

CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of the Research

This qualitative study employed discourse analysis. Cheek (2004) states that discourse analysis is primarily concerned with examining the construction of texts in relation to their social and historical context. As discourse analysis is situated within the theoretical frameworks of post structural and postmodern, it encompasses a broader scope beyond the examination of textual content in terms of syntax, semantics, and related aspects. Discourse analysis, on the other hand, is concerned with how texts have been created in terms of their social and historical "situatedness." As Sacks (1996) points out, traditional content analyses "fail to account for the persistence with which certain stories or explanations are put forth, take hold, and shape images of [whatever is focused on]" (p. 59). As a result, a key assumption underlying discourse analysis as a kind of inquiry informed by post structural and postmodern understandings is that language cannot be considered transparent or value free (Cheek, 2004). Even the language that being considered to be the most "natural," spoken language or discourse, does not "have" universal meaning but is ascribed specific meanings by both speakers and listeners depending on the situation in which language is used.

In the present context, Hodge (2017) modifies Halliday's theory into an eight-step framework for discourse analysis within SFL framework, as outlined below.

1. Use practical discourse.
2. Examine flawed data using powerful theories of language and society.
3. Connect linguistic forms ('discourse,' genre, register, code) to the social conditions and interactions of groups that employ it.
4. Define the discourse's primary specialized functions.
5. Examine individual functions in relation to SFL metafunctions.

6. Look for options, inquire about their significance, and uncover the systems that arrange them.
7. Look for metaphors and changes.
8. Arrange language and discourse structures along a cline.

3.2 Focus of the Research

The focus of this study is to investigate Islamic values represented multimodally from a selected chapter of an Indonesian ELT textbook for elementary level.

3.3 Technique of Collecting the Data

The data were collected by using document analysis. The consideration of using this kind of data collection method is as Creswell (2018) mentions its advantages; it enables a researcher to obtain the language, can be accessed at a time convenient to researcher-an unobtrusive source of information, and as written evidence it saves a researcher the time and expense of transcribing. During the research process, the researcher has the potential to gather qualitative documents that can be categorized into two main types: public documents and private documents (Creswell, 2018). Public documents encompass a range of sources such as newspapers, minutes of meetings, and official reports. On the other hand, private records include such as personal notebooks and diaries, letters, and e-mails.

O'Leary (2017) provides the following eight-step procedure for conducting data collection:

1. Gathering relevant texts.
2. Creating an organizational and management plan.
3. Copying the originals for annotation purposes.
4. Determining the validity of documents.
5. Examining the document's biases and agenda.

6. Exploring background information (such as tone, manner, and objective).
7. Inquiring about documents (such as, Who created them? Why? When? Type of information?).
8. Exploring the content.

The corpus that was used in this study is titled *Musa Likes Speaking English for Islamic Primary School Grade VI*, written by Fahmi Awaludin. The textbook was selected because of several reasons, the first one is because it is used by numbers of Islamic schools in Indonesia. The textbook also has a large amount of multimodal data (e.g., visual and linguistic data) denoting Islamic moral standards. Furthermore, it was chosen because of its alignment with the K-13 curriculum, also it meets the standards established by the Indonesian Broad of National Education Standards in terms of organizational and content compatibility. Finally, the writer of this textbook shows his understanding in Islamic values, particularly in the educational system. Given the facts, this textbook is a suitable data source for this study.

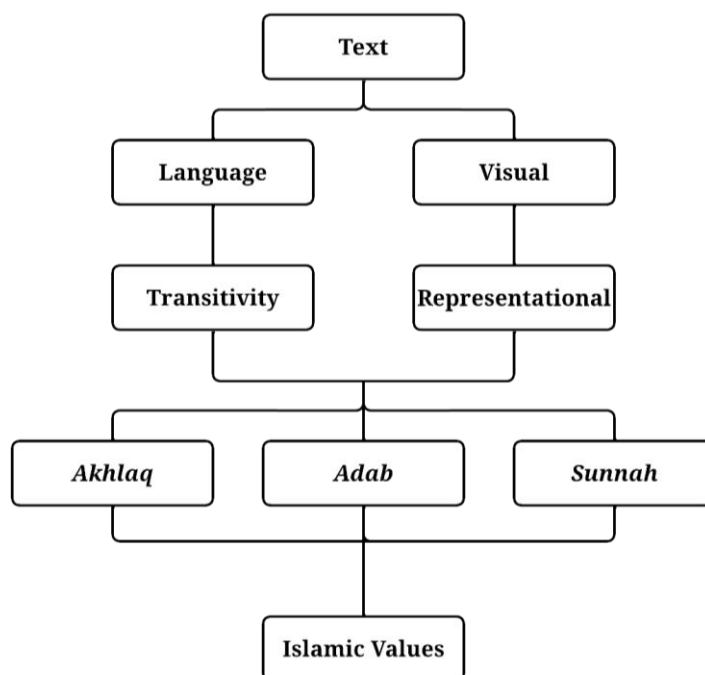
Due to spatial constraints, this study only concentrated on a specific chapter of the textbook. The chapter 1 was selected from the stage of document analysis, with the reason of data richness the chapter has compared to another chapters. The units of analysis for verbal analysis encompass bold and highlighted words, phrases, and sentences, while various images are considered for the visual analysis. This aspect aligns with the concept proposed by Pingle (2010), which asserts that selecting the analytical units of analysis can be influenced by the most crucial and prominent information.

3.4 Technique of Analyzing the Data

The researcher employed SF-MDA analytical tools in order to examine the Islamic value on the textbook. O'Halloran (2008) states that the systemic functional (SF) approach to multimodal discourse analysis (MDA) is concerned with the theory and practice of analysing meaning arising from the use of multiple

semiotic resources in discourses. The textbook, as the data for this study, consists of both linguistic and non-linguistic elements. Thus, this study employed the SF-MDA tools, which centers on the examination of ideational meaning by means of transitivity analysis (Halliday & Matthiessen, 2013, 2014) for linguistic components, and representational meaning analysis (Kress & Leeuwen, 2006b) for visual analysis.

Figure 1. Islamic Values Schematic Analysis



In order to provide an operational explanation of the SF-MDA technique employed in this study, it is necessary to go deeply into the required theoretical framework. This involved a discussion of the linguistic analysis, drawing upon the works of Fontaine (2013) and Halliday & Matthiessen (2014). During the start of the process, the data was collected and classified according to the Muslim morality theory proposed by Halstead (2007). The researcher conducted a study of them using a transitivity analysis system. The purpose of this analysis is to identify the linguistic elements that present in the selected chapter of the textbook. The next process involved the provision of a comprehensive description,

interpretation, and explanation, which was conducted by using frequency tables. This analysis was specifically focused on identifying significant patterns within the chapter, with particular emphasis on the evaluation of relevant literature.

Table 2. Transitivity System identified by Halliday (1994)

Material	doing	bodily, physically, materially
Behavioural	behaving	physiologically and psychologically
Mental	sensing	emotionally, intellectually, sensorily
Verbal	saying	lingually, signaling
Relational	being	equal to, or some attribute of
Existential	existing	there exists
Meteorological	weathering	

The non-linguistic elements were analyzed utilizing Kress and Leeuwen's (2006) theoretical framework. The visual grammar of Kress and Leeuwen (2006) was employed to identify visual resources through representational meaning. The representational function was displayed through the actions of participants, regardless of whether the object is alive or inanimate. This action analysis is typically accompanied by an analysis of the position, size, color, contrast, and distance of the participants from the camera (Guo & Feng, 2017). In addition, Kress and Leeuwen (2006) states that representational function requires two analyses: narrative and conceptual (Yang, 2016). The narrative analysis examines the shaky ongoing actions of the image's participants. In contrast, conceptual analysis entails the examination of fixed, stable participants. In other

words, conceptual analysis is primarily applied to inanimate objects such as diagrams and images.

Table 3. Sample Data Analysis

Theory	Analysis	Sources
Transitivity	Ideational Meaning Analysis Processes Participant Circumstance	Reading text Source: <i>Musa Likes Speaking English for Islamic Primary School Grade VI</i> p.6
Grammar of Visual Design	Representational Meaning Analysis Representational structures <ul style="list-style-type: none"> • Narrative processes <ul style="list-style-type: none"> - Actional process - Reactional process • Conceptual processes <ul style="list-style-type: none"> - Classificatory - Process - Analytical process - Symbolical process 	Source: <i>Musa Likes Speaking English for Islamic Primary School Grade VI</i> p.8
Islamic Values	Islamic values concepts of <i>adab, akhlaq, and sunnah.</i>	Source: <i>Musa Likes Speaking English for Islamic Primary School Grade VI</i> p.8

3.5 Steps of the Research

The researcher did several steps of this study as follow:

1. Identifying and defining issue/problem/phenomenon. The first step that the researcher did was searching for the phenomenon that occurred in the surroundings especially relates to the analysis of multimodality.
2. Exploring relevant study, find the gap of research, formulating the research question. After discovering the phenomenon, the researcher

- explored relevant studies to find the gap of previous studies, formulated the research questions, and defined the focus of the research.
3. Determining research design. The researcher considered the appropriate research design to be used in this research based on the research issue, research questions, and the aim of the research. Therefore, the researcher will use a descriptive discourse analysis research design.
 4. The writing process of the research proposal
 5. Reviewing relevant literature. It is the process of choosing, reading, and reviewing references like journals or books to support the research.
 6. Selecting research subject. The subjects of the research are selected from the English Education Department.
 7. Choosing and formulating appropriate research techniques. The next step is determining the instrument of the research. After the research subject was selected, the researcher uses appropriate instruments to collect the needed data and data analysis techniques to answer the research question.
 8. Analyzing data. After obtaining the data, the researcher will analyze the data in a qualitative discourse analysis method using the SF-MDA approach.
 9. Presenting findings and conclusion. This is the last step of the research where the researcher presents the result or findings and makes a conclusion of the research and discussion.

3.6 Time and Place of the Research

The study was conducted in English Education Department, Faculty of Educational Sciences and Teachers Training, Siliwangi University located at Siliwangi Street No. 24, Kahuripan, Tawang, Tasikmalaya City of West Java.

Table 4. Research Schedule

No	Steps	2023					
		Jul	Aug	Sep W1	Sep W4	Okt W1	Okt W2
1	Research topic and approval	■					
2	Writing a proper research proposal	■	■				
3	Proposal approval		■				
4	Proposal examination		■				
5	Collecting data			■			
6	Analyzing data			■	■		
7	Writing a research report				■	■	
8	Comprehensive examination					■	
9	Final thesis examination						■