

شهادة مشاركة

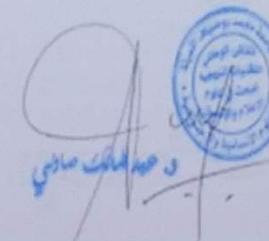
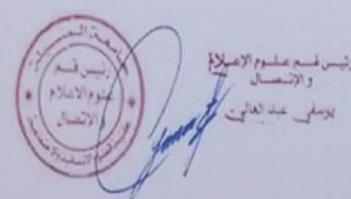
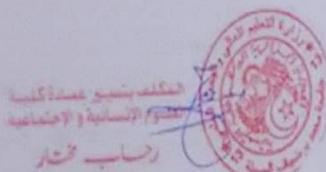
يشهد عميد الكلية ورئيس الملتقى الوطني بأن الأستاذ(ة) :
د شادي خولة - جامعة محمد بوضياف -المسيلة-
قد شارك(ت) بمداخلة موسومة بـ :
قراءة في مناهج وأدوات بحوث الإعلام والاتصال
تحليل المضمون نموذجا
في فعاليات الملتقى الوطني الموسوم بـ:
«التقنيات المنهجية للبحث في علوم الإعلام والاتصال»

وذلك يوم 24 فيفري 2025 على الساعة 09:00 صباحاً
بقاعة المحاضرات عبد الحميد بن باديس

عميد الكلية

رئيس القسم

رئيس الملتقى



الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي
جامعة محمد بوضياف الميسيلة
كلية العلوم الإنسانية والاجتماعية
قسم علوم الإعلام والاتصال





ينظم قسم علوم الإعلام والاتصال وبالتنسيق مع مخبر الاتصال والمجتمع

ملتقى وطني بعنوان:

التقنيات المنهجية للبحث في علوم الإعلام والاتصال

يوم الاثنين 24/02/2025

الجلسة الافتتاحية

التوقيت	العنوان
10.00 – 09:00	تقبيل النشاط
	تلاوة آيات من القرآن الكريم
	النشيد الوطني
	كلمة السيد رئيس الملتقى الأستاذ : عبد المالك صاولي
	كلمة السيد رئيس القسم : الدكتور يوسف عبد العالى
	كلمة السيد عميد كلية العلوم الإنسانية والاجتماعية: أ.د رحاب مختار
	كلمة السيد مدير جامعة محمد بوضياف المسيلة: أ.د عمار بودلاعة

الجلسة الصباحية : ورشة تطبيقية

رئيس (ة) الجلسة : د. عزيزة العجل من 10.00 الى 14.00

مقرر الجلسة: نسمام حمديني

الرقم	اسم ولقب المتدخل	الجامعة	عنوان المداخلة	البريد الإلكتروني	التوقيت
01	أ.د. بواردي نعيمة	جامعة محمد	تحليل مضمون البرامج التلفزيونية السياسية والاجتماعية	naima.berardi@univ-msila.dz	10.00 الى 10.30

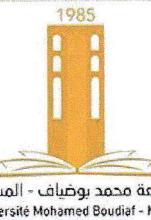


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جامعة محمد بوضياف - المسيلة
Université Mohamed Boudiaf - M'sila

			بوضياف - المسيلة		
-10.30 11.00	abdelmalik.saoui@univ-msila.dz mohamed.khete@univ-batna.dz	دور الأساليب الإحصائية في تقدير وانضباط البحث	جامعة الحاج لخضر- باتنة جامعة محمد بوضياف - المسيلة	أ.د خشاش محمد + أ.د عبد الملك صاوي	02
-11.00 11.30	fattoum.belkobi@univ-msila.dz	معايير اختيار العينات في المنهجين - الكمي والكيفي -	جامعة محمد بوضياف - المسيلة	أ.د . بلقي فطوم	03
-11.30 12.00	boubaker-seddik.benchouikh@univ-msila.dz	خطوات اختيار النظرية المناسبة للبحث	جامعة محمد بوضياف - المسيلة	د. بن شويخ بوبكر د. بومامي لعباس	04
-12.00 12.30	khalil.zitouni@univ-alg.dz	المقاربة السيميولوجية وخطوات التحليل السيميولوجي	جامعة الجزائر 3	ط. د. خليل زيتوني	05
-12.30 13.30		مناقشة عامة			

رئيس الجلسة عن بعد : أ. د بلعباس عبد الحميد: من 12.00 إلى 14.00



مقرر الجلسة : أ طبيي رابح



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رابط المشاركة : meet.google.com/kze-hstq-dbd

الهاتف : رقم هاتف رئيس الجلسة : 0659877904 د. بلعباس

التوقيت	البريد الالكتروني	عنوان المداخلة	الجامعة	الاسم واللقب	الرقم
10.00-	abbouyen.s@outlook.com	تحليل المضمون في العلوم النفسية والتربيوية	جامعة عبد الحميد ابن باديس مستغانم	د. سمية عبوين	01
10.15-	hassane.hannache@ensb.dz	البناء المنهجي في البحوث الاجتماعية: من البناء الإشكالي إلى بناء نموذج التحليل منطق الاتساق ورهانات التنظير	المدرسة العليا للأساتذة- بوزريعة	د. حسان حناش + د. صاوي سلمى	02
10.30-	hicham.betahar@univ-jijel.dz	تحليل مخرجات البرامج في علوم Nvivo الرقمي الإعلام والاتصال	جامعة جيجل + المركز الجامعي بريكة	د. هشام بظاهر + د. يوسف مقعاش	03
10.45-	tifourfatima14@gmail.com	المقاربة السيميائية التداولية في تحليل الخطاب الإعلامي ومفرزات البنية الرقمية	جامعة سعيدة الدكتور مولاي الطاهر	د. طيفور فاطمة + د. حساني فتحية	04
11.00-	hocine.larguet@univ-msila.dz	Employing previous studies in scientific research and the limits of benefiting from them	جامعة محمد بوضياف مسيلة + جامعة ابن خلدون تيارت	Dr larguet hocine + Dr kaibouche omar	05



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جامعة محمد بوضياف - المسيلة
Université Mohamed Boudiaf - M'sila

11.15- 11.30	sami.alimeh eni@gmail.com hichem.boukhari@univ-bba.dz	تقنيات المستخدمة في البحوث النوعية في العلوم الاجتماعية و الإنسانية	جامعة بج بوعريريج	د. علي مهني سامي + د. بخاري هشام	06
-11.30 11.45	fahimabena.thmane28@gmail.com	منهجية تحليل المحتوى و الصعوبات التي تواجه الطلبة فيها	جامعة الوادي	د - فهيمة بن عثمان	07
-11.45 12.00	dr.kherfia.d.joudi@gmail.com	استخدام برنامج MAXQDA في تحليل البيانات النوعية	المدرسة العليا للسجافة	د. جودي حرافية	08
12.00- 12.15	abdelnourbarkati@yahoo.fr	التبصير العلمي في البحوث	جامعة محمد بوضياف - المسيلة -	د - بركاتي عبد النور	09





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كلية العلوم الإنسانية والاجتماعية



الجلسة المسائية :

رئيس(ة) الجلسة الثانية (حضوريا) : د - لعزيزى سعاد

مقرر الجلسة : أ نايلي سهيلة

الرقم	الاسم واللقب	الجامعة	عنوان المداخلة	البريد الالكتروني	التوقيت
01	د بوحيلة رضوان + د. لعجرود سامية	جامعة الصديق بن يحيى جيجل	تحليل محتوى الشؤون الرياضية في الحامل الورقي أو السمعي أو الإلكتروني: نماذج تطبيقية	redouane.bouhila@univ-ijjel.dz	-13.30 13.45
02	د. عكوشى هدى + د. قلمين هشام	جامعة محمد بوضياف - المسيلة	أهمية تحليل الخطاب في النصوص الاعلامية _ المنهج والممارسة التطبيقية	houda.akkouc.hi@univ-msila.dz	13-45. 14 .00
03	د حيمر سعيدة	جامعة محمد بوضياف - المسيلة	نتائج الدراسات العلمية - طرق العرض والمناقشة -	saida.himeur@univ-msila.dz	14.00- .1415



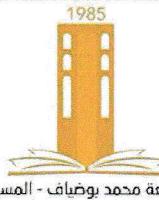


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.14.15-	rabah.seddar @univ-msila.dzfatma.timiraz@univ-msila.dz	استخدام المنهج السميولوجي في البحوث الاعلامية والاتصالية	جامعة محمد بوضياف المسيلة	د. رابح سدار + د. تيمizar فاطمة	04
.14.30- .14.45	abderraouf.he rizi@univ-tiaret.dz i.belala@univ-bouira.dz	Methodological Foundations and Requirements of Research in Media and Communication Sciences	جامعة ابن خلدون تيارت جامعة اكلي محدث اول حاج البويرة	Phd izzeddin e belala + Phd abderra ouf herizi	05
.14.45- 15.00	cheikh.benaisi si@univ-msila.dz rabah.taibi@univ-msila.dz	البراديغمات في بحوث الاعلام والاتصال	جامعة محمد بوضياف المسيلة	أ. بن عيسى الشيخ + رابح طيبي	06
-15.00 15.15		مناقشة عامة			

الجلسة الثالثة (حضورياً):



رئيس الجلسة الثالثة: د عكوشى هدى

مقرر الجلسة: د فقيري ليلى

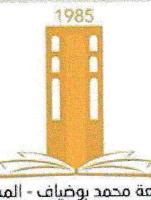


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الرقم	الاسم واللقب	الجامعة	عنوان المقدم حملة	التوقيت	البريد الالكتروني
01	أ.د رمضان الخامس + ط. د عصام واضح	جامعة بسكرة	مقاييس التشتت وكيفية توظيفها في الدراسات الميدانية في علوم الاعلام والاتصال	-15.15 15.30	elkhamssa.ra mdane@univ-msila.dz
02	Dr Iadjel afifa + Pr abdallah zoubiri	جامعة بوضياف - المسيلة	The Importance of Defining Concepts, Terms, and Variables as Research Foundations for the Success of the Study	-15.30 15.45	afifa.laadjal@ univ-msila.dzabdallah.ah.zoubiri@uni v-msila.dz
03	Dr moussaab belfar	جامعة بوضياف - المسيلة	Paradigmatic shifts in Media and Communication Studies: Navigating the Tension between Methodological Determinism and Research Practice Constraints	-15.45 16.00	moussaab.bel far@univ-msila.dz
04	Dr khawla chadi	جامعة بوضياف المسيلة	An Analytical Review of Media and Communication Research Methodologies and	-16.00 16.15	khawla.chadi@ univ-msila.dz

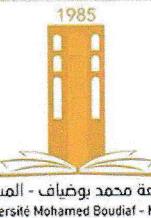


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Université Mohamed Boudiaf - M'sila

		Tools : Content Analysis as a Model			
salami.saidan	-16.15 16.30	Common Mistakes in Media and Communication Research and Studies: Critical Readings	جامعة محمد بوضياف - المسيلة	Dr. Selami Saidani + Dr. Leila Feguiri	05
souad.laazizi	-16.30 16.45	توظيف الدراسات السابقة في البحث العلمي وكيفية الاستفادة منها	جامعة محمد بوضياف - المسيلة	د- لعزيزى سعاد	06
	-16.45 17.00	مناقشة عامة			

قراءة التوصيات واختتام أشغال الملتقى



An Analytical Review of Media and Communication Research Methodologies and Tools: Content Analysis as a Model

khawla chadi



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohamed Boudiaf University of M'sila



The Department of Information and Communication, in coordination with the Laboratory of Communication and Society, organizes a national conference entitled:

Methodological Techniques for Research in Information and Communication Sciences

Theme Three: Research Classification.

Title of the Presentation : An Analytical Review of Media and Communication Research Methodologies and Tools: Content Analysis as a Model

Khawla Chadi¹

Mohamed Boudiaf University of M'sila

Khawla.chadi@univ-msila.dz

0697613956

Abstract :

This research paper aims to conduct an analytical study of the methodologies and tools used in media and communication research, with a particular focus on "content analysis" as a key model. The paper examines the concept of content analysis as a systematic tool used to analyze and interpret media texts to extract patterns, trends, and concepts. Furthermore, it seeks to provide a comprehensive perspective on how these methodologies and tools are utilized in media and communication studies, emphasizing the challenges and opportunities they offer in light of the developments in digital media and diverse content.

keywords : Research Methodologies and Tools, Media and Communication Research, Content Analysis

الملخص:

تهدف هذه الورقة البحثية إلى دراسة تحليلية لمناهج وأدوات بحوث الإعلام والاتصال، مع التركيز على "تحليل المضامون" كنموذج رئيسي. يتم استعراض مفهوم تحليل

¹) khawla chadi 'Mohamed Boudiaf University of M'sila ,Faculty of Humanities and Social Sciences, Institutional Communication, https://www.researchgate.net/profile/khwlt-shady-2/google_scholar/researchgatehttps://scholar.google.com/citations?hl=fr&view_op=list_works&gmla=AH70aAUaLaXtR

المحتوى باعتباره أداة منهجية تستخدم لفحص وتقسيم النصوص الإعلامية بغرض استخراج الأنماط والاتجاهات والمفاهيم. وإلى تقديم رؤية متكاملة حول كيفية استخدام هذه المناهج والأدوات في الدراسات الإعلامية والاتصالية، مع التركيز على التحديات والفرص التي تتيحها هذه الأدوات في مواجهة تطورات الإعلام الرقمي والمحتوى المتنوع.

الكلمات المفتاحية: مناهج وأدوات البحث، بحوث إعلامية، تحليل المضمون

Introduction

Content analysis research is considered one of the valuable research methods used to understand social and psychological phenomena through content analysis. This approach is applied in various fields, such as media studies, social sciences, and psychology, as well as in qualitative research that relies on textual data. Content analysis involves the meticulous examination of texts or content with the aim of uncovering hidden meanings and interpreting the messages conveyed by these texts or data.

Therefore, content analysis seeks to reveal the characteristics of media material and its essential elements, including what was said (the subject), how it was said (the form and style), to whom (the target audience of the communication process, i.e., the recipients), by whom (the communicators, uncovering their goals, intentions, backgrounds, and psychological and cultural circumstances), and what effects or responses were generated. (Salatnia, 2012)

Media research is considered a scientific discipline that relies on the use of methods and tools for information gathering based on the type of research being conducted. Like other forms of research, media studies are influenced by the connection between media and communication phenomena and the study of the impact of media and communication on audiences. This relationship has led to considerable interest across various scientific disciplines, which in turn presents significant challenges for media and communication research. These challenges are manifested in methodological and theoretical ambiguity, making it difficult to define a scientific concept that allows researchers to independently identify their topics and develop specific methodologies and tools.

Despite the challenges faced by media research, the role of media within societies and across various fields has led to increased interest in mass communication. Moreover, few areas of scientific research have generated as much debate and discussion as media research, due to

An Analytical Review of Media and Communication Research Methodologies and Tools: Content Analysis as a Model

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the nature and capacity of media to influence societies and individuals. This has drawn significant attention from many researchers. (Kheir Abu Bakr, 2007)

1. Content Analysis: Concept and Classifications

Other analytical tools and techniques have not garnered the same level of discussion and debate among researchers and methodology specialists as content analysis. This includes the various names it is referred to by (content analysis, thematic analysis, document analysis) and its quantitative and qualitative foundations. Perhaps the most contentious point surrounding it is whether it should be considered a research method or technique.

Content analysis is described as a "systematic method"; it is not a method in the conventional sense as some might label it, nor is it a mode of thinking. Rather, it is a means of data collection and a method of observation, tracking phenomena for the purpose of analysis, deriving generalizations, answering questions, or gathering information to monitor specific phenomena. Many specialists agree with this perspective, asserting that content analysis is not an independent method, but merely a complementary technique employed by researchers alongside other methods and tools within a comprehensive framework known as the survey method.

First, the Definition of Content Analysis:

Content analysis is a systematic process aimed at extracting and analyzing information and meanings from textual, visual, or auditory content, with the goal of interpreting and analyzing the trends, ideas, and behaviors contained within this content. This is done by dividing the content into analyzable units and then analyzing these units to identify common patterns and prevailing trends. (Yousef, 2007)

"The technique of content analysis provides an effective tool for understanding how texts influence target groups and for identifying the messages embedded in media content and texts."

Content analysis is considered one of the commonly used research methods in media studies and falls under the survey methodology. This approach relies on a content analysis form as a data collection tool.

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It is an indirect technique applied to written, auditory, or audiovisual material produced by individuals or groups, or that addresses them, with its content presented in a non-numeric format. This allows for both quantitative and qualitative extraction, enabling researchers to shed light on individual or collective actions that have written traces.

Second: Classifications of Content Analysis:

Many researchers categorize content analysis into two main types:

- **Quantitative Content Analysis:** This method involves breaking down the text or sample texts and translating the ideas, terms, and symbols contained within them into numerical discussions and indicators that can be analyzed, leading to accurate objective results.
- **Qualitative Content Analysis:** This approach relies on procedures that enable the researcher to analyze texts found in various media and political contexts within a comprehensive methodological framework that integrates all variables related to the phenomenon under investigation into a unified context. This allows the researcher to reach logical conclusions that clarify the ambiguity surrounding the studied phenomenon or resolve conflicts between options for its variables. (Mzahra, 2011)

2. Uses of Content Analysis in Media Research

The uses of content analysis are varied, depending on the researchers' objectives. (Abu Asbah, 1989)

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- **Describing Media Message Content:** One of the optimal uses of content analysis is to focus on observing and studying the trends contained within media content and the changes that occur over time.
- **Testing Hypotheses about Message Characteristics:** This involves linking the characteristics of the content of a specific message to the characteristics of the messages produced.
- **Comparing Media Content to the Real World:** This is achieved by monitoring the representation of a specific group or analyzing a particular phenomenon, followed by a comparison between the content analysis and the actual reality.
- **Studying the Representation of Specific Categories or Groups in Society:** This entails discovering how certain categories or groups are portrayed in the media, in addition to evaluating changes in media policies towards these groups.
- **Identifying the Effects of Media:** Content analysis can serve as a starting point for subsequent studies, which is relatively new. One effective approach is to analyze media content, messages, and dominant topics while conducting separate studies on the audience to compare results and similar trends among frequent media users.

3. Types of Media Research

- In the field of media studies, there are multiple classifications of research, some of which are based on elements of the media process, while others focus on attitudes toward the media process and its effects, or on the goals similar to those in marketing and management research. Additionally, classification can be based on the types of media used, and all such studies can be categorized according to one of the aforementioned criteria.
- Consequently, researchers tend to divide the types of research in media studies based on the objectives of scientific research itself, which can be adapted according to the scientific field of study or the specific area of expertise. This results in quantitative and qualitative research. In recent years, there has been considerable debate regarding the

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superiority of quantitative research versus qualitative research in the realm of media studies. (Mzahra, 2011)

4. Methodological Steps for Content Analysis in Media Research:

Content analysis in media studies is conducted according to a series of steps that can be outlined as follows: (Belkobbi, 2021)

4.1 Identifying and Defining the Research Problem: In this phase, the researcher identifies the phenomenon under investigation, assesses the feasibility of studying it, and prepares it for scientific inquiry.

4.2 Preliminary Analysis: This stage involves the researcher exploring the phenomenon in question (exploratory, preliminary, or formative study) to establish a foundation of knowledge that enables a comprehensive understanding of the various aspects of the core research topic. This can be achieved by directing research efforts in two main directions:

The first direction involves reviewing previous researchers' efforts, examining the theoretical and methodological frameworks, concepts, and hypotheses presented in past studies.

The second direction emphasizes the necessity of observing and monitoring the media content to be analyzed in order to form a clear initial picture regarding:

(The text seems to be incomplete. If there are more points or specific aspects to include in this part, please provide them, and I can help complete the translation.

- **Determining the Research Angle:** Selecting a specific perspective or angle from which to approach the research topic.
- **Identifying Suitable Units of Analysis:** Defining the appropriate units of analysis that will be examined within the content.
- **Forming an Initial Picture of the Analytical Categories:** Developing preliminary categories for analysis based on observations and the content being studied.

- **Considering Appropriate Statistical Methods:** Reflecting on the statistical methods that are suitable for the nature of the content being analyzed.

4.3 Defining the Research Problem and Formulating Questions or

Hypotheses: The preliminary analysis phase allows the researcher to understand the phenomenon under investigation, its components, and the relationships among those components. As a result, the researcher can pinpoint a specific aspect of the phenomenon to focus on for study. It is important to emphasize the goal of the research within the problem statement to avoid the mistake of "counting for the sake of counting."

4.4 Determining the Research Population and Selecting the Sample:

The research population represents the documentary framework within which its components can be studied comprehensively or analyzed partially, considering it encompasses the area of the sample. In content analysis research, the research population is defined as "a group of similar messages expressed in mediums referred to as communication channels."

Defining the research population in content analysis studies involves delineating the boundaries of the media material that will be considered for analysis, which is related to two criteria: the nature of the research topic and the time period. The research population should align with the overall objectives of the study and specifically with the research problem. Additionally, the specified time frame must be long enough to adequately encompass the phenomenon under investigation.

Once the research population is defined, the researcher proceeds to select the sample components through several stages. Initially, the researcher selects the source (the media outlet), then identifies the specific dates in the second phase, and finally chooses the media content in the third phase. These stages are, of course, influenced by the goals of the research and the nature of the media material being analyzed.

4.5 Determining the Unit of Analysis:

Since content analysis aims to quantitatively describe the elements of content, it is essential to divide this content into units of analysis. According to researcher Berelson, there are five main units:

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- **Word Unit:** The word unit is the smallest unit of analysis and can be a symbol or term, such as "freedom," "terrorism," "peace," or "independence." It is considered the simplest and most manageable unit for analysis.
- **Theme Unit:** This important unit of analysis often consists of a sentence or paragraph that encapsulates the main idea or theme being studied.
- **Character Unit:** Used in the analysis of news and dramatic content in radio and television programs, as well as in the study of stories, novels, historical books, and biographies. The researcher selects this unit to analyze the characters involved in a cultural, political, or economic program and to identify their general characteristics.
- **Item Unit (or Media Form):** Sometimes referred to as the natural unit, this unit varies depending on the study. It can include writings, magazines, stories, radio or television programs, and similar formats. The item unit can represent a television program or forms associated with news articles, journalistic photos, or investigations.
- **Space and Time Unit:** This is the physical measure used to assess content, allowing researchers to determine the space occupied by the published media material in books, newspapers, or print media, as well as the duration of media content broadcast on radio or displayed on television. This helps researchers understand the level of attention and focus given to different media materials being analyzed.

4.6Designing Analytical Categories:

In media, the term 'category' refers to that intellectual system that serves the entire subject under study. It may resemble the fundamental pillars in interpreting the philosophical theories relied upon in article analysis (whether through an investigative or dialectical approach). The

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category of analysis encompasses those systems that fall under it, and the category is generated from the subject itself. (Zuhair, 2015)

This systematic procedure is the most critical step in content analysis, as it involves dividing the components of the content under investigation into parts that share several characteristics and traits. This classification is based on predetermined criteria known as analytical categories. It is important to emphasize the necessity of accurately selecting the title of each category and adhering to a precise operational definition.

The process of classification and defining categories requires the fulfillment of several conditions to ensure the methodological validity of these categories. These conditions include:

- **Independence of Categories:** This means that the materials classified within a specific category should not be eligible for classification in any other category.
- **Comprehensiveness of the Category System:** This entails defining categories in such a way that every piece of content under analysis has a corresponding category in which it can be classified.
- **Sufficiency and Relevance of the Category System to Study Objectives:** The categories should be capable of answering the study's questions or allow for the testing of hypotheses.

The analytical categories of content analysis are divided into two main sections:

First: Subject Category (What was said):

This represents a set of categories that describe the meanings and ideas appearing in the content, which includes the following subcategories:

A. Subject Category: This is the most commonly used category in content analysis studies, classifying content based on its subjects while addressing the fundamental question related to the topic or the set of topics surrounding the media material.

B. Direction Category: This indicates support, rejection, or neutrality within the content related to the positions or issues involved. While the subject category might show that 50% of

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the content focuses on a particular issue, the direction category clarifies whether this percentage supports or opposes that issue.

C. Levels Category: Some researchers refer to this as the "basis" category, pointing to the rationale used for classifying the content's direction.

D. Values Category: This category is related to the levels and basis categories and is sometimes referred to by researchers as (objectives) or (needs), aiming to understand what the audience desires and aspires to obtain.

E. Methods Used Category: This category addresses the strategies and means employed to achieve results and outcomes, including all methods used to present and explain ideas. It seeks to determine whether these methods are analytical, promotional, or about imposing specific opinions and attitudes.

F. Characteristics Category: Sometimes referred to as the capabilities category, this descriptive category aims to characterize personal attributes and significant psychological traits, along with other descriptive methods aimed at depicting the traits of individuals involved in communication.

G. Exemplar Category: This is used to study the individual or group that appears in a central or leadership position as a catalyst for events.

H. Information Source Category: This category focuses on identifying the person, group, or entity that is the source of information. Key sources include individuals, newspapers, radio and television stations, and other diverse sources.

I. Information Category: This category relates to the source category, as the researcher seeks to understand the origin of the information contained in the material under analysis and where it originated from.

J. Target Audience Category: This category aims to identify the audience targeted by the communicator through the media material directed specifically at them. It also seeks to determine whether the communicator is aiming to reach specific groups or the general public.

Second: Content Presentation Category (How it was said):

This category comprises a set of classifications that describe the manner or style in which the content is presented or displayed, including the following elements:

A. Media Format or Type Category: This category differentiates between the various forms in which media materials are presented across different media platforms.

B. Direction Intensity Category: This category is used to derive results related to determining the direction, especially after identifying its various positive and negative levels. It focuses on seeking precise weights of direction and intensity concerning the forms in which the content is articulated.

C. Phrase Structure or Topic Category: This category reveals the form that the expressions of the content take. Such classifications can uncover the attitudes of the source, sender, or writer in framing actions or events occurring during a specific historical period, allowing researchers to distinguish between the different levels of direction and its intensity.

D. Persuasive Technique Category: In this category, the source, sender, or writer aims to consult and persuade as many readers, listeners, or viewers as possible regarding the ideas presented in the media content.

E. Language Used Category: This significant category affects the level of understanding and comprehension of the media message by the audience, whether they are readers, listeners, or viewers.

4.7Designing the Analysis Form:

The analysis form is a tool designed by the researcher to systematically record the content of each source when multiple sources are involved. Once this content is recorded, the researcher's direct relation to the source is concluded. The analysis form includes:

- **Primary Data:** Information collected from each source that serves as the foundation for analysis.

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- **Analytical Categories:** The classifications used to organize the content under investigation.
- **Analysis Units:** Specific elements within the content that are being analyzed.
- **Observations:** Notes or comments made by the researcher throughout the analysis process.

4.8Designing the Data Extraction Table:

In this table, the researcher extracts quantitative information from the analysis forms, effectively summarizing the data for easier interpretation.

4.9Extracting the Content of Each Document Using the Designated Form:

Each document's content is systematically recorded using the corresponding analysis form, ensuring that all relevant data is captured.

4.10Applying Necessary Statistical Treatments:

Both descriptive and analytical statistical methods are applied to the extracted data to facilitate comprehensive analysis.

4.11Presenting and Interpreting Results:

The findings of the analysis are then compiled and interpreted, allowing for insights into the content being studied.

4.12Evaluating Content Analysis:

Content analysis has its advantages and disadvantages. The positives can be summarized as follows:

- **Access to Information Sources:** The researcher has direct access to the information source, enabling them to reference it throughout the research process.

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- **Insight into Attitudes and Values:** Content analysis can uncover trends, opinions, and values that may not be readily accessible through direct interaction with their holders.
- **Reduced Researcher Bias:** The quantitative nature of content analysis tends to minimize researcher bias compared to other research methods, allowing for more objective results.

Summary

Content analysis is a fundamental tool in media research essential for understanding the dynamics of media content and its effects. By analyzing texts, images, and various forms of content, researchers can extract prevailing patterns and complex discourses that shape public consciousness.

This method enhances researchers' ability to evaluate how media addresses diverse topics and helps identify biases and gaps in media coverage. Additionally, it enables the study of the potential impact of content on society and its behaviors.

Based on the above, content analysis is a powerful tool that provides deep insights into the media's crucial role in shaping social and political realities. The increasing interest in this tool amid technological and informational advancements reflects the importance of studying the relationships between media and audiences in an era characterized by an overwhelming flow of information and a complex media landscape.

Recommendations:

- Enhancing the use of scientific research methodologies in academic studies.
- Encouraging researchers to utilize content analysis to understand social and media phenomena more deeply.
- Providing training workshops for students to enhance their skills in research tools and analysis.
- The necessity of developing curricula to include modern research techniques.
- Supporting research trends that focus on quantitative and qualitative analysis in parallel

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