This chapter discusses the method of investigation which consists of research design, subjects of the study, data collection, instrument of study, research procedure, and data analysis.

1.1 Research Design

This study applied a qualitative method related to case study, to determine the significance of a social phenomenon from the participants' perspective through identifying a culture-sharing group and investigating the way it formed shared behavior through time (Creswell, 2009). In terms of the definition, this study is conducted to find out the implementation of visual images, how visual images assist students' visual literacy, and what are students' responses towards the use of visual images.

In this research, the researcher focused on offline classroom learning where the use of observation was carried out from the beginning of the study to see and learn how the teacher used visual images when teaching in the classroom. The relationship of communication and also the reaction between teacher and student during the learning process has also been observed to provide a more in-depth and focused analysis of the visual images used by the teacher. Interviews and questionnaires were also conducted to gain further and detailed information about the students' experience in the classroom and also the teacher's experience and teaching methods in the use of visual images.

1.2 Research Site and Respondents

The study focused on analysing how an English teacher assists students' visual literacy through the use of visual images observed in one of the grade VII classes from a Lower Secondary School in Lembang, Bandung. The researcher has chosen one English teacher, namely Teacher Farah (pseudonym) due to the consideration that in every grade, there was only one English teacher, and Teacher Farah has utilized digital multimodal text in her teaching including

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21

colors to differentiate vocabularies, digital images, videos, and web-based media.

The researcher chose grade VII students due to the consideration that grade VII is suitable for the purpose of the study, since grade VII students were still adapting to learning English, some of which were even new to learning English due to the absence of English in elementary school. This is why the researcher wanted to observe the teacher's experience and strategy in using visual images to teach visual literacy.

The researcher used purposive sampling technique based on Sugiyono (2014) who explained the data source of purposive sampling has some limitations. With purposive sampling, the researcher found it easier to investigate the social objects/situations under study as a result of these specific factors, such as the person who is thought to know best about what we are expecting in interviews, the researcher used purposive sampling by selecting six students based on recommendations from the teacher about which students have adequate English and social skills. The researcher uses pseudonymous names to represent participants, as follows (Arisha, Aminah, Rina, Anum, Richard, and Rafan).

In addition, another reason in the learning is that the teacher does not carry out the final assessment where the researcher has not been able to consider determining who has higher and lower scores.

1.3 Data Collection

In collecting data, the author used three kinds of instruments, which are observation, interview, and questionnaire. Observations were made to find out the teaching and learning process of one English Teacher Farah from a live session, video-recorded, and transcribed verbatim. The researcher also observed the responses of the students and their activity during the learning process, so that they can be linked to the results of the teacher's observations and synchronized with the interviews that would later be carried out.

Filling out a questionnaire was carried out to find out how the overall student responded to learning using visual images. Interviews with the teacher

and six students were conducted for a more specific and detailed understanding of visual literacy learning using visual images.

1.3.1 Observation

Observation is a common strategy for gathering data with the goal of deeper understanding of dynamic interaction in natural settings (Ary et al., 2018). The type of observation in this study is nonparticipant observation (Fraenkel et al., 2018) since the researcher did not directly involved in the learning process that the researcher observed, because the focus is to observe the interaction between the teacher and students in terms of image-based learning. Various types of classroom data are collected from each lesson to seize a holistic and thorough record of the teachings and enable data triangulation (Casanave, 2010). The researcher also took field notes to contextualize and triangulate the observations made from the video analysis, resulting in a specific viewpoint on the lessons that supports the teachers' thoughts within the subsequent interviews (Casanave, 2010). As a result, the researcher is be able to obtained more precise data and be able to observe the genuine phenomenon that occurred in the classroom.

Observations are be adapted to the Hattwig et al. (2013) framework described in Chapter 2 which covers Observation, Context, Related text, Meaning and understanding.
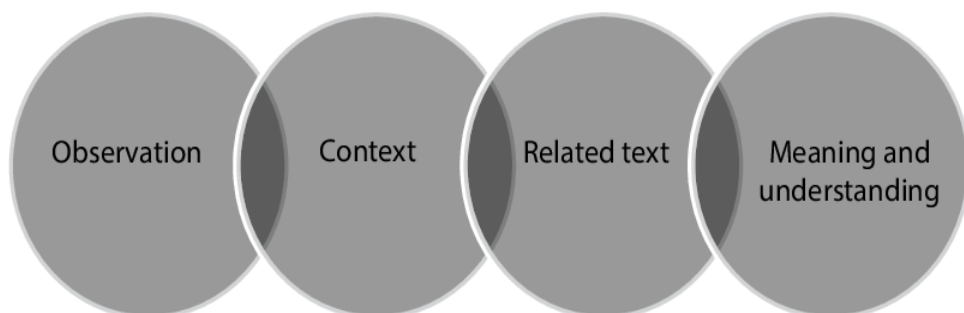
1.3.2 Semi-structured Interview

Interviews were conducted after the observation sessions have been done. Interviews can provide data that observation alone cannot provide, or

they can be used to confirm the validity of observation data (Ary et al., 2018). This is supported by Fraenkel et al. (2018) which argued that interview is an important technique for the researcher to double-check the data's accuracy and confirm or deny the impression formed through observation.

In this study, the researcher used semi-structured interviews, in which the researcher may change the structure or questions during the interview session, depending on the topic of interest chosen and the questions formulated.

Derived from a study by (Januarty, R., & Nima, H. N. A., 2018), The interview consists of seven questions for teachers and nine questions for students. The researcher interviewed the teacher concerning the teaching and learning process within the classroom on the use of visual images whether it is able to help students to understand the reading text or not. The students would be asked several questions about their opinions on the use of visual images in supporting them to apprehend and comprehend the text.

Student's questions:

No.	Questions
1.	Menurut anda, apakah teks dan juga gambar-gambar yang ditampilkan oleh guru dengan menggunakan teknologi digital menarik? Jika ya, menurut anda apa yang membuat menarik dari teks atau gambar-gambar tersebut?
2.	Ketika mempelajari kosakata baru, guru menampilkan beberapa gambar untuk membantu anda memahami makna dari kosakata

		yang ditampilkan. Bagaimana anda memahami kosakata tersebut dengan bantuan gambar?
	3.	Ketika nonton video, apakah Anda hanya fokus pada gambar/animasi, tulisan atau keduanya? Mengapa?
	4.	Menurut Anda, apakah teks yang menyediakan beberapa gambar, warna, angka, animasi/gerak dapat membantu Anda menemukan topik cerita? Tolong jelaskan alasannya.
	5.	Apakah Anda mencoba menemukan inti cerita berdasarkan gambar, warna, angka, animasi/gerak yang diperlihatkan? Mohon penjelasan singkatnya.
	6.	Apakah gambar, warna, tulisan, dan animasi membantu Anda memahami sebagian atau keseluruhan teks? Mengapa?
	7.	Jenis kegiatan apa yang Ibu F instruksikan kepada Anda dan apa pendapat Anda tentang kegiatan tersebut? Bisakah Anda mengikuti instruksi dengan baik?
		In this section, the researcher asked several questions related to the activities and students' perception toward the activities. Furthermore, the researcher also asks about their motivation and enthusiasm toward the learning style.

Table 3. 1 Students' Interview questions

Teacher's questions:

No	Questions
1.	What text resources do you use in class when teaching visual literacy to students? And why?
2.	When you use visual images like pictures, videos or animation created with digital technology, what factors do you consider when selecting a text for instruction, particularly when it comes to visual literacy?
3.	Do you agree that students will be more interested in a text that includes visual images, sounds, figures, animations, and colors? Why?
4.	Do you agree that a text with some visual representations can help students comprehend or understand a passage or the entire text more easily? Why?
5.	Do you agree that a text that includes visual images might aid students in identifying or predicting the passage's or text's main idea? Why?
6.	Do you believe that providing students with a text that includes visual images, sounds, figures, animations, and colors will aid them in improving their reading comprehension? Why?
7.	How do you deliver visual images with different modalities to the students? What is your strategy to ensure that the students can understand what you are going to deliver?

Table 3. 2 Teacher's Interview questions

1.3.3 **Close-ended Questionnaire**

In an effort to accumulate greater specific information from the participants and cross-validate the data collected from the semi-structured interview, the researcher used a close-ended questionnaire to discover the individuals' attitudes toward and perceptions of the utilization of images throughout the phase of the study. Student response questionnaire were made on Google Form are used to find out students' assessments or responses to the implementation of teaching and learning activities that have been carried out in class (Aryanti, 2021; Hartatik et al., 2021).

The questionnaire was based on Serafini (2014) three dimensions of viewing. Perceptual dimension recognizes and acknowledges the role that the students play in interacting with images, including their direct response, appreciation of aesthetics, comprehension, and originality in conceptualizing and producing visual objects. Structural dimension acknowledges the significance of comprehending how specific elements and symbols interact to produce meaning within the framework of the image, as well as the influence of particular social circumstances and the larger cultural environment. Ideological dimension recognizes how crucial it is to integrate socio-critical analysis into an understanding of images.

No	Dimension	Question Number	Number of Questions
1	**Perceptual** Responses of interest and motivation of students in the use of visual images	1,2,3	3
2	**Structural** How students understand the elements of visual elements they encounter in visual images	4,5,6	3
3	**Ideological**	7,8,9,10,11,12	6

How students understand the use of visual images in helping them understand the content of the story		
Total		12

Table 3. 3 Questionnaire's questions Dimensions

Categories of Alternative Scoring Answers

Alternative Answers	Scoring
Totally Agree	4
Agree	3
Disagree	2
Strongly disagree	1

Table 3. 4 Categories of Scoring Answers

1.4 Research Procedure

The procedures of the study are divided into 7 stages following the guideline from Baškarada (2014) as follows:

1.4.1 Plan

In planning, the researcher first selected the topic, burning issue and the problem of the study. After that, the researcher determined the gap from several previous studies in order to get the main focus of the study and then follow up with the study questions, objectives, and literature review.

1.4.2 **Design**

In designing, the researcher chose the study approach and method to provide fundamentals for creating the study design, site and participants, instruments, and also data analysis.

1.4.3 **Prepare**

In preparing, the researcher prepared the tools needed for retrieving the data. For example, in observation such as observation sheets, field notes, video recorder, etc. In an interview such as an interview sheet, tape recorder or voice note, etc. The researcher also prepared the related study permit and coordinate with the supervisors and the teacher concerned.

1.4.4 **Collect**

In collecting the data, the researcher first conducted classroom observation depending on how much lesson would be carried out and then follow up with the students' and teacher's interview at the end of the lesson.

1.4.5 **Analyze**

After collecting the data, the researcher analyzed the data according to the related framework of analysis and then do the triangulation to validate and connect each data to get a clear result.

1.4.6 **Share**

To get the credibility of the data, the participants were involved in clarifying the analysis report that has been completed. If the participant agreed with the report, then the results can be considered credible. The researcher also re-checked the data and the analysis.

1.4.7 **Conclusion**

In this final stage, the researcher first conducted a discussion based on the analysis and then derive conclusions from the study as well as suggestions for future study.

1.5 **Data Analysis**

1.5.1 **Observation**

The data from the class observations are taken from the video and also field notes. The analysis focused on answering research questions about how teachers use visual images to teach visual literacy in narrative text learning. Therefore, the exposure is more focused on the teaching process of the teacher and also the activities of students during learning from the first meeting to the last meeting. The videos were transcribed and analyzed in several points according to the image interpretation and analysis phase by Hattwig et al. (2013). Participants are named using the letter "S" which stands for student and numbers from 1 to 30 based on their list of names.

1.5.2 **Interview**

Due to the collection of data in interviews are in the form of video recordings as well as audio, the researcher has transcribed the data to get clear information and points from the interviews. In line with the research questions, interview analysis is focused on answering student involvement in narrative text learning by involving visual images to develop students' visual literacy in English learning classes. Furthermore, interview for the teacher is focused on understanding what considerations and also learning techniques or methods carried out by teachers in developing visual images as a medium for learning visual literacy.

To analyze the data from interview, the tape recording was transcribed into written document. The transcription is summarized with the focus on main ideas and keywords according to the topic. Then the data is presented in the form of a table to assist the researcher in comprehending what is occurring and performing more analysis or caution based on the comprehension.

1.5.3 **Questionnaire**

Student questionnaire data were analyzed by scoring from the range of 1-4 according to the Likert scale. The score that has been obtained is then calculated on average for each item of the statement. The values are then

converted into percentage forms to then be presented into table form and compared and analyzed descriptively. The questionnaire of student and teacher responses is concentrated using the formula:

$$Percentage = \frac{Frequency\ of\ the\ answers}{Total\ of\ data} \times 100\%$$

The percentage obtained is then interpreted in the form of developed sentences (Arikunto, 2013) as follows:

Percentage	Category
1-25%	A small part
26-49%	Almost half
50%	Half
51-75%	Most
76-99%	In general,
100%	Entire

Table 3. 5 Questionnaire percentage categories

1.5.4 Data Triangulation

Data triangulation refers to the researcher's employment of multiple approaches to check data obtained from the same subject or sources. In this study, the researcher first observed the teacher's lesson and documented it in image, audio, and video format. After that, the researcher conducted a questionnaire session through a google form that was distributed to students in one of the 7th grades. The interview session is held at the end where researchers can get a more detailed response to learning with visual image media.

The researcher obtains information through a variety of methods, including interviews, observations, and questionnaires. It emphasizes the employment of a variety of techniques to obtain information from the same source. Triangulation was utilized to assess data based on sources, technique, investigator, and theory, according to Moleong (2006).