

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology used to investigate how the relations between verbal and visual elements in LINE conversations affect meaning-making process. It covers the research design, data collection, data analysis, and data presentation.

3.1 Research Design

This study uses a descriptive qualitative method to analyze the relations established between verbal and visual elements in students' LINE conversation and the ways these relations affect the meaning-making process in the conversation. This method is valid to analyze this linguistic phenomenon because qualitative methodology is aimed at discovering how people are shaping, experiencing, and interpreting the social world (Sandelowski cited in Hammersley, 2013). Furthermore, Miles and Huberman (1994) said that qualitative research focuses on naturally occurring, common events in natural settings, so that the data were bounded in its context. In other words, qualitative method are useful to complement, validate, explain, or reinterpret the data in this study.

3.2 Data Collection

The data for this study were collected from LINE students' group conversations namely EngLitA10. The group has 42 members who are actively involved in the conversations. This study chooses three topics to analyze and identify the semiotic relations constructed between verbal-visual texts. The whole conversations were downloaded for further selections of the topics. The data were in the form of images called stickers that occur in the conversations. The stickers were divided into whether they were accompanied by verbal expression or not in the conversations.

In addition to textual analysis, interviews were conducted to investigate how these verbal-visual relations affect the meaning-making process among participants. The interviews conducted to those participants who used stickers in the conversations. The participants were asked to observe the conversations and

explain what they were trying to say using stickers. They were also asked to interpret the meaning of their friends' stickers. The interviews were conducted in a semi-formal situation using Indonesian to make the participants more comfortable to answer the questions.

3.3 Data Analysis

After the data had been collected, they were analyzed visually and verbally. Verbally, they were analyzed using Halliday and Matthiessen's (2004) transitivity system. The transitivity system was employed to look into the ideational meaning of the users' verbal expressions. The visual aspects of the conversations were analyzed by using Kress and van Leeuwen's (2006) visual grammar. The visual analysis was intended to interpret the representational meaning of the image.

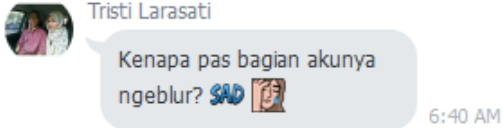

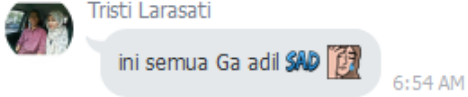
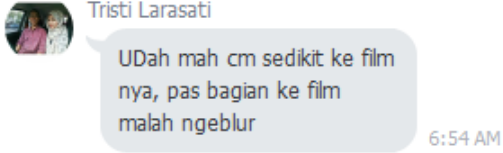
After the data had been analyzed visually and verbally, then they were analyzed using Martinec and Salway's (2005) system of image-text relations. The framework are focused on relative status and logico-semantic relations between verbal and visual text. To support this framework, interviews were conducted to understand what they intended to say and how they interpreted the stickers. The results of the analyses and the interviews were combined to answer the research questions.

The interviews were analyzed by tabulating the participants answers based on the questions asked. After the data were tabulated, the data were identified to find characteristics of how participants used their stickers. The data where the participants were asked to interpret their friends' stickers were tabulated and compared to what the sender actually meant by using that sticker. It is conducted to decide whether their interpretations were acceptable or not.

3.4 Data presentation

The data for this study are presented in the table below.

Visual Analysis

Stickers	Descriptions
	<p>Sticker that is used by Alif depicts a rabbit-like character pointing its index finger to the audience. The represented participant shows a laughing expression with a direct gaze toward the viewer. This direct gaze can be understood as the represented participant <i>demand</i>s attention. The <i>demand</i> for attention is supported by the pointing finger and the use of frontal angle. In fact, this sticker is similar to figure 4.1 in Kress and van Leeuwen (2006, p. 117). The only difference is in the facial expression of the represented participant.</p> <p>This sticker used frontal angle in depicting the represented participant. Frontal angle indicates the viewer's involvement. Frontal angle positions the viewer as if the image is part of their world (Kress & van Leeuwen, 2006, p. 136). The combination of direct gaze and frontal angle established an imaginary relation with the viewer. They are addressed directly and actively involved in the represented participant's world. Furthermore, the relationship might be regarded as a close social affinity. It is indicated by the use of close-up shot and the laughing facial expression.</p> <p>Even though this sticker is not accompanied by any verbal expression, it can be linked to the topic of the conversation. This sticker can be understood as a response to Tristi's verbal expression above it. The sticker formed a vector to the viewer directly, meaning that the sticker conveyed an 'image act' to the viewer. Image act means that the image is doing something to the viewer (Kress & van Leeuwen, 2006). In this case, one of the possible image acts is laughing at the viewer. Specifically, this sticker can be understood as Alif, who is represented as a rabbit-like character, is laughing at Tristi.</p>
	
	
	

Verbal Analysis

Verbal expressions	Transivity analysis		
1. Kenapa pas bagian akunya ngeblur?	Kenapa pas bagian akunya Carrier	ngeblur? Attribute	
2. Ini semua ga adil	Ini Carrier	Semua Attribute	ga adil
3. Udah mah cm sedikit ke film nya,	Udah mah cuma sedikit Circ: reason	ke film Goal	nya,
4. Pas bagian ke film malah ngeblur	pas bagian ke film Carrier	malah Attribute	Ngeblur