

## CHAPTER 3

### RESEARCH PROCEDURE

#### 3.1. Research Method

The research study was conducted qualitatively using Discourse Study or Discourse Analysis as a research method and Multimodal Discourse Analysis as an approach method. This method is used because it can explore not only the content of the book used for analysis, but also the broader social context of language use and how this impacts on what is said and how it is said in a written or spoken text. Discourse Analysis considers how the use of language both presents and constructs certain world views as well as how, through the use of language, we present who we are or how we want to be seen (Paltridge & Wang, 2015). Discourse analysis also looks at social and cultural settings of language use to help us understand how it is that people come to make particular choices in their use of language. The present study uses the data collection method to analyse the textbook entitled “*Bahasa Inggris When English Rings a Bell*” for secondary education level.

#### 3.2. Research Procedure

The present study analysed the textbook entitled “*Bahasa Inggris When English Rings a Bell*” for secondary education level and this textbook is revised edition in 2017 by Siti Wachidah, Asep Gunawan, Diyantari and Yuli Rulani K. The book is selected because the textbook is a national textbook

specifically copyrighted by the Ministry of Education and Culture (2016) and supported by the Indonesian Ministry of National Education and potentially has multicultural values represented in each chapter.

This textbook was prepared and written by Indonesian writers who understand the context of ELT in Indonesia under auspices by the government in the context of the implementation of the 2013 curriculum and this book was followed and reviewed by various experts under the coordination of the Ministry of Education and Culture and used in the primary stages of implementing the 2013 curriculum. The 2013 English Language Curriculum is the revised edition of the 2006 English Language Curriculum. It was enacted in mid 2013 and the textbook was revised in 2017.

The textbook chosen then read comprehensively, to know the content and the suitability with the study conducted. After reading the textbook, the researcher chose the chapter's cover that was analysed using the analysis tool multimodal discourse analysis (MDA).

### **3.3. Data Collection**

Relating with the data procedures for data collection, document analysis is chosen for collecting the data. Document analysis is a systematic procedure for reviewing or evaluating documents, in the form of printed and electronic materials. As an analytical tool in qualitative research, document analysis involves the data

examined and interpreted to obtain meaning, gain understanding and develop knowledge for researchers (Bowen, 2009). The steps for collecting data were selecting Indonesian EFL textbook to analyse. The textbook was divided into thirteen chapters and each chapter has each theme. On the other hand, the researcher selected the part of the book to analyse that has the illustration pictures from each chapter describing the contents and the activity of the chapter.

Then, selecting the textbook section, focused on multicultural values represented visually in the textbook selected. After being selected, the section was identified through the meaning of representation multimodal discourse analysis (MDA).

### **3.4. Data Analysis**

After being collected, selected, and reduced, the data were analysed in scope of systemic functional linguistic and Multimodal Discourse analysis MDA to investigate the hidden interpretation in Indonesian ELT textbook. Based on (O'Halloran, 2008), the framework of (MDA) includes improving theoretical and practical approaches combine to make meaning for analysing written, electronic texts, three dimensional or visual sites and another realm of activity where semiotic resources (e.g., spoken and written language, visual imagery, etc.) Therefore, the framework of (MDA) not only analysed verbal meanings but also visual meanings which can be communicated comprehensively in the textbook. Then, Systemic Functional theory is well placed to provide theoretical tools for MDA because it is

a semiotic theory where the meaning is seen to be context-dependent (O'Halloran, 2008).

The data analysis conducted by selecting images from the selected chapters, classifying and analysing using multimodal discourse analysis MDA, identifying the data using the internal relations of visual images divided into two patterns narrative process and conceptual process, then, the discussion is divided into two kinds, namely, represented participants (people, things and places depicted in an image) and interactive participants (people who communicate with each other through images including image producers and viewers).

The interpretation related to visuals, which referred to the implementation of multicultural values supported by other theories.

### 3.5. Research Schedule

No.	Description	January 2020	May 2020	August 2020	October 2020	February 2021
1.	Submission of research topic					
2.	Research topic approval					
3.	Writing research proposal					
4.	Proposal approval					

<b>5.</b>	Seminar proposal examination					
<b>6.</b>	Conducting the research					
<b>7.</b>	Writing the report					
<b>8.</b>	Final thesis					

*Table 1.11 Research schedule*