CHAPTER III
RESEARCH METHODOLOGY

This chapter provides the research methodology of the current research. It concerns overview of the methodology, design of the research, subject of the research and analysis of data.

3.1 Overview of the Methodology

Generally, textbooks are mostly employed as the teaching and learning material. When teachers are in the classrooms, they commonly teach their students by applying textbook-based method. They focus on the textbooks as the main source in the teaching and learning process. Typically, when the teachers go to a classroom for teaching, the textbooks are attached to them. The textbooks they use in the classroom are sourced variously. One of the sources is Buku Sekolah Elektronik/BSE (electronic school book) administered by the Ministry of Education and Culture of Indonesia. Thus, it is important to analyze the book in order to give clear explanation of the book’s learning materials.

Moreover, learning materials presented in BSE consist of several items. One of those items is illustrations. The illustrations in BSE constitute varied forms. In the current research, attention is given to the illustrations involving the presence of females and males since based on the writer’s observation, it directs towards social constructions displayed in the book.

The illustrations were examined by conducting a visual analysis based on Kress and van Leeuwen’s (2006) work. However, to limit the research, not all elements of the visual analysis were employed as variables to analyze the illustrations. The visual grammar analysis in this study only covered narrative representation, representation and interaction and the meaning of composition.

In the narrative processes, according to Kress and van Leeuwen (2006, pp. 59-72) there are six types of representation. Each process is divided based on the basis of Vector, the number and type of participants involved (2006, p. 63). The types of narrative representation involved Action Processes, Reational Processes, Speech Process and Mental Process, Conversion Processes,
**Geometrical Symbolism and Circumstances.** In representation and interaction there were some elements involved; they were relation of image and gaze, size of frame and social distance. After analyzing narrative processes, representation and interaction, the meaning of composition was conveyed. The meaning of composition included *Given* and *New*: the information value of left and right, also *Center* and *Margin* as well.

### 3.2 Design of the Research

The current research employed descriptive qualitative research by conducting a visual analysis based on Kress and van Leeuwen’s work (2006).

Qualitative research is defined as the research which includes procedural data collection resulting significantly in open-ended, non-numerical data. It is primarily analyzed by non-statistical methods (Dörnyei, 2007, p. 24). Croker (2009, p. 4) noted that qualitative research focuses on collecting primarily textual data and examining the data by using interpretive analysis. To some extent, qualitative research primarily encompasses non-numerical data and deliberately focuses on the nature of interpretive data analysis (Brown & Rodgers, 2002, p. 12; Dörnyei, 2007, p. 24; Croker, 2009, p. 4; Hancock et al., 2009, p. 6). Moreover, Alwasilah (2012, p. 100) conveyed that qualitative research is strengthened by inductive and grounded analysis through flexibly data analysis. Alwasilah (2012, p. 100) added that qualitative research does not intend to reveal generalization and comparison; it is more to seek validation and contextual understanding towards particular phenomena. Furthermore, Cohen et al. (2007) stated what qualitative research is:

> Qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants’ definitions of the situation, noting patterns, themes, categories and regularities. (p. 461)
Additionally, Hancock et al. (2009, p. 6) noted closely the nature of qualitative research as follows:

- It has tendency to focus on how people or groups of people can have different ways of constructing insights into reality, usually socially or psychologically.
- It considers complexity of incorporating contextual reality by encompassing different perspectives.
- It examines behaviorally natural settings or employs data without manipulation of variables.
- It elaborates non-numerical data on reports.
- It focuses on description and interpretation and has capability to develop new theoretical concepts, or can be an evaluation involved in organizational process.
- It provides flexibility in the process by conducting systematic pattern.

3.3 Subject of the Research

The current study employed one of BSE for junior high school students in grade VII entitled *English in Focus for Grade VII* (2008). It consists of eight chapters and 172 pages. It covers four skills of English language learning; they are listening, speaking, reading and writing. Additionally, it provides exercises for each chapter, final evaluation, bibliography, photo credits, glossary, index, listening script and answer key. Each chapter displays various kinds of visual representations in order to support the presence of learning materials.

Specifically, illustrations as one of visual representations displayed in the book were selected as the subject of the research. The subject was analyzed by conducting a visual analysis. The illustrations were categorized into gender matter. Therefore, the other matters of illustrations were not included into the analysis. There were 89 illustrations displayed in the book. To collect the illustrations for the data analysis from *BSE*, first, the writer cut the illustrations directly from the book that had been downloaded from the official site by using
the application on computer known as Snipping Tool. The process of cutting the illustrations was not reducing particular details from the book. After that, the illustrations were saved in JPEG (joint photographic experts group) format in order to ease the process of inserting illustrations into written document to be analyzed. After that, the illustrations were analyzed and reported in written document.

3.4 Analysis of Data

The selected data from BSE were broken down into the elements of visual analysis stated in the research design following the work of Kress and van Leeuwen (2006).

The example of data presentation was presented in the tables below. Further elaboration of the data in fully complete explanation was presented in chapter IV. The illustrations presented in the tables below were taken from BSE entitled English in Focus for Grade VII (2008, pp. 2-3).
Table 3.1
The example of data analysis of narrative representation

<table>
<thead>
<tr>
<th>Illustrations</th>
<th>Setting</th>
<th>Narrative Representation</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Illustration 1" /></td>
<td>The illustrations from number one to number four present a situation involving a female student as the new student. She introduces herself to her new friend, the male student. They are having a conversation in the library.</td>
<td>The narrative process involved in the illustrations is Verbal Processes due to the presence of dialogue balloons based on the realizations of Kress and van Leeuwen (2006, p. 75). Furthermore, the participants in the illustrations – the female and the male are called the Sayers. According to Kress and van Leeuwen (2006, p. 75), Sayer is the participant in a Verbal Process where there is the presence of the dialogue balloons. The role of female is displayed as the first Sayer, since she initiates the conversation. The</td>
</tr>
</tbody>
</table>
initiation of the conversation is shown in the first dialogue balloon which emanates from the first Sayer – the female. The role of the male is displayed as the second Sayer where in the first illustration he talks after the female initiates to have a conversation. Moreover, the words attached in the dialogue balloons are called Utterance (Kress & van Leeuwen, 2006, p. 75). The total number of Utterances in the illustrations is nine Utterances.
Table 3.2
The example of data analysis of representation and interaction

<table>
<thead>
<tr>
<th>Illustrations</th>
<th>Gaze</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Good morning, my name is Tiara. What is your name?</td>
<td>The illustrations include two participants. Each participant, both the female and the male do not make a contact with interactive participants - the viewers. It means that the viewers are not the object. They are considered as the subject of the look, while the represented participants are the object that the viewers focus on (Kress &amp; van Leeuwen, 2006, p. 119).</td>
<td>Since there is no contact made by the represented participants to the viewers, the gaze in the illustrations means to offer information (Kress &amp; van Leeuwen, 2006, p. 119). The illustrations attempt to offer information to the viewers as the interactive participants in order to convey thoughts presented in the dialogue balloons in the relation with the Verbal Processes.</td>
</tr>
<tr>
<td>2: Good morning, my name is Heru. Are you a new student? Yes, I am. I’m in 1C, and you? I’m in 1C, too.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Tiara Cita Maharani, 2013)
A Visual Analysis Of Gender Representation In Buku Sekolah Elektronik/BSE (Electronic School Book) Of English For Junior High School Students
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Then we are classmates.

Yes, we are.

Sorry, I have to go now. Nice to meet you, Heru.

Nice to meet you, too.
<table>
<thead>
<tr>
<th>Illustrations</th>
<th>Size of frame and social distance</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Illustration 1" /></td>
<td>Good morning, my name is Tiara. What is your name? Good morning, my name is Heru.</td>
<td>The illustrations from number one to number four are depicted from head and around knees. Based on the work of Kress and van Leeuwen (2006, p. 124) on size of frame, the participants are depicted in medium shot. The medium shot cuts off the subject around knees. In terms of social distance, the illustrations present a far personal distance where both the participants are not particularly intimate. It is in line with the setting which explains that both female and male have just met, since the female is a new student, while it can be taken to an account that the male is the former student.</td>
</tr>
</tbody>
</table>
Then we are classmates.

Yes, we are.

Sorry, I have to go now. Nice to meet you, Heru.

Nice to meet you, too.

are positioned in the distance of outside easy touching (Kress & van Leeuwen, 2006, p. 124)
Table 3.3
The example of data analysis of the meaning of composition

<table>
<thead>
<tr>
<th>Illustrations</th>
<th>The Meaning of Composition</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Illustration" /></td>
<td>The illustrations depict the position of female and male while they are having a conversation. The female is positioned on the right, while the male is positioned on the left. According to Kress and van Leeuwen (2006, pp. 180-181), the elements placed on the left are considered as <em>Given</em>, and the elements displayed on the right are considered as <em>New</em>. Thus, based on the illustrations, it is eloquent that the female as the initiator of the conversation. The <em>New</em> means she delivers new information to the male. As the participant who proceeds the <em>Verbal Process</em> after the female, the male’s role is the <em>Given</em> where he receives the new information from the female.</td>
<td></td>
</tr>
</tbody>
</table>
Then we are classmates.

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