multitude of materials to unveil their underlying meanings and glean insights into a specific subject. Bowen (2009) highlights the prominence of this method in qualitative research due to its capability to unearth concealed meanings and offer a profound understanding of intricate phenomena. Through the meticulous analysis of documents, the researcher could pinpoint patterns and themes embedded within the data, affording them the opportunity to explore how diverse semiotic modes were harnessed to construct and convey meaning. By embracing this method, the researcher could unearth valuable insights, enriching comprehension of the subject matter and contributing to a more holistic understanding of the research topic.

In the context of this study, the documentation technique was synergistically complemented by library research. This multifaceted approach not only enhanced the comprehensiveness of the data but also provided additional sources and contextual information to augment the overall understanding of the phenomenon under investigation. This combination of techniques equipped the researcher with a powerful toolkit for conducting a more profound and insightful analysis of the research topic, illuminating the intricacies of the subject matter.

3.5 Data Analysis

Once the necessary data has been collected, the semiotic modes presented on the 'English for International Tourism' coursebook cover would be subjected to an in-depth analysis. This analysis employed the Multimodal Discourse Analysis approach, with a specific focus on the representational, interactive, and compositional meanings as outlined by Kress and van Leeuwen.

The researcher applied several steps in conducting the research adopted from Jewitt et al. (2016):

1. The researcher opted for a multimodal discourse analysis approach as the research method and proceeded to pinpoint a specific research focus.
2. Formulating research questions that aligned with the research focus and selecting an empirical focus were crucial steps. In this study, the empirical focus centered on artifacts produced by the individuals whose meaning-making practices were under examination, with the coursebook cover serving as the key artifact of interest.
3. The collection of research materials was achieved through the use of documentation techniques and library research. In this research, a comprehensive array of semiotic modes from the coursebook cover was systematically gathered and analyzed.

4. The data were analyzed using the Grammar of Visual Design framework by Kress & van Leeuwen, and the larger implications of the findings would be interpreted.

5. The results presented a flexible and structured approach, taking into account the researcher's subjective evaluations and considerations.

This method would be instrumental in uncovering the hidden meanings embedded within the coursebook cover, offering a comprehensive understanding of its communicative power.

3.6 Research Schedule

Here was the research schedule that outlines the various stages from the initial research proposal writing to the final thesis examination.

Table 3.1 Research Schedule

Steps	Feb	Mar	Apr	May	June	July	Aug	Sep	Oct	Nov	Dec
1. Research Proposal Writing	■										
2. Research Proposal Seminar					■						
3. Conducting Research						■					
4. Analyzing Data						■					
5. Writing Research Report									■		
6. Thesis Examination											■

This research was expected to span approximately 11 months, covering the period from the initial research proposal writing to the final research thesis examination.