JPJO 6 (2) (2021) 243-254

Jurnal Pendidikan Jasmani dan Olahraga

Available online at:
https://ejournal.upi.edu/index.php/penjas/article/view/32342
DOI: https://doi.org/10.17509/jpjo.v6i2.32342

Reflections on Conducting Photographic Elicitation Interview in Sport Psychology Research in Indonesia

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Article Info

Article History :
Received February 2021
Revised August 2021
Accepted September 2021
Available online Septemeber 2021

Keywords :
visual research method, interview

Abstract

Visual research method (VRM) is one of the widely used qualitative in social sciences, including in sport and exercise and particularly in the field of sport psychology. Photographic Elicitation Interview (PEI) is visual research involving photo-elicitation to generate interviews, which is still rarely used in sport and exercise research in Indonesia. Due to the dearth of literature and research using PEI in sport psychology, a review and reflections would be suitable to inform briefly about the emergent method. This paper will briefly explain: 1) VRM as a method in sport and exercise psychology research; 2) to inform what and how to utilise PEI as a part of VRM also its ethical considerations and procedures; 3) To inform reflections, challenges and opportunities the use of PEI in the Indonesian context. As conclusion, VRM and PEI are promising methods of qualitative data collection in sport and exercise research in Indonesia.

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INTRODUCTION

Sport psychology is a growing field of science, proven by the numerous article publication of sport journal in recent years, which covered various themes. Including in these developments is the emerging of new topics, research genre and diversification of methods employed. The utilisation of creative methodology has been admitted and accepted well in sport psychology, proven by articles that employed sport psychology journals' methods. Creative methods also have various methodologies; one of them is under the umbrella of visual research methods.

Visual research methods (VRM), according to Rose (2014), is a research methodology in which visual materials involved as a part of creating evidence to answer the research question (Rose, 2014). VRM also accepted as a sport and exercise science research method, particularly in sport psychology. This paper is drawn from the author's experience in conducting a qualitative research project concerning psychosocial demands of Indonesian elite athletes which utilised a method VRM known as Photographic Elicitation Interview (PEI). In this research project, PEI was used as a part of data collection processes. Due to the dearth of usage of the VRM and PEI as a data collection method, I decided to share the insights I generated in the field by writing this review. This review might be helpful for the visitor method who interested to apply VRM or PEI, as well as to invite more diversification toward sport and exercise research methodologies in Indonesia.

At the early stage of research before data collection, I looked for relevant sport and exercise psychology publications in accredited Indonesian sport and exercise journal which using VRM or PEI as data collection method. This attempt was to understand the forthcoming challenges and insights if such method applied in the Indonesian context. Surprisingly, I found there were no article using VRM or PEI as their data collection method, suggesting the rarity of usage of creative methodologies. Moreover, quantitative approach was very dominant in the sport psychology literature. The absence of VRM indicated the low diversity of methodology in sport and exercise science in Indonesia, particularly in sport psychology. While many creative methodologies, particularly VRM and PEI, have been established since 1960 as a distinct method in social and health sciences (Margolis & Zunjarwad, 2018; Phoenix & Rich, 2016) and emerged as accepted data collection method in sport and exercise sciences (Phoenix & Rich, 2016).

Hence, this paper is written to fill the gaps of VRM, and particularly PEI, as a data collection method in Indonesian sport and exercise field.

METHODS

This paper adopt a literature review methods, which according Grant and Booth (Grant & Booth, 2009), defined as:

> *'Published materials which provide an examination of recent or current literature. Review articles can cover a wide range of subject matter at various levels of completeness and comprehensiveness based on analyses of literature that may include research findings'* (in Grant & Booth, 2009, p.97).

The extant definition implies that a literature review might cover a wide range of discussion, which a set of objectives might navigate the scope of literature discussed. Particularly, this literature review is aimed to explain VRM and PEI, with the objectives as follows: 1) to explore VRM as a sport and exercise psychology research; 2) To inform what and how to conduct PEI, a popular data collection method within the VRM involving photo-elicitation to generate interviews. Ethics and procedures as simple guidance also described in detail; 3) To inform reflections, challenges, and opportunities of using PEI in the Indonesian context that were derived from my reflective accounts.

Considering the rare discussion about creative methodologies and qualitative research in Indonesian sport and exercise, this article might inform researcher who interested to use VRM or PEI in the future. The literature review will be started by explaining about VRM, then PEI, and several reflective accounts in conducting PEI as a data collection method in Indonesian context.

VISUAL RESEARCH METHODS (VRM): what ARE THEY?

Qualitative research attempts to understand human interactions in the natural setting, which could be in the

context of a social group or population culture and focused on exploring a particular phenomenon, including in sport and physical activities (Sparkes & Smith, 2014). In the broader discussion of scientific investigation, human interactions could be captured, recorded, and re-created during the whole integrated research process, including in a visual form. The usage of visual form in research implied the rationale for using visual research as a method. According to Harper (2002), images provide connections to generate a more profound sense of human consciousness that may not be stimulated easily only by words of mouth. The image could stimulate more than a verbal question, which potentially brought visual research methods (VRM) as a versatile method for wide-ranging qualitative inquiries (Phoenix & Rich, 2016).

Margolis and Zunjarwad (2018) described that VRM has a long history in natural sciences and social sciences. For instance, Galileo observes space by recording them in sketches, and anthropologists draw cultural hunting practices among indigenous communities. Early VRM research in the social sciences noted by a series of publications by Lewis Hine (1909, in Margolis & Zunjarwad, 2018) about children's activities in accessing public schools and libraries in America. However, the emergence of VRM started around 1960 where photographs were used as tools for observation, collecting data, and showcase social phenomena in sociology. These emergences were synchronised with the advancements of camera, photographic processing and digital images. Several terms emerge as part of VRM, whose Margolis and Zunjarwad (2018) define them as types or subgenres of VRM. For instance, *Ethnographic mapping* known as a method of observation using cameras to capture pictures of research sites, often in the early phase of fieldwork (Margolis & Zunjarwad, 2018). *Micro-ethnography* refers to various visual data collection to capture human interaction and social practices in society (Margolis & Zunjarwad, 2018). *Rephotography* is a reproduction of images to serve research purposes (Margolis & Zunjarwad, 2018). *Photovoice* is a VRM that focused on channelling social change, often used in oppressed or marginalised populations to represent their voices (Margolis & Zunjarwad, 2018). Lastly, *image elicitation* is a way of data collection involving images, which could be researcher-generated, participant-generated images or images of found objects (Bates et al., 2017; Margolis & Zunjarwad, 2018). These variability of VRM methods leads to its acceptance in many academic inquiry fields, includes in sport and exercise field.

VRM has been emerging in sport and exercises sciences lately, proven by various methods published in many journals and its mention in the chapters concerning qualitative methods in sport and exercise. For instance, VRM is discussed in *Qualitative research methods in sport, exercise and health: from process to product* (Sparkes & Smith, 2014) and *Routledge Handbook of Qualitative Research in Sport and Exercise* (2016). The logical rationale is that visual images are also a part of the sports phenomenon, hence its representation offers a chance to explore and generate new understanding and new information regarding various disciplines and research questions within sport and exercise. Phoenix and Rich (2016) stated that *'visual representation is never innocent'* (p. 139), but reflect the various practices, technologies, and knowledge and could be a powerful medium as a shred of evidence on exploring social constructions and people's experiences in physical activities. Visual representation in various forms also enables the researcher to communicate research results to larger audiences (McMahon, 2016). It potentially generates deeper understanding of the rich juncture of the social and psychological phenomenon in sport and exercise, which could not be reached using a traditional representation (McMahon, 2016).

There are various types of VRM, but it is divided into three large types: 1) *Researcher-produced images* (or *researcher-generated images*); 2) *participant-produced images* (or *participant-generated images*); and 3) *studying 'found' visual data* (Bates et al., 2017; Margolis & Zunjarwad, 2018; Phoenix & Rich, 2016). *In researcher-produced images*, the researcher produces visual data to explore research questions. The visual data could be involving documenting, photographing, recording videos of the associated objects, phenomenon, events or people, or the researcher representing selected visual object (for instance, photographs), in order to explore the phenomenon. Several examples of researcher-produced images conducted by Pope (2010), who conducted a visual ethnography of youth athlete experience in a major rowing competition (Pope, 2010). He captures photographs the youth athletes T-shirts, representing the shared meanings of competition for youth rowers (Pope, 2010).

The researcher's photographs could also act as a reminder to explore the deeper meaning of a phenomenon. For instance, Orr and Phoenix created images of their participants' physical activity, who are older adults, then presented to them in the follow-up interview to explore their physical activity (Orr & Phoenix, 2014). In other research where images used as stimulation, Jones and colleagues used selected images visualising the relationship between coach and athlete involving touching to explore thoughts, perceptions, and debates around touching as forms of caring in sport (Jones et al., 2013).

In *participant-produced images*, participants are the parties who produce or creating images that correspond to the research questions. Here, images acted as a lens to representing how participants see the phenomenon. The method could be done through participants being asked to produce photographs, film recordings, images, footages, drawings and sketches, and then commonly followed by an interview. Several papers and varied methods in various disciplines in sport and exercise have been published under this genre. Cope and colleagues asked minor participants to create drawings and photographs about their sports clubs and school experiences to understand their experience (Cope et al., 2015). In sports management, Mills and Hoeber investigate logistical problems in a gymnastic club from youth gymnasts' lens by asking them to collect images of infrastructure problems (Mills & Hoeber, 2013). Blodgett and colleagues have conducted a series of publications exploring indigenous Aboriginal athletes' acculturation challenges through *mandala* drawings. In their research, each participant draws a circle with pictures to express their acculturation challenges and then followed by an interview (Blodgett et al., 2014, 2017; Blodgett & Schinke, 2015). In the sport sociology field, Ehrlen and Villi explored the shared practice of photographs through Instagram accounts among Finnish climbers and runners (Ehrlén & Villi, 2020). Although more rarely conducted, participant-produced images could also be done together where participants and researcher collaborate to produces images. For instance, Sheridan and colleagues collaborate with their participants to produce a timeline graphic about physical activities to lose weight (Sheridan et al., 2011); and Evers (2015) collaborate with his participants, who are elite surfers, to explore the emotion and embodiment of surfing using live cameras (Evers, 2015).

There is also the possibility of whether visual data has been accessed widely by the public. Researchers could analyse these 'found' visual data within a specific framework or research question. For example, Quennerstedt and colleagues analyse the contents of youtube videos about Physical education in 27 different countries (Quennerstedt et al., 2013). Analysing visual material from sports films has been conducted too (Bonzel & Chare, 2016), for instance, is exploring the identity of coaches in sports films (Jolly & Lyle, 2016), emotionally abusive coaches in sports films (Kerr et al., 2016). Recently, the analysis of social media accounts has started to be popular, often combined with another method, such as an interview. Research using a social media platform Instagram has recently popular, such as researching elite athletes' self-representation on Instagram (L. R. Smith & Sanderson, 2015).

Moreover, the combination of wearable devices, a global positioning system (GPS) to record physical activity, and also the invention of portable cameras, including cameras integrated into mobile phones and health-based application, also opens to a broader strand of VRM involving a multidisciplinary approach of sociology, psychology and technology. However, among the various methods in VRM, the most common method accompanied with any VRM is an interview, in which photographic-elicitation interview (PEI) stood as a popular method. The next section of this paper will discuss PEI more specific.

PHOTOGRAPHIC ELICITATION INTERVIEW (PEI)

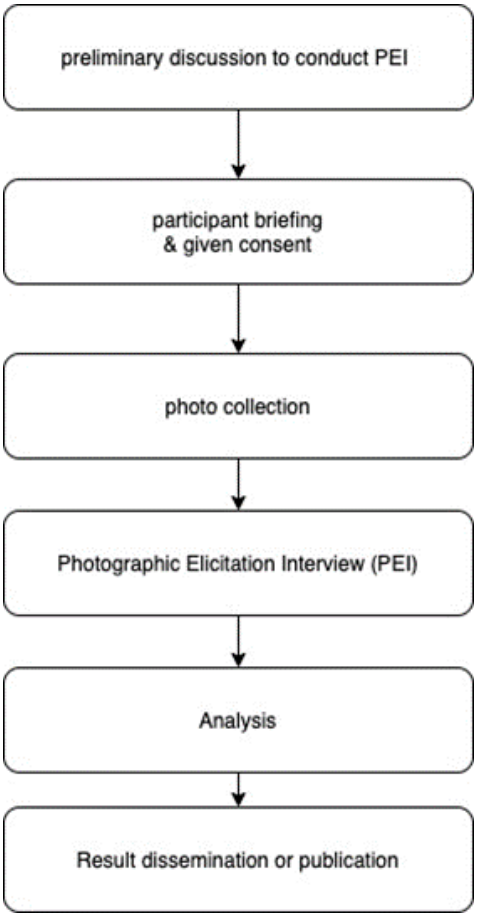
Photographic elicitation interview (PEI) involved photos in the interview setting to provide meaningful accounts concerning the research question (Harper, 2002), which is one of the strands of VRM which is popular for data collection method. Semi-structured interview has been very common in qualitative research, the method often interpreted as researcher-led, which the researcher hold the power to lead the topic of the interview (Braun & Clarke, 2013). Meanwhile in PEI, images can link deeper with participants, providing access to their consciousness more than words (Harper, 2002). The usage of pictures could increase the dialogue that participants to have more freedom to navigate the dialogue and produce richer data (Meo, 2010 in Bates, 2017). A photograph could drive discussions and

elicit answers that might not be generated through words alone. As a metaphor, the photograph act as a 'can opener' to invite a lengthen response, more detailed answers, including when the interview question is sensitive, such as questioning unpleasant memories, trauma, sensitive matter or a taboo subject, and politics.

PEI has accepted as a powerful technique within diverse ethnic, diverse age and education level (Bates, 2016; Phoenix & Rich, 2016). Among other VRM, PEI has been increasingly popular, accepted as an appealing method, and widely used in health research (Bates et al., 2017). This includes in the field of sport and exercise psychology, which several examples have fruitful to publication. For instance, PEI has been used to explore youth experiences of positive development in sport (Strachan & Davies, 2015), in understanding disordered eating among long-distance female runners (Busanich et al., 2016), and in research about implicit beliefs of disability among Singaporean para-athletes (de Cruz et al., 2019). I have also explored the elite Indonesian athletes' psychological demands through PEI (Rahayuni, 2020), and PEI has accepted smoothly by participants, provoking longer and richer answers from them.

There are various types of PEI which similar to the larger strands of VRM. According to Bates and colleagues (2017), PEI in psychology could be divided into three strands: 1) Participant-driven open interview, or participant-produced, where participants asked to provide any photograph or images they feel representing the phenomenon or research objectives (Bates et al., 2017; Phoenix & Rich, 2016); 2) Participant-driven semi-structured interview, which the researcher makes participants aware of a set of questions and ask participants to seek relevant photos align with the questions (Bates et al., 2017). This could be combined or precedes with rapport informing the questions or a semi-structured interview. 3) Researcher-driven or researcher -produced images: The researcher provides the interview photos as a stimulus to initiate discussions (Bates et al., 2017). The overall procedures of conducting PEI illustrated in the picture 1.

Even though PEI has been proven as a powerful method, but a visitor research has to be aware of several considerations. Ethical considerations, including anonymity, procedures, as well as challenges and opportunities, are concerned in the usage of PEI. These areas of considerations will be discussed next.



Picture 1. Steps of conducting PEI, modified from Bates (2016)

Ethics

Before conducting any research, gaining ethics permission is compulsory for the researcher, and several issues unique to the utilisation of PEI has come into the discussion. These ethical issues raised around the degree of sensitivity of the interview question (or research question or topic), anonymity and consent (Bates et al., 2017; Clark, 2012).

Health research sometimes explores sensitive topics, which PEI uses to explore to generate richer data; however, the researcher has to take whether such topics would affect participants cautiously. If the interview question may provoke participants to rehearse unpleasant memories or be emotionally demanding, several considerations must be taken mindfully. The decision of showing photographs or not should be legitimate to participants. The photograph could also go beyond the re-

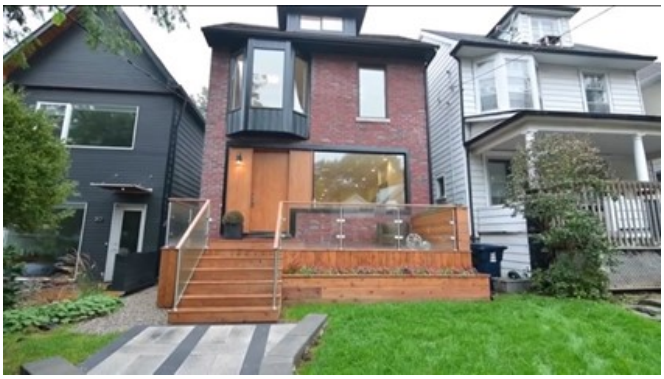
searcher's expectation, as the graphic content might be different from the participants' answer. This is because the participants would have the freedom to associate any photograph with the researcher's questions. The implication of this is that the researcher has to be ready to give participants information on whether the PEI may generate an unwelcome effect, probably by giving them a list of medical services that can be accessed if unpleasant effects (i.e. stress) occur. In research exploring Indonesian elite athlete psychological demands, I provide participants with a cell number of psychologists to contact whether the interview generates stress to them and inform them of the nearest clinic that can be accessed.

Another implication of this issue around the sensitive topic is whether the photograph or participants' answer generates an unpleasant feeling for the researcher or emotionally demanding to hear beyond the researcher's capability. This could be happening because a photograph may stimulate to generate more concrete answers for participants (Harper, 2002; Phoenix & Rich, 2016); and if the research topic considered as a sensitive topic, such as in the area of trauma around sport, politics, and disability (Kumar & Cavallaro, 2017). Here, researchers have to aware that unexpected, controversial and emotional answers could appear and be prepared and trained to hear them. Researchers also have to equip themselves with social support (i.e. family, colleagues, supervisors) and maintain reflexivity to take a break whether the interview process started to feel demanding to them (Kumar & Cavallaro, 2017).

The second issue with PEI is regarding anonymity or maintain participant's identity as classified. Protecting the participant's anonymity in the photograph raises a discussion PEI process because the photograph's exposure might reveal the participant's leak identity. The anonymity of participants is a vital matter in every research, and identification of the participant's identity through a photograph (or other images) has been realised by experts (Clark, 2012). The disclosure of face, uniform and its characteristics (i.e. team name, the colour associated with a team, squad number), a unique posture, gesture or distinct characteristics, even a special apparatus used could also lead to identification. To address this, the researcher must be aware that the photograph (or images) handled by the participants could lead to their identification and inform this risk to participants. This could be prevented by giving a briefing before the interview. Participants were encouraged to give photographs that not disclosed face, team uniform, or other aspects that can lead to identification. However, this is sometimes difficult because participants could easily violate this rule or choose to relent photographs to defend their answers' quality. Addressing this, Clark and colleagues argue that complete anonymity is hardly to manage in PEI; hence protecting participants' anonymity lies in the researcher's responsibility, which is reflected in the research consent (Clark, 2012). Maintaining anonymity also reflected the researcher's ethical stance toward data sensitivity toward a specific culture or setting (Lahman et al., 2011).

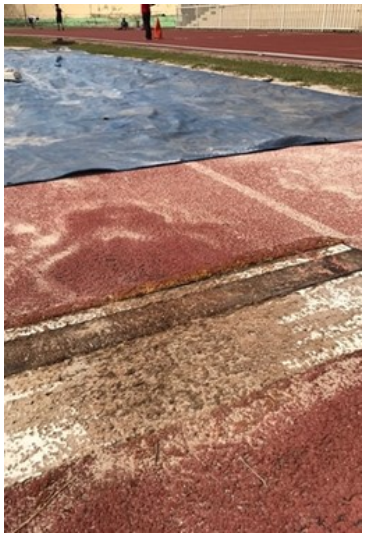
The third issue is related to research consent and consent for publicising the photograph or visual material in research dissemination (Palmer, 2016). An inform consent for research should be treated differently with the consent of using the visual data or photograph (Clark, 2012; Pink, 2012). Hence, a separate consent about how their photograph reproduction in the thesis, articles, and any subsequent peer-review papers, including options of how they wanted their face or attributes associating with their identity (for instance: name or number in the uniform) to be blurred or masqueraded is needed (Pink, 2012). In research concerning elite athletes' psychological demands, I handed two research consents to participants: research consents and photograph reproduction consents. The second consent gave participants options whether they wanted to the photographs being publicised or not, and if yes, options to have their identity confidential were given.

How the photographs made into public also lies in the researcher's power, and researchers should aware and assess the risk of publication that might harm research participants in the future. This is because once a visual material gets published, any effort to maintain total anonymity could not be guaranteed. The researcher could not control the usage of the material being circulated in public space. I decided not to enclose any photograph in my thesis and carefully select a neutral photograph with the least risk of identification for publication. The examples of neutral photograph presented in picture 2 to 4.



Picture 2. A photograph provided by Ath-02, titled "a dream house to buy from (my earnings in) sport", indicating the demand of securing financial reward as an athlete.

Picture 3. A photograph provided by Ath-13, indicating a psychosocial demands about the risk of experiencing injury in sport.



Picture 3. A photograph provided by Ath-21, indicating insufficient training facilities which not met athlete's needs to pursue their ambition.

Procedures of PEI

There are many sequences as PEI could stand as a stand-alone method for data collection compared to other forms of data collection or in the mixed method. Bates (2017) provided simple guidance in applying PEI as follows, which I add some modification for clarity: 1) *epistemological decision*: the research objectives, the role of interviewer and position of the participants should integrate with PEI as a method, therefore whether this should determine the type of PEI to be utilised, whether it will be researcher-driven or participant-driven. In this stage, intensive discussion with the research team or panel of experts before deciding is recommended. 2) *Participant briefing;* this stage is no different from the first initialisation with participants to assure they are informed about the PEI. The briefing followed by informing them about nature and research objectives, also giving consent forms to participants); 3) *Photo collection* (not applicable if a structured interview or researcher-driven type is employed): after the participant's briefing, the researcher could give participants time to compile their photos and handed them. The duration would depend on the research objectives and the availability of participants. For instance, questions about past achievements may need more time for participants to collect photographs; 4) PEI (or the *Interview*): researcher could adopt several combinations of interviews as follows: 4a) *participant-driven open interview*: this could be conducted after briefing which the researcher started with generic open-questions; 4b) *participant-driven semi-structured interview*: the researcher has set the interview questions before still largely flexible (B. Smith & Sparkes, 2016). The interview guide or questions should be determined in the early stage as part of the epistemological decision. In this method, participants may be given guidance about the sub-section of questions. 4c) *Researcher-driven interviews*: researcher presenting their photographs soon after the briefing to open the interviews. 5) *Analysis:* There are various analysis methods on VRM, which is also applied to PEI. Typically, content analysis (Hsieh & Shannon, 2005) and thematic analysis (Braun et al., 2016; Braun & Clarke, 2006); Discursive and discourse analysis (Parker, 1990); narrative analysis (Emden, 1998). Grounded theory, visual semiotics analysis could also be applied as an analysis method (Margolis & Zunjarwad, 2018). Further discussion in PEI's analytical process (and other VRM) is an innovative methodologi-

cal analysis that involves interpreting and engaging images to participants, for instance, exploring the meaning of physical activities and digital image production by social media influencers (Phoenix & Rich, 2016). Finally, the last step is: 6) *Report and dissemination of findings*: Once the analysis results have been undertaken and articulated, the comprehensive analytical report or dissemination could be made. It is vital that in this process, the researcher takes careful consideration of the ethical implications (i.e. anonymity) that potentially raise. When the research topic is sensitive, the researcher could also disseminate findings without images or images blurred or censored based on the participant's agreement.

CONDUCTING PEI IN INDONESIA

The decision to conduct PEI in exploring elite Indonesian athletes' psychosocial demands are backgrounded due to the concept of psychological demands itself. Psychological demands could be very latent about wishes, hopes, expectations, or a set of ideal values norms hold by Indonesian elite athletes (Rahayuni, 2020). To decipher these latent psychological demands, besides a semi-structured interview, I utilized PEI to explore them. Participant briefing is included in informing the research and when handling the research consent, followed by semi-structured interview and PEI as two separate sessions. After the PEI conducted, I handed the second consent for photographic reproduction consent.

Reflections, challenges and opportunities

Although PEI is a promising method for data collection, several reflections are essential that need to discuss. Even though PEI is a promising method for data collection, Indonesia's usage is relatively new, proven by the small number of publications found in the field of health, also mainly in sport and exercise sciences. We do not find any publication mentioning this method's usage as a data collection in the Indonesian context, nor any research (undergraduate thesis, thesis and dissertation). However, this could not be generalised that PEI is unknown since not all publications and research database in Indonesia is digitalised and compiled in a digital database platform. However, it is still important to share several reflections regarding the utilisation of PEI from my research and Indonesian elite athletes' psychological demands.

Based on my experience conducting data collection through PEI, all participants accept the PEI with enthusiasm. Participants seemed not to hesitate to tell their stories and provide photographs representing their psychological demands—the PEI act as a consistent validation through what the participants have conveyed in the semi-structured interview. In several interviews, the pictures add essential complementary data affirming the athlete's psychological demands conveyed in the semi-structured interview; or supporting or refining their statements in the semi-structured interviews. PEI is also helpful to steer discussion for participant who has tendency to answer in short sentences; in which photographs become visual cues to tell their stories and elicit longer answers. Primarily for athletes who have limited vocabularies due to their academic background, the use of photographs helped them to expand their answers, which followed with richer interaction following probing questions refer to the photograph. This finding aligns with what Bates and colleagues stated that the images could help define the explored objectives in a more concrete form . This might indicate that PEI holds potential powerful method to be used in the Indonesian context, as Phoenix & Rich (2016) has been stated before. However, there are several challenges related to ethics that I encountered when applying this method in Indonesia, that must be taken into account for visitor method.

Firstly, I found that contextuality or local understanding toward sport and or culture is vital in conducting PEI. This has happened because, in several photographs, there will be elements that locals could only understand, which also determines the depth of interpretation toward data. This illustration would serve as an example: a participant handed me a photograph of an outdoor field at noon (picture 4), mentioned that she drills her techniques at noon around 1 to 2 pm because, at that time, the field was not crowded. This is because the field is also used as a public facility and the ideal time to access the field for public is in the morning. Hence in every morning, the field often crowded by civilian doing physical activities. Here, her answer might be merely interpreted as a complain, a sign of boredom or lack of motivation to train at noon. By understanding the contextuality of Indonesian condition, specifically in its weather pattern, such contextuality

would result deeper meaning. Suppose the interviewer understands that the weather at noon in a tropical country like Indonesia would span around 28 to 35 degrees, in that case, a person who does physical activities outdoor at that time may be prone to dehydration. Hence, her answers might not relate about she was complaining the time of training, but related with the schedule of training and limited time of accessing training facilities, which is not ideal for elite-level training. Such familiarity to what communicated through answers showed that even PEI required a prior knowledge of contextual praxis of the interviewer, to grasp more meaningful accounts from participant's answer. This praxis has been discussed as a part of cultural competence which is a vital skill for researcher in sport psychology (Mcgannon et al., 2014).

Picture 6. A photograph provided by Ath-06 (b) and Ath-22 (b), and Ath-16 (c), showing the free interpretation of photograph. A screenshot of a social media account (a), an icon (b) or a random picture (c) could be interpreted as picture or photograph among Indonesian participants.

Secondly, the interpretation of "photograph" could be diverse among participants. The photograph, mostly handed digitally through WhatsApp to the researcher's WhatsApp number, contain not only photograph but also other forms of images: clipart, symbols, logo, a picture of an anatomy diagram, random pictures from the internet, including screenshots of their social media platform. For instance, one participant was given a diagram of thigh muscles representing his psychosocial demands related to the injury. Other participant handed a picture that resembles clip arts representing '"news" and tells her psychological demands related to rumours and fake news circulated by media. In the illustrative case, there might be a wide interpretation of photograph which beyond interviewer's control. Participants could define 'photograph' as having the same meaning with 'pictures', 'icon', a 'screenshots', or any interpretation they would make.

Thirdly, as well as the photograph's interpretation, the interpretation of the instructions mentioned in the briefing could be varied; hence, the researcher must ensure that participants understand what photograph they could pick upon. In my case, in the briefing, I mentioned that the photograph should not be shown a face or revealing identity unless the photograph already circulated publicly in the media. The aforementioned instructions, in many of PEI, were ignored. Several participants seemingly interpret that photograph circulated in the news, including in their social media accounts were included as 'safe' and allowed. Some participants give photographs with others' presence, mostly with their family members, close relatives, and their teammates and coaches' photographs. This is one interesting illustrative case: a participant handed a photograph of a minor, and I reminded him not to use a photograph that discloses other's face, moreover a minor (the minor in the photograph is his son). He replied: '*But everyone already knows that he's my son, I'm his legitimate dad, so I think it's no problem at all'*. His reply indicated a different interpretation of my instructions and showed the different paradigm about privacy, individuality, and cultural form of collectivity related to Indonesia's familial bond. Showing (or lending) family photograph might be a more common practice in Indonesian, which considered not violates privacy norms. Since VRM originated and established based on the Western approach, which is individualised, VRM (or PEI) might be more trivial in the Asian context due to cultural differences. From an ethical standpoint, this might provide an ethical dilemma in the field for the researcher. Should the researcher allowed the such photograph to be used and continued, or handed it back and asked the participant to give another photograph that not disclose any identification? Hence, in applying PEI in Indonesia, the researcher should be ready and prepared for various images that might be given, including the possibility participants would ignore instructions and give various photographs. However, the decision to dissemi-

nate visual material lies in the researchers (Clark et al., 2010), which a careful consideration of anonymity must be taken as previously discussed.

Overall, despite of challenges and ethical dilemmas I have encountered in the field, the use of PEI (and other VRM) still open opportunities to investigate social phenomena which often void in Indonesian sport and exercise sciences. Hence, the opportunity in the usage of PEI method itself lies in the research objectives of human interactions, cultural habitus, and social practices in sport and physical activities. As sport generates different meaning in a different culture, the sport psychology theory's universality could not be falsified (Parham, 2016). Hence, PEI usage might be the potential to open this gap to a broader horizon of understanding. The possibility of how rich and distinct of data generated from PEI (and other VRM) perhaps limitless as such methods has not yet widely used in Indonesia.

CONCLUSION: DIVERSIFICATION OF QUALITATIVE METHODS IN SPORT SCIENCE IN INDONESIA

Introduction of VRM and PEI, aside with its reflections, challenges and opportunities has been discussed briefly in this paper. It is expected that VRM could also stimulate more diverse methodologies in Indonesian sport and exercise discussion, furthering forward its area to includes human embodiment in sport and its social interactions. VRM might be one of the progressive methods in qualitative inquiry, and its utilisation potentially brought more advancement in understanding more of human behavior relating to sport (Margolis & Zunjarwad, 2018; Phoenix & Rich, 2016). Hence, this paper is written not only to inform but also to invite to a more diverse qualitative methods in Indonesian sport and exercise sciences.

ACKNOWLEDGEMENT

The Indonesian Endowment for Education (LPDP) of Ministry of Finance Republic of Indonesia, as the primary sponsor of the author to study doctoral degree in School of Sport, Exercise and Rehabilitation sciences at the University of Birmingham, United Kingdom.

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