

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used qualitative research method with a case study approach. Qualitative research is an approach used to explore and understand the meaning given by individuals or groups to social or humanitarian problems. In this research, there is a process that includes developing questions and procedures, data collected at the participant's place, inductive data analysis, which builds general themes from specific facts, and researcher who provide interpretations of the meaning of the data. The final report of this research has a flexible structure. Those who undertake this type of research emphasize inductive methods, a focus on the meaning of individual, and the importance of conveying the complexity of the situation under study (Johnson, R. B., & Christensen, 2017).

A case study is a research method used in various fields, especially evaluation, where researcher conducted an in-depth analysis of a case, which can be a program, event, activity, process, or specific individual. The case is bounded by time and activity, and researcher collect detailed data using a variety of data collection procedures over an extended period of time (Stake, 1995; Yin, 2009, 2012, 2014). Therefore, the researcher chose case study as the research design because the researcher wanted to examine the phenomenon or learning situation when teacher use multimodal texts in English class. The researcher may use more than one technique such as

observation and interview to collect data and strengthen the research findings (Johnson, R. B., & Christensen, 2017). The steps are as follows:

1. Establish the broad case to investigate

In the 21st century, technology is now developing rapidly so teacher is required to be able to have skills in teaching so that students are more interested and interactive when participating in learning.

Multimodal text combine language and other means of communication such as visual, audible, or spoken that are presented in one complete text and present simultaneously. This is in accordance with the opinion of Pratiwy and Wulan (2018) that multimodal text is in the form of language, images, music, gestures, and architecture. architect. With reading materials in the form of multimodal texts, learners not only get an understanding from reading the text, but also see the text. understanding from reading the text, but also seeing images or listening to audio, and watching animations or videos. watching animations or videos. This situation is very interesting to research in this day and age.

2. Establish the research question

There are two questions that examined in this research:

1. How does the teacher use multimodal texts in English language teaching?
2. Are there any challenges or limitations that teacher have in using multimodal texts in the English classroom?

3. Select the pre-case cases to be used

This research was conducted at MAN 1 Banjarmasin which focused on a teacher and students when using multimodal text in the teaching English.

4. Determine data collection and analysis technique

In this research, researcher using qualitative methods approach with the type of case study. The researcher collected the data through observation and interviews of a teacher and some of students in the class XI Advanced level 3 in the school and case study. The aims of the researcher collected data on the use of multimodal text in teaching English is to find out how a teacher use multimodal text in learning English and whether there are challenges when using multimodal text in learning.

5. Prepare to collect the data

The researcher used voice recordings and camera to document interviews with a teacher and students regarding the use of multimodal text in teaching English. Additionally, the researcher used books, question papers, and pens to facilitate data collection and storage for research purposes.

6. Collect the data

To answer research questions, researcher must collect relevant and accurate data. Data can be collected through observation and interviews as research evidence. In this research, the researcher conducted interviews with six students and one English teacher to investigate the use of multimodal text in English learning. The researcher also observed the teacher using multimodal text in class.

7. Analysis data

The method is the Miles and Huberman (1994) model of data analysis, in which all parties concur that there are three stages to conducting qualitative data analysis.

1) Reduction: At this stage the data will be simplified to suit your needs.

In this research, the researcher collected information from a teacher and students regarding teachers' use of multimodal texts and the challenges faced in their use.

2) Data display: After eliminating irrelevant data, the next stage is to present the data in a neater and more systematic form. In this research, the researcher presents the findings through descriptions of teacher activities, student responses, interview excerpts, and photo documentation when using multimodal texts in the classroom and identifying challenges that arise.

3) Drawing the conclusion: This is the last step, where conclusions are drawn from data that has been organized more neatly. In this research, the researcher can draw conclusions about the use of multimodal text in teaching English and the challenges that arise from its use.

8. Prepare the report

The researcher reported the research result in the form of text, interviews, and recorders. In this research, the researcher must write a research report on the use of multimodal text in teaching English.

B. Research Setting

This research was conducted at MAN 1 Banjarmasin, specifically in the XI Advanced Level 3 class. The research was carried out in 2025. The researcher chose MAN 1 Banjarmasin as the research site because, based on the researcher's initial observations, there were a teacher at the school who implemented digital-based multimodal texts in teaching, particularly in English subjects. However, the researcher also observed several challenges faced by a teacher in using digital-based multimodal texts in her teaching. Therefore, the researcher decided to choose MAN 1 Banjarmasin as the research site.

C. Participants

The participants in this research were one teacher who had used multimodal texts in teaching English in the classroom and six students from the XI Advanced Level 3 class at MAN 1 Banjarmasin were selected based on their cognitive level of high, medium, and low achievers, according to the teacher's assessment of their daily performance and the resulting exercise scores. In this research, the researcher gathered information on how multimodal texts were used in teaching English in the XI Advanced Level 3 class by the teacher and what challenges were faced by both the teacher and students in implementing multimodal texts in the English classroom.

D. Data

The data in this research were obtained from classroom observations and interviews with the teacher who implemented multimodal texts in

teaching English, as well as with the students taught in the XI Advanced Level 3 class. In this research, the researcher used an observation sheet to collect data on how the teacher used multimodal texts in teaching English and the implementation process. The challenges faced by both the teacher and students in using multimodal texts in the classroom were identified based on interviews with the teacher and six students from the XI Advanced Level 3 class at MAN 1 Banjarmasin, who were active participants in this research.

E. Technique of Data Collection

For this research, the researcher used a case study design. Two techniques were used to collect the data: classroom observation as the first step, followed by interviews to further validate the data.

1. Observation

Observation is a research method or data collection technique that involves attentively watching a phenomenon in a scientific or systematic manner to determine its current status (Powel and Connaway, 2004:157). In this research, the researcher used observation to examined the use of multimodal text in teaching English during learning and teaching activities.

Observation in this research was conducted through direct field observations to understand the process of implementing English teaching using multimodal texts in the classroom by the teacher at MAN 1 Banjarmasin. The researcher observed all activities related to the

research from 5th February 2025 – 26th February 2025. Observation data was collected by closely examining the implementation of English learning activities using multimodal texts in the XI Advanced Level 3 class. The researcher conducted observations four times.

2. Interview

Kvale (1996: 174) pointed out that interviews are conversations whose aim is to obtain descriptions of the interviewee's life world and to interpret the meaning of phenomena reported. Also, Schostak (2006: 54) gives a definition of an interview as a conversation between partners whose aim is to provide rich information on a topic or topic, offering the opportunity to interpret based on interviewees' meanings.

In this research, the researcher used unstructured or in-depth interviews, starting with open questions. The interview was then followed by keywords and some topics to be discussed in more detail, for example, the teacher's experience teaching English using multimodal texts, students' experiences learning with multimodal texts in the classroom, challenges faced by a teacher in using multimodal texts, especially digital-based texts, and challenges faced by students.

The researcher was curious about the experiences and issues of both the teacher and students and explored these in more depth. The interviews were conducted in stages. The teacher interview was conducted on the 10th of February 2025, face-to-face. Interviews with three of the students were conducted on the 13th of February 2025, face-to-face at

school, and interviews with the other three students were conducted on the 3rd of March 2025, via WhatsApp.

F. Research Instrument

The instrument used in this research was an observation sheet and an interview guideline.

First is the observation sheet. The researcher used an observation sheet containing activities or steps in English learning that utilized multimodal texts conducted by the teacher. This observation sheet was developed by the researcher based on Mulyani (Mulyani et al., 2023). Then, the interview guideline was also developed by the researcher using theories from the studies of Ikasari (Ikasari et al., 2019), Harryadi and Rohmah (Haryyadi & Rohmah, 2023), as well as Januarty and Nima (Januarty & Nima, 2018). This guideline aimed to explore in greater depth the challenges faced in using multimodal texts in English teaching.

G. Data Analysis

Qualitative data analysis can be used to identify and describe issues in the field, as well as structures and processes in routines and practices. The ultimate goal of this analysis is typically to make generalizable statements by comparing various materials, texts, or cases (Mezmir, 2020). In this research, the researcher analyzed data collected through observations and interviews using Interactive data analysis models from Miles and Huberman (1994).

Interactive data analysis model has three components, consisting of Data reduction, Data display and Conclusion Drawing. Once the data is collected, the data analysis phase begins. Each study dataset collected has been carefully selected (data reduction) based on what should be used and presented (data display) proposed by Miles and Huberman (1994) in (Syawaludin et al., 2019). Furthermore, the data presented becomes more readily understandable when utilized as a foundation for drawing conclusions.

1. Data Reduction

The first stage in qualitative data analysis is the process of data reduction, which involves selecting, simplifying, focusing, abstracting, or transforming data obtained from written field notes, interview transcripts, or observation sheets.

The researcher collected data on the use of and challenges in using multimodal texts in teaching English to foreign language students in the XI Advanced Level 3 class at MAN 1 Banjarmasin through observation and interviews. Then, after gathering and summarizing the data, the researcher presented it in a descriptive form.

2. Data Display

The second stage in qualitative data analysis is data presentation. Data presentation involves organizing information systematically and concisely, making it easier to draw conclusions and take action. The process of organizing and presenting data is guided by the formulation

of research questions. In this research, researcher presented findings through descriptions of teacher activities, student responses, interview quotes, and photo documentation. This presentation makes it easy for readers to see how multimodal texts are implemented in the classroom, as well as identify the challenges that arise.

3. Conclusion Drawing

The final stage in qualitative data analysis is the process of conclusion drawing and verification. In qualitative analysis, data is interpreted by identifying patterns, causal relationships, explanations, and propositions from the beginning of data collection. The conclusion-drawing process is carried out after the data is collected by compiling an initial summary. In other words, the conclusions drawn are related to the process of using multimodal texts in English teaching, the challenges faced by teachers in implementing multimodal texts in English instruction, and the challenges encountered by students when learning with multimodal texts in the XI Advanced Level 3 class at MAN 1 Banjarmasin.