

CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of the Research

This research used multimodal analysis as the research design. The researcher analyzed pictures of memes to find out their meaning and ideology. As Litosseliti (2010) said, multimodal analysis is concerned with the socially and culturally situated construction of meaning. And it can be applied to investigate power, inequality, and ideology in human interactions and artifacts. Thus, multimodal analysis is an appropriate design for this research.

3.2 Corpus of the Data

The data for this research was collected from the various Facebook groups that are always sharing and discussing memes, especially Indonesian classroom and high school-related themes. The first meme in *Picture 3* shows a picture of two people doing a “bro handshake,” following a description for each person. The text on the left side means, “Me with the skill of speaking in front of class,” while the text on the right side means, “My friend that can find material and create a PowerPoint.” The second meme in *Picture 4* shows a meme in a 4-panel comic format that uses a cartoon character that was edited with an Indonesian high school uniform. The text in a meme means, “On Monday, I forgot to bring the tie and hat.” “Just take it easy.” “Damn, login, bro.” “Oi! Get out! Or I’ll write your name.” The third meme in *Picture 5* shows a top-text, bottom-text format meme with a picture of a scary-looking character with an angry look. The text embedded in this meme has the meaning: “when *Bahasa Indonesia* teacher knows that the protagonist is a bad guy and the antagonist is a good guy.” And the fourth meme in *Picture 6* shows a meme with a picture of a deer with text in the top picture. The text embedded in this meme

has the meaning: “students in the 2020 generation when asked about their high school memories”



Picture 3. “Bro/epic handshake” meme



Picture 4. “4-Panel” meme



Picture 5. “top-bottom text” meme



Picture 6. “Top text” meme

3.3 Data Collection

The researcher used document analysis as the method of data collection. The document analysis data can be gathered through written, spoken, non-verbal, and visual text (Widodo, 2013). The data source for this research is a Facebook group that shares memes as the main topic. The data collection will focus on the meme that is related to Indonesian high schools; it can be about daily activities, the unique experience, or school regulation that questioned. There are three main types of documents according to O'Leary (2014):

1. Public Records

The official, ongoing records of an organization's activities, such as annual reports, policy manuals, strategic plans, student transcripts, mission statements, and syllabi.

2. Personal Documents

First-person accounts of an individual's actions, experiences, and beliefs, such as e-mails, calendars, blogs, newspapers, reflections and journals, incident reports, and scrapbooks.

3. Physical Evidence

Physical objects found within the study setting (often called artifacts) such as posters, flyers, agendas, handbooks, and training materials.

Further, there are eight-step processes offered by O'Leary (2014) to obtain the data, as follows:

1. Gather relevant texts.
2. Develop an organization and management scheme.
3. Make copies of the originals for annotation.
4. Assess the authenticity of documents.
5. Explore the document's agenda and biases.
6. Explore background information (e.g., tone, style, purpose).
7. Ask questions about documents (e.g., who produced them?). Why? When?
8. Explore content

3.4 Data Analysis

The researcher analyzed the data through the meaning of compositional visual grammar's framework (Kress & Van Leeuwen's, 2020). As Kress and Van Leeuwen (2020) stated, there are three interrelated systems that the researcher used to analyze the textbook, such as information value, salience, and framing.

- 1) Information value. The placement of elements (participants and syntagms that relate them to each other and to the viewer) endows them with the specific informational values attached to the various 'zones' of the image: left and right, top and bottom, center and margin



The dimension of visual space (from Kress & van Leeuwen 2020: 197)

- 2) Saliency. The elements (participants as well as representational and interactive syntagms) are made to attract the viewer's attention to different degrees, as realized by such factors as placement in the foreground or background, relative size, contrasts in tonal value (or color), differences in sharpness, etc.
- 3) Framing. The presence or absence of framing devices (realized by elements that create dividing lines or by actual frame lines) disconnects or connects elements of the image, signifying that they belong or do not belong together in some sense.

Analyzing a picture using Kress and Van Leeuwen's framework of visual grammar involves breaking down the elements of the image to understand how meaning is constructed. This framework focuses on different modes of communication within an image, including things like color, composition, vectors, and more.

There are some elements that need to be analyzed in this framework:

1. Identify key elements: Start by examining the framing of the image. What is the main subject, or is it positioned within the frame? And identify the lines, shapes, and directions within the image. Where do they lead the viewer's eye?

2. **Color and light:** Analyze the colors used in the image. Are they vibrant or muted? Also, what emotions do these colors evoke? And consider how light and shadows are used. Do they highlight certain elements or create a particular atmosphere?
3. **Composition:** Assess the balance of the image. Is it symmetrical or asymmetrical, or does this impact the overall feel? And look at the layers in the image. What's in the foreground, and what's in the background? How do they interact?
4. **Proximity and Placement:** Note the proximity between different elements. Are they close together or far apart, or does this convey? And consider how objects are placed within the frame. Are they aligned in a certain way? What does this suggest?
5. **Visual Codes and Symbols:** Look for any symbols or visual codes present in the image. What do they represent or signify? And consider how cultural context might influence the interpretation of these symbols.
6. **Social Semiotics:** Evaluate how choices in visuals relate to social and cultural meanings. How might these choices be interpreted within a particular context?
7. **Narrative and Meaning**
 - 7.1 **Narrative Elements:** Determine if there's a narrative within the image. Are there elements that suggest a story or sequence of events?
 - 7.2 **Constructed Meaning:** Analyze how all the visual elements work together to construct meaning? What emotions, ideas, or messages are conveyed?
8. **Contextualize:** Consider the context in which the image is presented or used. How does this context influence its interpretation?
9. **Interpretation:** Remember that interpretations can vary. Consider different perspectives and interpretations of the image.
10. **Conclusion:** Summarize your analysis, highlighting the key visual grammar elements and how they contribute to the overall meaning or message of the image

There is a procedure to examine the internet meme by Kress & Van Leeuwen' Framework:

1. Identify the Representational Meaning

1.1. Participants: Identify the key figures or objects (participants) in the meme. These are the elements that carry the main content or message.

1.2. Processes: Determine what actions or events (processes) are depicted. Consider both action processes (e.g., someone doing something) and reaction processes (e.g., someone looking at something).

1.3. Circumstances: Note any additional information provided by the setting, background, or context that influences the participants' interpretation and processes.

2. Analyze the Interactive Meaning

2.1. Contact: Observe if there is direct eye contact between participants and viewers (demand image) or if the participants are looking away (offer image). This influences how viewers engage with the meme.

2.2. Social Distance: Evaluate the perceived distance between the viewer and the participants. This can be intimate, personal, social, or impersonal, affecting viewer involvement.

2.3. Perspective: Consider the angle and level from which the participants are viewed. A high angle may indicate power over the participants, while a low angle may suggest the opposite. A frontal angle implies involvement, while an oblique angle suggests detachment.

3. Examine the Compositional Meaning

3.1 Information Value: Assess how the placement of elements within the meme assigns different values. Key positions to analyze include:

3.1.1. Given and New: Elements on the left are usually familiar or already known (given), while those on the right present new or additional information.

3.1.2. Ideal and Real: Elements at the top are often ideal or aspirational, while those at the bottom are real or practical.

3.1.3. Centre and Margin: Central elements are typically the most important or focal points, while those on the margins are secondary or supporting.

3.2. Salience: Determine which elements stand out the most due to size, color, contrast, and placement. Salient elements attract attention and are often crucial to the meme's message.

3.3. Framing: Look at how elements are connected or separated. Strong framing (clear boundaries) can indicate distinct sections or ideas, while weak framing suggests a more integrated or continuous message.

4. Interpret the Overall Meaning

4.1. Cohesion: Analyze how the various elements create a cohesive message. Consider the interplay of text and image, if applicable.

4.2. Context: Take into account the cultural, social, and historical context of the meme. How do these factors influence its meaning and reception?

4.3. Ideology: Reflect on the underlying ideologies or messages that the meme conveys. What assumptions, values, or perspectives are being communicated?