

CHAPTER III

RESEARCH METHOD

A. Research Design

Instead of showing the surface level of reality like quantitative research with its focus on facts does, qualitative research seeks to deeply understand human and social issues by exploring problems or seeking answers to questions (Sirilakshmi & Bunkar, 2024). Understanding, thinking about, or making sense of data first involves breaking it into parts that can be labeled and grouped, and then creating a pattern for the entire data set by linking the groups. This method is called qualitative content analysis.

This research method utilized Phenomenological research as the examination of direct experience. Thinking about experience is a component of phenomenological research. The aim of reflecting on experience is to find meaning in daily life. Merleau Ponty in (*Nuryana et al.*, 2019) says “all science is based on the journey or experience of the experienced world and if we aim to reflect on science thoroughly and grasp the true meaning of science in detail and assess its significance and limits, then initially we must renew our experience of the world. There are 4 steps involved in collecting the data:

Step 1: Conducting In-Dept Interviews

In this step, the researcher conducted an in-depth interview twice with an English teacher currently teaching in the Special English Class (SEC). The participant was purposively selected due to their experience in applying a multimodal approach during English instruction. Before the interviews began, the researcher explained the purpose of the research and asked the participant for permission to participate.

These interviews used a semi-structured format so that the participant could freely share their experiences and views regarding the application of multimodal strategies in teaching. The researcher prepared several questions as a guide to keep the discussion focused while allowing flexibility during the interviews.

The interviews explored several aspects, including:

1. The teacher's understanding of multimodal learning.
2. The types of multimodal resources used in the English language learning process.
3. The teacher's experiences in handling students who have diverse characteristics, including variations in learning styles, levels of engagement, and English proficiency.
4. The challenges faced when implementing multimodal methods.
5. The teacher's perspectives on student's reactions and participation during teaching and learning activities.

The interviews lasted approximately 30 to 40 minutes and was conducted twice in person at a pleasant Islamic boarding school. With the participant's consent, the interviews were recorded a voice record to ensure data accuracy. In addition, the researcher documented key information, nonverbal cues, and thoughts during the interviews through field notes.

Step 2: Conducting Classroom Observations

After completing the interviews, the researcher conducted classroom observations on two occasions during English language learning sessions in the Special English Class. The purpose of these observations was to see firsthand how the teacher applied the multimodal approach in real-life learning situations.

During the observations process, the researcher focused on several elements of the learning activities, including:

1. The teacher's verbal explanations throughout the lesson.
2. The use of visual modes such as PowerPoint presentations, photos, videos, and the whiteboard.
3. The teacher's gestures, facial expressions, and actions during the instructional process.
4. Communication between the teacher and students.
5. Students' responses, engagement, and participation during learning activities.

The observations also focused on how teacher adapted multimodal approaches to support students with diverse characteristics and learning needs. During the observations process, the researcher used field notes to document classroom situations, learning activities, student engagement, and various significant events that occurred during the learning activities.

Step 3: Collecting Documentation

This step conducted interviews and classroom observations, the researcher also collected various documents related to learning activities. This documentation served to reinforce and support the information obtained from the interviews and observations.

The collected documents included:

1. Lesson plans implemented by teacher.
2. Learning materials and worksheets for students.
3. PowerPoint presentations.
4. Images and videos used in the teaching process.
5. Documentation of classroom learning activities.

These documents helped researcher identify the types of multimodalities used by teacher during the English language teaching and learning process.

Step 4: Analyzing the Data

After all the information was collected, the researcher analyzed the data using Interpretive Phenomenological Analysis (IPA). This method was used to understand and interpret the experiences of the individuals involved regarding the implementation of multimodal strategies in English language teaching.

The analysis was conducted in several steps, namely:

1. Read and review interviews transcript and observations notes to gain a deeper understanding of the participant's experiences.
2. Maked notes on significant statements, meanings, and reflections from the participant.
3. Identify themes emerging from the collected data.
4. Group related themes into broader thematic categories.
5. Interpret the meaning of participant's experiences based on the identified themes.

The researcher focused on investigated how teacher's experience the implementation of multimodal learning, how this approach helps students with diverse characteristics, and the challenges that arise during the implementation process.

B. Research Setting

This research was conducted at Darul Istiqamah Islamic Boarding School Barabai. H. Ahmad Syafawi Street, Murakata Street, Bukat, Barabai District, Hulu Sungai Tengah Regency, South Kalimantan. This school was

chosen because this boarding school implemented a Special English Class (SEC) program designed to improve students' English language skills through intensive and communicative learning methods. In this program, students are required to use English as the main language in classroom learning activities, especially in verbal interactions. The Special English Class also emphasized collaborative and creative learning, in which students were encouraged to work together in groups, share ideas, and actively participate in various learning activities. Therefore, students are not only required to be able to communicate in English, but are also expected to demonstrate creativity and activeness in interacting with their peers during the learning process.

This required teacher who taught in Special English Class to create an interesting and non-monotonous learning atmosphere. The dominant use of multimodality in English language learning in this class made Darul Istiqamah Islamic Boarding School is a relevant location to explore the use of multimodality by teacher in supporting various characteristics of students in English language learning.

C. Participant

The participant of this research is one teacher who teach English for Senior High School as specially in Special English Class (SEC) at Darul Istiqamah Islamic Boarding School Barabai. Special English Class is a program that aims to improve students' critical thinking and English language skills. This program is designed to help students understand and apply important concepts in English effectively. In addition, this program also included the development of a positive attitude and a high enthusiasm for learning among students. This class is specifically for female students who have been studying for 3 years at junior high school and are continuing on to senior high school, which means 4 years, and therefore it is called a Special English Class.

D. Technique of Data Collection

In phenomenological research, data collection methods are designed to explore the meaning of participant's life experiences through direct engagement with the phenomena under study. This type of research does not rely on superficial numbers or facts, but focuses on how participant feel, interpret, and give meaning to a phenomenon based on their own perspectives. Data collection methods often used in phenomenological research include in-depth interviews with open-ended questions that allow participant to freely and thoroughly express their experiences; this technique aims to explore the context, perceptions, and patterns of experience that exist in their daily lives. In addition, participatory observation can be used to record behavior, interactions, and the immediate context in which experiences take place, thereby providing in-depth contextual data; while documentation or field notes help researcher collect additional evidence such as interaction patterns, artifacts, and reflective notes that support the narrative from the interviews. This approach is in line with the principles of phenomenology, which emphasizes an understanding of subjective meaning rooted in a comprehensive and in-depth individual experience.(Isik, Ozlem 2025)

To achieve this, the researcher employed three main methods: In-depth Interviews, Observations and Documentation.

1. In-depth Interviews

In-depth interviews served as the primary technique for collecting data in this study. This method was particularly appropriate for a phenomenological research approach because it gave researcher the opportunity to investigate teacher's experiences, views, and thoughts regarding the use of multimodality in English language teaching. Through in-depth interviews, researcher can gain a deeper understanding of how

teacher select, apply, and adapt multimodal learning strategies to meet the diverse needs of students in the classroom.

The interviews were conducted using a semi-structured format, in which researcher prepared a number of guiding questions to keep the discussion on track with the research objectives, while still giving participant the freedom to elaborate on their answers based on their personal experiences. This strategy allowed teacher to openly express their views on the challenges they faced, the reasons behind their use of multimodal techniques, and their observations of students' reactions to these strategies. Each interviews session lasted approximately 30 to 40 minutes, depending on the participant's comfort level and the depth of the conversation. At the beginning of the interviews, the researcher sought to establish a good rapport so that participant felt comfortable and valued. With the participant's consent, the interviews were recorded using digital recording devices and then accurately transcribed for data analysis. The researcher also took field notes during and after the interviews to document nonverbal expressions and the researcher's reflections.

2. Classroom Observations

The observations were conducted twice to support and triangulate the data obtained from the interviews. Classroom observations during an English learning session in a Special English Class. The focus of the observations was on the teaching process, particularly on how teacher applied multimodal learning strategies including the use of verbal, visual media, body movements, group work, digital technology, and interactive activities to help students with various learning characteristics.

The purpose of these observations also included observing student responses, participation levels, and engagement during learning activities, as well as the interactions between teacher and students in the classroom. Through this observation, researcher can see how multimodality is applied

in a real classroom context and the role of these strategies in creating an interesting and engaging learning environment. Field notes are used to record classroom situations, teaching methods, student behavior, and various important events that occur during the learning process.

3. Documentation

Documentation serves as a method of collecting information that supports this research to strengthen the data collected through in-depth interviews and classroom observations. In phenomenological research, documentation acted as an additional source of data that helps researcher understand the context of the learning process and verify the findings of the study. Data from documentation is used to provide a real picture of the application of multimodality by teacher in teaching English in Special English Class.

The documents collected during this research included lesson plan or teaching tools used by teacher, multimodal learning materials such as presentation slides, images, videos, student worksheets, and photos of learning activities that showed the use of various modes of learning. In addition, these documentations also included class administration notes and learning schedules related to the implementation of the Special English Class program. All documentation data was analyzed to identify the types of multimodalities applied by teacher and their relationship with efforts to support various student characteristics. The documentations was used to complement and strengthen the results of interviews and observations, thereby increasing data validity through triangulation of sources in this research.

E. Data Analysis

In this research, the data analysis method applied a phenomenological qualitative approach, specifically Interpretive Phenomenological Analysis (IPA). Interpretive Phenomenological

Analysis is a data analysis method in qualitative research that aims to deeply understand how participant interpret their life experiences, as well as how researcher give meaning to these experiences based on the data obtained. IPA originates from phenomenology and hermeneutics, with an idiographic focus, meaning that the analysis seeks to explore the unique experiences of each individual before looking for common patterns among various cases. This method is particularly suitable for studies that seek to investigate the subjective experiences of teacher in applying multimodality to support the diversity of student characteristics, as IPA emphasized a deep and reflective understanding of the context and meaning of experiences (McLeod, Saul, 2024).

The data analysis process was conducted after the data from interviews, classroom observations and documentation had been collected. The researcher analyzed the interview data and data observations separately before connecting the findings to gain a comprehensive understanding of the research topic.

1. Interviews Data Analysis

At this stage, the interviews data was analyzed in several stages. First, the researcher converted the interviews recordings into written form through transcription. After that, the researcher reread the interviews transcripts several times to gain a deeper understanding of the participant experiences and perspectives.

Next, the researcher identified key statements and meaningful information related to the implementation of multimodal strategies, student characteristics, classroom engagement, and the challenges faced by teacher. The researcher then grouped similar statements into several themes.

Some themes that emerged from the interviews data included:

1. The use of verbal, visual, gestural, auditory, and spatial

modes in the learning process.

2. Teacher's approaches to addressing students with diverse learning styles.
3. Students' engagement and contributions during learning activities.
4. Challenges in implementing multimodal learning, such as a lack of facilities and variations in student participation levels.

After identifying the themes, the researcher determines the participant's experiences based on the findings of the interviews.

2. Observations Data Analysis

The data observations were analyzed by reviewing the field notes collected during the observation's session classroom. The researcher carefully examined the teaching and learning that activities occurred during the classroom observations.

The analysis focused on:

1. The teacher's use of multimodal strategies during the instructional classroom.
2. The use of teaching media such as PowerPoint presentations, images, gestures, and videos to support learning.
3. Students' engagements, responses, and participation during the learning process.
4. Classroom atmosphere and teacher between students' interactions.

After that, the researcher founded trends and significant occurrences that demonstrated how multimodal learning was used in the classroom. To verify consistency and bolster the validity of the research findings, the results from the observations were compared with the interviews data.

3. Documentation Data Analysis

Teaching materials, lesson plans, presentation slides, photos, and other learning papers utilized during the teaching and learning process were all examined in order to analyze the documentation data.

The usage of visual media, written text, audio-visual materials, and interactive learning exercises are examples of multimodality that the researcher found in the documents. These records corroborated the conclusions drawn from classroom observations and interviews.

4. Data Validation

At this stage, researcher compared the information gathered from interviews, classroom observations, and documentation, the researcher used triangulation to guarantee the validity of the results. In order to make sure that the results appropriately reflected the participant's experiences, member checking was also carried out by asking the participant to go over the interviews transcript and the researcher's interpretations.

After all process was completed, the researcher drew thematic maps to identify the relationships between categories. For example, how limitations in technology can affect pedagogical application, or how the teacher's approach impacts student participation.

Data Trustworthiness

Data trustworthiness is the quality and consistency of the data used in exploratory research, ensuring that experts in the topic may securely draw insightful conclusions. It is improved by discreet data quality monitoring that is incorporated into the analysis procedure.

Trust in qualitative research is an indicator of the quality, validity, and consistency of data and research findings, enabling

readers or experts in the field to draw valid and meaningful conclusions from the research. Trust is not only related to the accuracy of the data, but also concerns the systematic, transparent, and reflective collection, analysis, and interpretation of data in the context of the social phenomenon being studied. In qualitative research, trust is generally assessed based on credibility (Ahmed, 2024). There is one essential standard in trustworthiness that the researcher used:

1. Credibility

Credibility related to the extent to which people trust the truth of research findings; that is, the extent to which the finding described the actual circumstances or experiences of the participant. To achieve credibility, researcher can use a number of methods such as member checking (verifying findings with participant), triangulation from various data sources or methods, prolonged engagement (involving oneself for a long time in the research context). By using these methods, readers can be confident that the interpretation of the research is consistent with the data obtained from the field. Credibility relates to the extent to which the research results accurately reflect the real experiences of the participant.

In this research, credibility was maintained through the following approaches:

1. Member Checking

After conducting an initial analysis and identifying specific themes (e.g., related to technological limitations, students' difficulties with certain methods, or challenges in accessibility), the interpretation results were conveyed back to the teacher who participated in the study. This was done to ensure that the meaning understood by the researcher was

in line with the experiences that the participant wanted to share.

2. Data Triangulation

This study did not rely solely on data from interviews, but was also reinforced with information from classroom observations and relevant documents (e.g., lesson plans or learning tools). This triangulation approach served to verify whether the multimodal practices discussed by teacher in interviews were actually recorded in daily learning activities in the classroom.