

CHAPTER III

METHODOLOGY

This particular chapter elaborates on the blueprint of the methodology employed for this research. Each sub-chapter will describe the plan for the research design, research settings, data collection, procedures to obtain the intended data for the research, and data analysis process. Each aspect of the research methodology will be precisely and distinctively articulated in the following five sub-chapters.

3.1. Research Design

The research was conducted in qualitative manner as the research attempted to capture the natural process of multiliteracies promotion through video project in the EFL vocational high school classrooms context as well as the benefits and challenges faced by the students. It is in line with the significant construction of qualitative research, in which exploring the area of a specific phenomenon and social context (Merriam, 2009; Hamied, 2017). This research generated the precise descriptive sequence of how video project fosters multiliteracies in the EFL context. Further, the social aspects of the learning process, such as the students' perceptions of the benefits and challenges of the variables, were attained.

Regarding the design, the research was conducted in the form of a case study. The design is relevant to my research for several reasons. Firstly, the research aimed to derive the dynamics and present modes within the process of multiliteracies promotion through video project in EFL vocational high school context. Thus, case study design facilitated the research aims as the fundamentals of the case study is to produce descriptive, predictive, and in-depth data of a phenomenon (Hancock & Algozzine, 2006; Woodside, 2010). Secondly, the research minimized interventions in the research site to ensure the authenticity of the classroom process. It was in line with the characteristics of a case study which investigate the phenomenon in natural settings from various source of data and particular length of data collection process (Yin, 2003; Hancock & Algozzine, 2006).

3.2. Research Settings and Participants

To answer the research questions, the research was conducted in a vocational high school in Bandung, West Java. The research involved one English teacher and six 12th-grade students of the mechatronics who focus their studies on the integration of mechanic, electronics, and engineering for practical and economical purposes. The purpose of teacher's involvement was to generate data about learning objectives and plans for the student-made video project. On the other hand, the selection of vocational high school students as participants of this research was also based on the aims of multiliteracies pedagogy itself. In this vastly changing world, new modes of communication, as well as a variety of linguistic features, emerged due to the mass usage of the Internet. The students will be exposed to a massive load of information in the work field, so they need the skill to process and produce information in various modes of communication while being aware of the underlying social, economic, and cultural factors (Gardiner et al., 2013). Further, research on preparing vocational high school students for the 21st century work-force demands have not been explored much. Thus, selecting the 12th-grade students who were preparing to graduate was seen to be appropriate to collect real and authentic data. Due to the pandemic, all of the data collection processes were conducted through online platforms. It was intended to minimize physical contacts that may result to the spread of the COVID-19 virus.

3.3. Data Collection

In the data collection process, four types of data were collected to ensure the richness and validity of the data. The data were in the form of teacher in-depth interview, learning artefacts that include the student-made videos, reflective journals, and student semi-structured interview.

3.3.1. Teacher In-Depth Interview

The first data were retrieved through a teacher in-depth interview. The researcher conducted a session of online in-depth interview with the teacher. In-depth interview can serve the purpose to get the detailed information and issues related to the process of multiliteracies promotion and modes of multiliteracies used in the video project in EFL learning in the context of vocational high school from the perspective of the learning administrator, the teacher. Further, the aspects of

multiliteracies and modes of multiliteracies were also identified throughout the video project. Through the interview, the classroom activities and student's performance could be depicted. To support the interview process, the researcher referred to field notes (Appendix A) and interview guideline (Appendix D) to ensure the portrayal of detailed process of what occurred in the research site.

3.3.2. Learning Artefacts (Student-made Videos)

The following type of data collected from the research was learning artefacts. The researcher viewed that the learning artefacts produced by the students can be an evidence and product of the students' thinking procedures during the learning process. In this case, the collected learning artefacts were the student-made videos created during the project. The learning artefacts were intended to be analyzed with a rubric developed from *Knowledge Processes* framework (Cope & Kalantzis, 2015; Healey, 2016) and multiliteracies modes (Cope & Kalantzis, 2000). Further, the analysis results described the most frequently and the least appearing aspects and modes of multiliteracies promoted throughout the project. (Appendix B).

3.3.3. Reflective Journal Audio

To answer the fourth research question, one of the data collection procedure applied was reflective journal audio. The student participants were assigned to record a brief reflective journal audio regarding their experience in doing the video project. The researcher retrieved the audio through online chat messenger. Through the audio reflective journal, the students' feelings, attitude, as well as the benefits they gain and the challenges they face in doing the video project were identified.

3.3.4. Students Semi-Structured Interview

The last retrieved data were semi-structured interviews. The researcher constructed pre-determined core interview topic about the benefits and challenges the students faced in completing the project presented in Table 3.1. The core interview topics were adopted and adapted from Yeh's (2018) reflective journal guidelines about group video production. However, the interview sessions were not strictly following a particular fixed sequence, as the researcher may start anywhere and develop more questions according to the response of the participants. Hatch (2002) asserted that semi-structured interviews could be conducted based on

primary questions, but the sequence can be jumbled and developed according to the emergence of new themes as well as to gain an in-depth understanding. The interview guidelines for the semi-structured interview questions list and notes are attached in Appendix C.

Table 3.1

Semi-structured interview guidelines

<i>Number</i>	<i>Topic</i>	<i>Indicator</i>	<i>Question Number</i>
1.	The benefits of the video project	English language improvement (speaking, writing, reading, and listening)	2, 3, 6, 7
		Students' opinion about the project	1, 6, 7
		Non-language/linguistic skill improvement (e.g. interpersonal skill, cultural awareness, intrapersonal skill, etc.)	4, 6, 7
		Students' opinion about the benefits of the video project	5, 6, 7
2.	The challenges of the video project	Difficulties students faced in preparing for the project (making script, applying the language use, etc.)	8, 6, 7
		Ways to overcome the difficulties	9
		Difficulties in producing the video	10, 6, 7
		Ways to overcome the difficulties	11
		Difficulties in working in a group	12, 6, 7
		Ways to overcome the difficulties	13

3.4. Data Collection Procedure

The research design and data collection were carried out through two phases of the data collection process. The first phase answered the first, second, and third research question, while the third and fourth research question were further resolved in phase two. In the first phase, the process involved data retrieved from teacher in-depth interview and documents. The second phase data collection procedure were conducted through reflective journals and semi-structured interviews.

3.4.1. Phase 1

In Phase 1 of data collection process, the collected data were teacher in-depth interview and learning artefacts. Firstly, teacher in-depth interview sessions were conducted through an online conference via Cisco Webex to minimize social

interaction during the pandemic. The call was lasted for an hour in which the researcher asked several questions according to the interview guidelines and the respondent answered based on the experience in teaching and applying the video project. Through the in-depth interview, the process, stages, and modes of multiliteracies promoted through video project were elaborated.

While conducting the in-depth interview session, the researcher referred to interview guidelines as listed in Appendix D. The answers depicted how the learning process as well as the video project stages occurred. The media used for the learning process could also reflect the modes of multiliteracies that had been promoted in the video project. Thus, through teacher in-depth interview, two major themes were retrieved, namely the process of multiliteracies promotion through video project as well as the most promoted modes of multiliteracies in the learning process.

The second data collected in the first phase were learning artefacts. After completing the teacher in-depth interview, the researcher retrieved the videos that had been made by the students from the teacher. The collection of student-made videos was intended to grasp the process of multiliteracies promotion stages as well as the most salient modes used in the video project. Further, collecting the student-made videos could also provide rich variety of data to recognize a cycle and new patterns that validated each other (Hatch, 2002; Hamied, 2017).

Then, the data that had been gathered from teacher in-depth interview and student-made videos were grouped using a field note template to organize the data into big themes (Appendix A). Further, the data collected in the first phase were analyzed with multiliteracies promotion through video project rubric (Appendix B). The results of the analysis answered the first, second, and third research questions.

3.4.2. Phase 2

Students' reflective journal audio and semi-structured interviews were collected in the second phase of the data collection process to answer the third and fourth research question. The 7 students of Mechatronics program were assigned to record a three-minute reflective journal audio regarding their experience in doing the video project. The audio consisted of their point of view, activities, evaluation, and reflection about the video project. Then, the students were required to send their

reflective journal audio through WhatsApp to minimize physical interactions during the pandemic.

The reflective journals were then analyzed by the researcher to generate significant themes, which are benefits and challenges in completing the video project. Further, the researcher also identified new emerging themes that might differ from the general answer given by the respondents. It became the considerations in selecting respondents for the students' semi-structured interview.

After analyzing the audio reflective journal, the researcher reached back to some respondents to conduct follow up interview sessions. The interview was administered with a semi-structured design. The participants for the interview sessions were 3 students who responded and consented to be interviewed further regarding their reflective journal content as well as their views about the video project.

The interview sessions were conducted in Bahasa Indonesia and a non-formal setting. The semi-structured interview sessions were done via WhatsApp using the voice call or voice notes feature, according to students' consent and convenience. The condition set for the students' interview sessions was similar with the one that has been done in teacher in-depth interview. It was intended to make the respondents do not feel pressured and bound to a specific time and sequence, so they feel comfortable to give accurate and comprehensive answers (Merriam, 2009). The interview session referred to core questions to ensure that the data needed can be collected (Table 3.1 & Appendix C). The sequence of the questions asked were also not in a particular sequence and were developed according to the flow of the interview.

3.5. Data Analysis Process

The gathered data from the data collection procedure were analyzed in two phases. The audio retrieved from teacher in-depth interview were transcribed to ease the analysis process. Further, the teacher in-depth audio and video produced by the students were organized on a field note as seen in Appendix A. Then, the field notes were processed based on the promotion of multiliteracies through video project in EFL vocational high school context rubric (Appendix B). The analysis resulted in the activity description that occurring throughout the project according to the

stages, aspects, and modes of multiliteracies. From the description, the stages, dimensions, and mode of communications appearing in the learning process were also generated. Through the analysis process, the description of the dimensions of multiliteracies stages, aspects and the frequent appearing modes through video project were retrieved. The results of the teacher in-depth interview and student-made videos analysis were used to answer the first, second, and third research question. The example on how the data gathered through teacher in-depth interview in field notes were analyzed is listed in Table 3.2.

Table 3.2

An example of field notes analysis process

The third analysis process worked on the collected student-made videos. All


Session: 1 Date: May 16 th , 2020 Time: 08.00 PM Topic: Procedural Text & News Item				
Time	Stages	Modes		Rubric Description
	<p>Experiencing</p> <p><u>At the beginning of the lesson, I assigned the students to create Procedural Text based on their study program. We had a brainstorming session to answer questions like, “What do you learn in the Mechatronics program?”, “What practicum have you ever done?”. Then, some students answered something like, “Operating the lathe machine,” or “I created a robot, Ma’am.” After that, I asked them to memorize the sequence of the machine operation and write down the outline in English.</u></p> <p><u>The known</u></p> <ul style="list-style-type: none"> - Using a topic familiar to the students - Using the knowledge that the students have learned in other subjects for the English project <p>The new</p> <ul style="list-style-type: none"> - Creating a procedural text outline in English 	Written		<p><u>Oral Language</u></p> <p>Exploring <i>the new</i> and <i>the known</i> of the students through classroom listening and/or discussion sessions.</p> <p>➔ The instructions done through oral communication.</p> <p><i>After that, I asked them to memorize the sequence of the machine operation and write down the outline in English.</i></p> <p>➔ To introduce and explore the topic, the teacher relied on classroom discussion.</p> <p>We had a brainstorming session to answer questions like, “What do you learn in the Mechatronics program?”, “What practicum have you ever done?”. Then, some students answered something like, “Operating the lathe machine,” or “I created a robot, Ma’am.”</p>
		Oral	√	
		Visual		
		Audio		
		Gestural		
		Tactile		
		Spatial		

of the video samples were transcribed, captured, and coded based on the identified modes of multiliteracies. In coding the videos, a rubric of multiliteracies modes and stages of multiliteracies by Cope & Kalantzis (2015) and Healey (2016) is used in analyzing the appearance of the modes. Appendix B provides the rubric for the

coding and analysis process. Table 3.3 elaborates the example of student-made video analysis with the same rubric (Appendix B).

Table 3.3

An example of video analysis process

Video Analysis			
File Name: Video 1			
Length: 1 minute			
Topic/Title: Procedural Text/Making Wireless Speaker			
<i>Description & Screenshots (SS)</i>	<i>Applying</i>	<i>Multiliteracies Modes</i>	<i>Rubric Description</i>
<p>[opening with a store name and phone number]</p>  <p>SS 1.1 [instrumental background music playing]</p>	Innovating	Written Audio Visual Spatial	<p><u>Written Language</u> Re-constructing and innovating a structure through reading and/or writing written texts.</p> <p>→ The running text contains the creator's Instagram username, phone number, and the store he had.</p> <p><u>Visual Representation</u> Re-constructing and innovating a structure through observing and/or making a visual instrument (image/video)</p> <p>→ There are an animated and moving video opening with a black background</p> <p><u>Audio Representation</u></p>

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			<p>Re-constructing and innovating a structure through listening and/or creating listening materials such as music, sounds, noises, alerts, etc.</p> <p>→ Video starts with an instrumental as the music background</p> <p><u>Spatial Representation</u> Re-constructing and innovating a structure through spatial elements such as spacing, layout, interpersonal territoriality, etc.</p> <p>→ The opening layout forms an animated logo of a store at the very center of the frame.</p>
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The second phase of the data analysis procedure included the processing of data retrieved from audio reflective journals recorded by the participants and the semi-structured interview. The researcher transcribed both audio reflective journals and semi-structured interview audio. Further, the researcher processed the data through thematic analysis to recognize patterns (Hatch, 2002). The data were organized into two big themes, namely benefits the students get and challenges the students face throughout the project. To gain the sub-themes for both benefits and challenges, the data gained from audio reflective journals and semi-structured

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interview sessions underwent a coding process. The data were labelled and segmented according to the big themes throughout the analysis process (Hamied, 2017). The code for benefits the students get was “BN” and for challenges the students face was CH.

Sub-themes that appear in the retrieved data were also organized based on the main themes, as suggested by Creswell (2012) in processing qualitative data. The intention of the coding process is to form a “meaningful analytical units” to discover patterns, avoid repetitions, make sense the data, and draw conclusion (Hamied, 2017, p. 234). Further, emerging themes that had not been predicted by the researcher or unique statements proposed by the participants were presented as new findings of the research. The following table describes the coding guidelines for the reflective journal and semi-structured interview analysis process.

Table 3.4

Reflective journal and interview results coding guidelines

<i>Statements</i>	<i>Coding</i>
Students’ positive opinion about the video project	Benefits of the video project (BN)
Students’ perceptions about the project benefits towards their language improvement	
Students’ perceptions about the project benefits towards their non-language skill improvement	
Students’ negative opinion about the video project	Challenges of the video project (CH)
Students’ perceptions about the difficulties they face in preparing for the project and their ways to overcome them	
Students’ perceptions about the difficulties they face in preparing for the project and their ways to overcome them	
Students’ perceptions about the difficulties they face in working in a group throughout the project and their ways to overcome them	

After analyzing the teacher in-depth interview, student-made videos, students’ audio reflective journal, and students’ semi-structured interview, the four research questions can be answered. The procedure of multiliteracies promotion through video project, the most salient mode of multiliteracies, and students’ perspectives regarding the video project can be portrayed. After elaborating the

research findings and discussing the findings with theories, a conclusion can be drawn.