

CHAPTER 3

RESEARCH PROCEDURES

This chapter presents the methodology employed in this study to conduct the study. It described seven parts of research procedures, namely research method, setting and participant, data collection, data analysis, step of the research, and research schedule

3.1. Research Method

In this study, the research was design used a qualitative descriptive case study. Yin (2012) states that a case study can be described as an in-depth empirical exploration conducted to shed light on the "how" or "why" of phenomena under investigation. Merriam (1998) also defines descriptive as 'rich' and 'thick' phenomenon descriptions (Yazan, 2015). According to Yin (2018), a descriptive case study is a method used to offer an in-depth portrayal of a phenomenon or a real-world case. Consequently, this approach is well suited for conducting in-depth examinations of specific phenomena, This present study focuses at describing students challenges during learning multimodality in the course of Grammar in Multimodal Discourse (GIMD) and how they overcome those challenges, this approach is believed as an appropriate method to in-depth investigation of this phenomenon which can also produce comprehensive analysis

3.2. Research Object

This research will be conducted in one of the universities in Tasikmalaya, West Java, Indonesia. This studies to disclose learning multimodal in the course of Grammar in Multimodal Discourse (GIMD) during the 6th semester in the 2020 academic year. This setting overall gets in university in Tasikmalaya because this study focuses on the course of GIMD and this course suitable for the research. For the enter on participant I will be contact one of lecture the

course GIMD and ask for recommendation students based on criteria. For the research object I will get to three students to be recruited in order to their perception in this research, the participant have a characteristic such as an age under 21 because this age finished to learning on this course, and for the gender I choose one male and two female this participant is students in the class GIMD and the reason choose them because they are ever to learning GIMD than join to the 14 meetings on the course. The participant was will be recruited based on their academic achievement because at the studies is want to find out the challenges and solution in learning multimodality. So, in classroom has understanding level which different and then the students get different result and based on the teacher, or student's peer recommendation. It was selected to get varied, deeper, and more detailed information. So that is interesting point and with there is categorization which structured in academic achievement will be the result thing. As the aim in the qualitative investigation is to discovery the diversity, sample size and sampling strategy (Kumar, 2011), this categorization (Low, Medium, High) for the reasons I choose like that because after to do Pre-Interview they are have each other problem in learning GIMD and there has different which is significant such as for the High categorization has metacognition and different strategy to handle the course like analysis the exam and he has to do time management so the participant high get perfect score. For the medium a little different problem he has feel that he gets difficulty on certain part. And the low categorization has a lot of problem such as difficult the analysis lesson. All of criteria to recommendation from lecture the course.

3.3. Data Collection

The data collection of this study used semi-structured interview. Stated that A semi-structured interview is a verbal exchange in which one person, the interviewer, uses question to try to elicit information from another person. The semi-structured was conducted because of its flexibility. And the type of interview given the freedom to explain thought and guide the participant into

certain understanding. It carried out through voice recording using a cell phone to investigate the challenges and the solutions of English teachers in teaching writing. In practiced, the interview addressed to three participants (N = one males and two female). Further, the interview guidance was designed by several numbers of topics for posing questions. The topics are related to the challenges encountered by the teachers and the solutions to overcome their challenges during teaching multimodality in the course of Grammar in Multimodal Discourse. In fact, “interviewing is a tool for professional development in which language teachers engage in research that examines classroom realities drawn from teacher stories” (Widodo, 2014, p.102). Semi-structured interview is used to explore participants' thoughts, feelings, and beliefs about a particular topic (DeJonckheere & Vaughn, 2019).

In conducting the interview, the researcher was will adapt technique designing interview from Adams (2015):

1. Selecting participants and arranging interviews

This phase relates to the things that need to be prepared in conducting the interview. Such as choosing the participants in accordance with the terms and criteria. The interview will be conducted with three people. The researcher will contact them to request and schedule the time for the interview.

2. Drafting questions and the interview guide

The interview questions will follow the interview guide set by the author adapted from DeJonckheere & Vaughn, (2019) thoughts, feelings, and beliefs about a particular topic a learning multimodal in GIMD class : highlighting the students challenges and solution

3. Starting the interview

In this step, the first thing is asking permission for this interview to be recorded. Before the interview begins researchers will provide an

explanation of the research that is being done including the title, research focus and others. In this method, the researcher used an audio recorder to record the conversations that occurred. Then, the interviewer asked the participant to talk freely.

4. Polishing interview techniques

Each participant will be interviewed with an estimation of time between 30-60 minutes per session. Afterward, it starts with a question according to the question list. The face-to-face or online interview will conduct by using Indonesian or English to clarify the meaning (it depends on the participant).

5. Analyzing and reporting a semi-structured interview

In this section, the researcher examines the results, checking for accuracy in the data acquired during the recording. The data was also transcribed and translated. The data will be analyzed using thematic analysis.

3.4.Data Analysis

The researcher analyzed the data from the interview transcripts used thematic analysis. Braun and Clarke (2006) stated, “thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data” (p. 6). The reason why this analysis is adapted because it was identified the challenges and solutions in teaching writing frequently arose from the results of the interview data and made into several themes to report the results. Using thematic analysis can make active choices about the particular form of analysis they are engaged in (Braun & Clarke,2006, p.5).

1.) Familiarizing yourself with the data

In this step, having read and reviewed the interview transcription while gathering information. The steps in this research includes establishing the significance, theme, or structure related to what are challenges and solution in learning Multimodality in GIMD course.

2.) Generating Initials Codes

In this step, the research organized the data into meaningful groups by singling out the aspect of the data that appeared compelling for analysis. Using a colouring method, the researcher differentiated potential patterns. However, the codes continued to encompass various pieces of information. Necessitating simplification for theme identification. Then, the researcher's coding process was poised to uncover essential aspects of the data. Utilizing the colouring method facilitated the differentiation of each element pointed out by participants, leading to the formulation of initial codes.

Table 3.1 Generating Initial Codes

Excerpt	Initial Codes
During the lesson, there were some parts that were somewhat confusing because previously all the materials in the GIMD class in learning multimodality were quite extensive and needed a lot of sources or references, so it made me... Eee... Confuside.	Syntax, Vocabulary, Searching References
at the beginning of the lecture and also one of my friends one of the main things if I am confused and have difficulty, of course I ask a friend.	Discussion with friends

If there is material that I don't understand, maybe read more from articles and also references	Reading sources
Maybe this is it... There are a lot of multimodal theories and what is it... Previously, there were no courses that analyzed nonlinguistics, so that in automatic learning i have to be familiar with the learning system and eee... It takes a lot of time	Lack of Knowledge
I am confused and maybe when expressing my opinion, yes... I was afraid to speak up and afraid of being wrong	Feel of Anxiety
Afraid of being wrong, this became my own weakness and difficulty. And for the final project to think	Challenges of Project
The material is every week and is different, so if there is material that I may not understand or think is difficult on that day, sometimes I am also less motivated	Low Motivation
The difficulty of the lecturer also answered at that time. Or the lecturer's chat is personally responded to well.	Asking a lecture
Because this is more complex with logo analysis because the shape of the face and the change of the face are all analyzed and added if the image is not clear in class, it makes it difficult for me to do so.	Technically Difficulties
This course requires thinking that can analyze thoroughly and that in itself for me is not my advantage	Learning Interest

Table 3.2 List of Initial Codes and Their Frequency

Initial codes	Frequency
The Challenges	
Low Motivation	4
Learning Interest	2
Feel of Anxiety	6
Technically Difficulties	5
Syntax, Vocabulary, Searching References	9
Lack of the Knowledge	6
Challenges of Project	4
The Solution	
Discussion with friends	7
Reading sources	10
Asking a lecture	3

3.) Searching for themes

In this step, the researcher arranged the data codes into potential themes, reflecting on how diverse codes could intertwine to construct an overarching theme. Throughout the sorting phase, the researcher used visual representations like tables, mind maps, or writing with a brief description. The conclusion of this phase would showcase the identification of themes, sub-themes, and their relations.

No	Initial Codes	Potential Themes
Challenges		
1.	Low Motivation	Psychological Aspect
2.	Learning Interest	
3.	Feel of Anxiety	
4.	Technically Difficulties	Technical of Learning Problem
5.	Syntax, Vocabulary, Searching References	
6.	Lack of Knowledge	Lack of Background Knowledge

7.	Challenges of Project	Challenging the Project
	Solution	
8.	Reading sources	Reading more sources
9.	Discussion with friends	Discussion with friends
10.	Asking a lecture	

4) Reviewing themes

In the review phase, the researchers revisited the findings from the third step, giving rise to various potential outcomes. The first possibility involves excluding a candidate theme if there is insufficient data to validate it or if the theme exhibits excessive diversity. The second possibility entails combining distinct themes if there are two separate themes that can be merged. The last possibility involves breaking down the candidate themes into separate themes.

Potential Themes
Challenges
Psychology Aspect
Technical of Learning Problem
Lack of Background Knowledge
Challenging Project
Solution
Reading more sources
Discussion with friends

5) Defining and naming themes

In this phase the researcher defined and refined the themes selected for analysis, delving into the data within each to identify the fundamental essence of the themes. At the conclusion of this phase, the relationships of the themes become evident, initiating the task of assigning brief, instantly informative names to each theme, ensuring readers quickly grasp the essence of each.

Potential Themes
Challenges
Psychology Aspect
Technical of Learning Problem
Lack of Background Knowledge
Challenging Project
Solution
Reading more sources
Discussion with friends

6) Producing the report

In The phase, the research created a written text that conveyed the data, presenting a concise, coherent, logical, and non-repetitive was reported in this phase. Furthermore, the report offered adequate evidence regarding the data's themes, with the researcher providing thematic analysis that discussed arguments relevant to the research question.

3.6. Steps of the Research

Table 3.2 Steps of the Research

Step	Description
1	Identifying and describing the research issue
2	Exploring for sources and deepening journals or books relevant to the research topic
3	Choosing a topic to be researched
4	Compiling research proposals starts from writing backgrounds, literature reviews, and research methodology
5	Examining the research proposal in front of the supervisors and examiners
6	Collect the data using a semi-structure interview method
7	Reduce the data based on the theory use
8	Analyzing the data using thematic analysis
9	Writing the research report (thesis)
10	Examining the thesis in front of the supervisors and examiners

