

CHAPTER III

RESEARCH PROCEDURES

This chapter provided the methodology utilized to conduct the study. This chapter outlines several parts of the research procedure, namely the research method, setting, participants, data collection technique, data analysis technique, research steps, place, and time of research. More details are described below.

A. Method of the Research

This research employed qualitative research with discourse analysis. Discourse analysis is the study of the relationship between language and the context in which the language is used (McCarthy, 1991). Specifically, Multimodal Discourse Analysis (MDA) was applied to this research. MDA is suitable for use in this research because school textbooks usually use more than one method of communication to convey messages, including written text, images, layout, color, and other visual elements. For this reason, this research uses a qualitative design with a comprehensive MDA approach to analyze these various modes. Multimodality analysis was carried out using Kress and Leeuwen's visual grammar theory so that this research can explore how social values such as Love and Affection, Responsibility, and Harmony of Life are displayed not only through written narratives, but also through visual elements such as images.

Meanwhile, Gerot & Wignell (1994) transitivity analysis theory, adapted from Halliday (1985), was used to complement multimodal analysis by focusing on language structure and the way representations of social experience are formed through word choice and sentence structure. The use of this theory allows a more detailed analysis of how social values are described in the text of the ELT textbook English for Nusantara.

Multimodal Discourse Analysis provides the analytical tools for uncovering the representational mechanisms through which those values appear in both visual and textual modes. Whereas Zubaedi's (2005) theory was used as the conceptual

guide for identifying the content of social values. There are three main categories of social values grouped by Zubaedi (2005). First, love and affection (devotion, help, kinship, loyalty, and concern). Second, responsibility (ownership, discipline, and empathy). Third, harmony of life (justice, tolerance, cooperation, and democracy). This category is used as an analytical framework to identify and evaluate social values reflected in text or images in ELT textbooks.

B. Research Object

This research focused on an English textbook for grade 7 junior high school entitled English for Nusantara, written by Ika Lestari Damayanti, Yusnita Febrianti, Iyen Nurlaelawati, Pipit Prihartanti Suharto, Aji Jehan Fellani, and Raymon Rahmadhani, illustrated by Okky Bagus Wahyudi, designed by Rinaldi, edited by Kristine Ann M. Capa and Made Ayu Utami Chandra Dewina, and published by the Indonesian Ministry of Education, Culture, Research, and Technology in 2022. This book is designed as English language teaching materials which includes social values and Indonesian culture, as well as help students develop their English language skills. The book consists of five chapters with material that integrates text, visuals, and interaction-based learning activities.

For more details, the following images are the cover and selected chapter covers of the textbook.



Figure 3.1 Cover of English for Nusantara Textbook



Figure 3.2 Cover of Chapter 3 ‘Home Sweet Home’

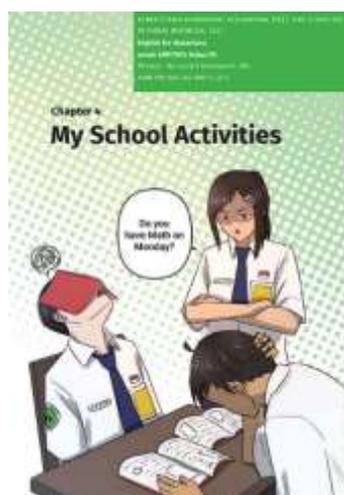


Figure 3.3 Cover of Chapter 4 ‘My School Activities’

This research specifically analyzed chapters 3 and 4 of the book. This chapter was chosen because it has more images and text showing social interactions than the other chapters. This chapter has more pictures that show social activities, such as students working together, sharing assignments, or helping each other. This visual element is important for multimodal analysis because images can strengthen or add to the meaning of the text displayed.

The content of the Chapters 3 and 4 highlights social interactions explicitly, making it relevant to the research objective of analyzing social value

representations. These interactions reflect various values, such as cooperation, empathy, and respect for diversity. This chapter has a lot of text in the form of dialogue and narrative, which shows word choice and sentence structure that can be analyzed using transitivity theory. This provides an opportunity to identify how social values are constructed through language. By analyzing this chapter, research can provide deeper insight into how social values are presented visually and textually, thus supporting findings relevant to social issues in textbooks.

C. Data Collection

In this research, data collection was carried out by means of documentation, which includes written text and visual elements from the 'English for Nusantara' textbook. The unit of analysis consists of sentences and illustrations that describe social values such as cooperation, tolerance, and justice. According to Himmelmann (1998), language documentation aims to provide a comprehensive account of the characteristics of linguistic practice. Apart from that, the document analysis was applied as a basis for selecting images and text in textbooks. Document analysis is a systematic procedure for reviewing or evaluating documents, both printed and electronic materials (computer-based and transmitted via the Internet) (Bowen, 2009). The documents in this research, in the form of an English textbook published by the Ministry of Education and Culture for seventh-grade junior high school students, were collected to get a brief overview and understanding of the research focus. The document was analyzed to deepen it and obtain research findings.

Specifically, the researcher focused on Chapters 3 and 4 of the ELT textbook. The selection of these chapters was initially conducted through a skimming process, in which the researcher read the textbook quickly to gain an overview of the contents and identify sections that potentially represented social values. Through this process, Chapters 3 and 4 were found to contain a higher density of visual and textual elements that depict social interactions compared to other chapters. The materials in these chapters emphasize family and school

contexts, which are closely related to social values such as love and affection, responsibility, and harmony of life. In addition, the presence of dialogues, narratives, and illustrations provides richer multimodal data that are suitable for analysis through Visual Grammar and Transitivity theories.

The process of data collection involved several steps: first, the researcher conducted an initial review of whole textbook (skimming) to identify potential chapters containing many visual, text, and social values; second, Chapter 3 and 4 were selected as the focus of analysis due to their representativeness; third, the researcher extracted both visual and textual data from these chapters; fourth, the data were classified into two categories, namely visual data for Visual Grammar analysis and textual data for Transitivity analysis; last, the data were systematically organized and prepared in tables to facilitate interpretation the meanings in relation to Zubaedi's (2005) theory of social values.

D. Data Analysis

This research used Multimodal Discourse Analysis (MDA) to examine both visual and textual data from the English for Nusantara textbook. MDA was chosen because it provides a comprehensive framework to understand how meaning is constructed through the integration of multiple modes of communication, such as written text, images, and layout. The researcher analysed the data using this approach to identify both explicit and implicit meanings represented through the integration of visual and textual elements.

The visual data were analysed using Visual Grammar theory by Kress and Van Leeuwen (2021). This framework emphasizes three meta functions of visual communication:

1. Representational Meaning Analysis
 - a. Identifying the participants in the image, the actions they perform, and the social context depicted.

- b. Determining whether the image presents a narrative representation (social actions or activities) or a conceptual representation (social identity or state conveyed through appearance or symbols).
2. Interactive Meaning Analysis
 - a. Examining the emotional relationship between the image and the viewer through contact, attitude, distance, and modality.
 - b. This step helps reveal how social values are portrayed and how viewers are encouraged to perceive them.
 3. Compositional Meaning Analysis
 - a. Observing how visual elements are arranged, including placement, emphasis, and connections between elements.
 - b. This stage identifies which social values are highlighted or given greater prominence in the visual layout.

Table 3.1 The Example of Narrative Representation Analysis

Image	Participants	Action	Vector	Meaning
	Mr. Rahmansyah	Invite (proposing action)	Hand movements patting shoulders and body direction towards Galang	Showing Interpersonal Action: inviting or directing.
	Galang	Responding to an invitation with a smile	Hand gesture raising thumb towards Mr. Rahmansyah	Demonstrate acts of consent to help and involvement in two-way communication.

In the picture in table 3.1, it shows Mr. Rahmansyah inviting Galang to clean the yard, shown by hand movements touching his son's shoulders as a vector sign in the actional process. Galang responded with a happy and agreeable expression, showing a two-way interaction. This scene depicts social values in the form of

cooperation to clean the yard, help each other, responsibility in ownership, and concern for maintaining the cleanliness of the home environment.

Table 3.2 The Example of Conceptual Representation Analysis

Image	Visual Elements	Conceptual Type	Meaning
	Figures with speech labels	Identification	Demonstrate social identity and roles (father and son) through context and conversation.
	House stairs and background	Analytical	Shows that the conversation is taking place in a home environment, in a family setting.
	Smiling facial expressions	Symbolic	Signifies positive relationships, affection.

In Table 3.2, the conceptual meaning can be seen through the depiction of two figures, Mr. Rahmansyah and Galang, who stand opposite each other in front of the house. Both are depicted in a calm position without showing excessive movement, which indicates an analytical process in which the relationship between father and son is clearly shown as part of one social unit, namely the family. Background elements such as the staircase of the house reinforce the domestic context and depict the atmosphere of togetherness in the home environment. Conceptually, this image suggests that the depicted social values arise naturally through family interactions.

Table 3.3 The Example of Interactive Meaning Analysis

Image	Aspects	Analysis	Meaning
	Contact	The two figures looked at each other (mutual gaze), not at the viewer	This image shows interpersonal interaction between characters, rather than directly involving the viewer.

	Attitude	Eye-level angle	Bringing a sense of equality between the audience and the characters, showing that anyone can experience the same thing.
	Distance	Medium distance with physical contact	Shows a close, intimate relationship, such as having a casual conversation in the family.
	Modality	Medium high-level modality	With this level of modality, the images show situations and dialogues that reflect real life in a family context.

The interactive meaning of Table 3.3 can be seen from the way the characters are depicted facing each other with smiling facial expressions, creating a warm atmosphere and emotional closeness between father and son. Their views are mutually oriented, suggesting a positive interpersonal relationship and two-way communication. The shooting distance that shows the upper body creates an impression of social closeness, as if the audience is also witnessing the intimate conversation. Warm colors and soft lighting reinforce the feel of familiarity and family harmony. So, the social value in this picture is depicted by family interaction and the closeness of the father-son relationship.

Table 3.4 The Example of Compositional Meaning Analysis

Image	Aspects	Analysis	Meaning
	Information Value	Left: Mr. Rahmansyah as the conveyor of the idea (given), right: Galang as the recipient of information (new).	The image shows the flow of information from parent to child, from idea to action.
	Saliency	Both figures are shown with equal	Emphasis on reciprocal relationships and

		size and color, Galang's cheerful expression.	positive communication between father and son.
	Framing	The characters are in a single frame, close together and there are no dividing lines.	Creating a comfortable and familiar atmosphere, reinforcing the nuances of family and social interaction.

The compositional meaning of the image in table 3.4 can be seen from the arrangement of visual elements that emphasize the harmonious relationship between father and son. The two figures are placed in the center of the image so that they become the main focus, showing the importance of their interaction in conveying the message. The background of the house and the yard are shown in a balanced manner on both sides, creating a stable composition and emphasizing the context of family activities. Bright colors such as blue and green give a positive and soothing impression, supporting the theme of togetherness and family cooperation. So, the social values highlighted from this picture are the value of cooperation, concern for the environment, responsibility in a sense of ownership, and helping each other wrapped in harmonious interaction between family members.

Meanwhile, the textual data were analysed using Gerot & Wignell (1994) transitivity analysis theory adapted from M. A. K. Halliday (1985). The analysis identified the types of processes (material, mental, relational, verbal, behavioural, and existential) that appear in the textbook, along with their associated participants (actor, goal, carrier, attribute, token, value, etc) and circumstances (time, place, manner, cause). The researcher determined the type of process by looking at the main meaning of the verb in the clause. Then, by focusing on the distribution of processes and participants, the researcher was able to uncover how social values are represented through language. For instance, the frequent use of material processes such as “clean,” “help,” and “work together” indicates the emphasis on actions as the embodiment of social values.

Table 3.5 The Example of Transitivity Analysis

Let	us	clean up	our yard.
(We: Mr. Rahmansyah & Galang)			
Actor		Process: Material	Goal
That	is	a good idea,	
Carrier	Process: Relational	Attribute	
let	us	do	it.
(We: Galang & Mr. Rahmansyah)			
Actor		Process: Material	Goal

The first sentence is included in the material process because the verb of this clause shows the real action of 'clean up' in the form of an invitation to clean the yard of the house. From this sentence, there are two social values that are allocated, namely love and affection in the form of concern for the environment and harmony of life in the form of cooperation. While the second sentence is included in the relational process because the main verb indicates the state/relationship of 'is' in the form of a positive assessment of his father's invitation. Although it does not contain the social values mentioned by Zubaedi's (2005) theory, this sentence shows appreciation and good communication in the family. Just like the first sentence, the third sentence is also included in the material process because the verb shows the real action of 'do' in the form of agreement to clean up the page together. This sentence shows the social value of love and affection in the form of concern for maintaining the cleanliness of the environment, responsibility in the form of a sense of ownership of the yard, and harmony of life in the form of cooperation to clean the yard. So, this sentence represents social values in the form of love and affection, responsibility, and harmony of life with real actions wrapped in harmonious interaction between father and son.

After conducting separate analyses of visual and textual elements, the results were then cross-referenced and connected to the framework of social values proposed by Zubaedi (2005). This framework classifies social values into three categories: love and affection (devotion, help, kinship, loyalty, and concern), responsibility (ownership, discipline, and empathy), and harmony of life (justice, tolerance, cooperation, and democracy). Each clause and image was carefully examined to determine which value it reflects, ensuring that the interpretation aligns with both linguistic and visual evidence.

The results of the analysis were then organized into tables and descriptive explanations. The tables served to present the analysis results systematically, while the descriptive analysis provided interpretation and discussion of how the visual and textual elements of the textbook work together to represent social values. This procedure ensured that the data analysis was rigorous, systematic, and coherent with the research objectives.

E. Time and Place of the Research

This research was conducted at a university in Tasikmalaya, West Java, Indonesia. Meanwhile, the time of this research was conducted in the period from August 2024 until December 2025.

Table 3.6 Research Timeline

Activities	Month							
	Nov 2024	Dec 2024	Jan – Mar 2025	Apr – Agt 2025	Sept 2025	Oct 2025	Nov 2025	Dec 2025
Research Proposal Writing	■							
Research Proposal Examination		■						
Data Collection		■						

