

# **CHAPTER III**

## **RESEARCH METHODOLOGY**

This chapter presents the research methodology. Firstly, research design is presented to inform the design used in this study and the reasons why the research is considered to be used. Site and participants of the study are discussed in the next sub-chapter. Data collection techniques discuss the whole instruments utilized to obtain needed data. The last sub-chapter explains the data analysis applied to analyze the collected data.

### **3.1 Research Design**

This study employed qualitative approach and case study was utilized as research design of this study. Case study was used to investigate a specific phenomenon such as a program, an event, a person, a process or a social group and strengthen someone's understanding of a complex issue that is already known through previous research. Moreover, it can be used to test a theory or to build a theory (Meriam, 1988; Yin, 1984).

Qualitative approach was considered to be used because it allows the researcher to describe, analyze and interpret the gained information. Furthermore, this study more explored the activities in the classroom without interfering the activities developed by the teacher and the researcher was an

observer who did not get involved in the whole activities. Therefore, the qualitative approach was considered to be used in this study.

In addition, this study was conducted to investigate the process of gestures usage applied by a young learner teacher and also to compare the theory of gestures usage in teaching learning context developed in previous research with real situation in certain place. Thus, case study was also considered as appropriate design to be employed in this study.

### **3.2 Site and Participants**

The site of this study was an English course in Bandung that was purposively chosen based on the researcher judgement. The participants were a female teacher and her students who were in Junior Talk level.

The reason of the selection of the participant and site is that the teacher claimed to use some body movements and expressions to explain certain words to the students. Moreover, she has been teaching Junior level for about two and a half years. She also teaches Adult level in the same place. She graduated from Education of English program of a public university in Bandung.

This study also involved the students who were on Junior Talk 6 level. This level was chosen because it was the highest level of the junior level and it was considered that the students had acquired more English vocabulary than other students. Besides that, the students of this level were forced to speak English during teaching learning process in the classroom since the teacher

dominated the classroom activities using English. Thus, there would be more gestures produced in this class than others.

There are 6 students in this level who are 4 graders (5 students) and 6 grader (1 student). Therefore, since the young learners at their age (about 9 years old) begin to develop the ability and basic concepts of their first language, Junior Talk 6 students are chosen to complete the gained data.

### **3.3 Clarification of Terms**

To avoid unnecessary misunderstanding, there are some terms in this paper which are clarified as follow

- a. Vocabulary is a list of words with their meanings, especially in a book for learning a foreign language. (Oxford Pocket Dictionary, New Edition)
- b. Gestures refer to teacher's body movements that have specific meaning in certain learning context to promote learning process in the classroom. (Cook & Goldin-Meadow, 2006)
- c. Words memorization refers to memory working during vocabulary learning both short term memory and long term memory.

### **3.4 Data Collection**

In collecting data, classroom observation and interview were used as instruments. The explanation of each instrument is as follows:

### 3.4.1 Classroom Observation

Observation was conducted to catch what was said and done by the teacher and students in natural situation and it was also used to investigate direct reaction among the respondents that might not be gained during interview session. The observation was conducted five times (9<sup>th</sup> January 2012, 11<sup>st</sup> January 2012, 16<sup>th</sup> January 2012, 18<sup>th</sup> January 2012 and 25<sup>th</sup> January 2012). This instrument was used to investigate (1) what types of gestures used by the teacher in explaining new vocabulary to his/her students; and (2) how the teacher realizes the gestures when explaining vocabulary.

Observation sheets (See appendix 1) were used during observation session that were completed by tally sheet. It was adapted from McNeill's *Hand and Mind Journal* (1992) which explained about types of gestures used in the classroom context and each realization movement. The observation sheets were in open form in which the researcher took some important notes on it to complete the description of types of gesture and to find out how the teacher realized those gestures during explaining new vocabulary. The observation was focused on the teacher who teaches in Junior Talk Level. The observation covered all gestures used by the teacher during teaching learning vocabulary process.

After conducting classroom observation, the results were transcribed and then categorized into types of gestures based on McNeill's (1992) theory. Furthermore, each type was elaborated to get each realization

movements gestured by the teacher during explaining new words in the classroom. The transcription are attached in Appendix 3.

### **3.4.2 Interview**

The second instrument was interview. Interview was considered to be used because the researcher can get in-depth information that cannot be observed during observation session. Besides, as stated by Alwasilah (2002), the researcher can explain or paraphrase the questions if the respondents cannot understand the questions. In addition, interview session can let the respondents tell something that happened in the past or will happen in the future.

The interview was done on 18<sup>th</sup> January 2012 and 25<sup>th</sup> January 2012 after observing the classroom situation. It was conducted to the teacher and students. It was conducted to find out (1) the reasons why teacher uses gestures in the classroom when she/he explains new vocabulary to her/his young learner students; and (2) what difficulties are encountered by the students during vocabulary learning process using gestures.

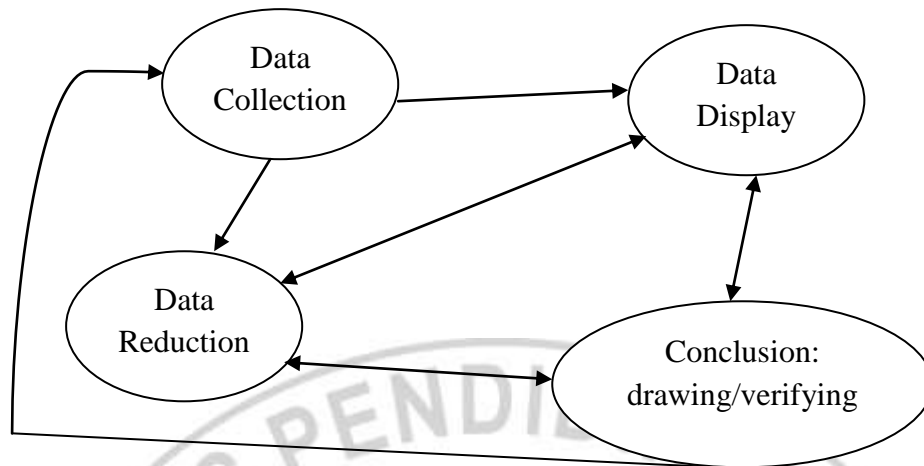
The questions were asked in form of semi-structured interview in which the interviewer had a list of key themes, issues and questions to be covered (David & Sutton, 2004, p.87, as cited by Kajornboon, 2004). Before doing the interview, interview guides were developed. However, additional questions were asked and some questions were questions that had not been anticipated in the beginning of interview. Each interview guide can be seen in Appendix 1. Then, the results were transcribed and categorized ( See

Appendix 2). Furthermore, the results were cross-checked to the result of classroom observation that had been done before. Finally, the data were compared and contrasted to the appropriate literature and then the whole obtained data were concluded.

### **3.5 Data Analysis**

After collecting data from the observation and interview, the data were analyzed and presented in a form of descriptive explanation. Data analysis in qualitative research should be a simultaneous process and were begun when the observation started. The collected data from those instruments were cross-checked by using Interactive Model that was developed by Miles and Huberman (1984).

In analyzing data by using Interactive Model, there are three concurrent flow activities: (1) data reduction; (2) data display; and (3) drawing conclusion. The procedures of data analysis using this model can be shown as in Figure 3.1.



**Figure 3.1**  
**Interactive Model (Miles and Huberman, 1984)**

**a. Data Reduction**

The data which were collected from classroom observation and interview were carefully elaborated. Since collecting data in qualitative research is an on-going activity throughout the whole investigation, there might more data collected. Therefore, the data should be reduced.

Reducing data means that the researcher summarized and chose the main information that suit to the research questions. All gained data were selectively analyzed by dividing into groups, and then if the data were inappropriate with the importance point of the study, eliminating data process was actually needed.

**b. Data Display**

In displaying data, descriptive explanation was the most frequent form in this study. Besides, the data were also displayed in the form of

graphics, tables, charts and citation. In addition, coding was also used to make first analysis from categorization information easier.

### **c. Drawing Conclusion**

In qualitative research, drawing conclusion is temporary and may change when new findings appear. Therefore, the researcher drew a raw conclusion in every process of collecting data. Then, after the whole data were collected, the data were related to the relevant literature and as final step the conclusion was drawn in narrative form.

#### **3.4.1 Observation**

In analyzing data gained from observation, videos were used to get deeper information about what types of gestures are used and the realization of those gestures. Moreover, videos were also used to support observation sheets and observer's note. Furthermore, the data were transcribed by using classroom discourse analysis tool. The researcher labeled student's utterance by S while teacher's utterance by T. Then, the transcription was categorized based on the McNeill's theory (1992) about gestures usage in classroom context.

After being categorized, the transcriptions were interpreted based on the research questions. The result of analysis will be delivered in Chapter IV.



### 3.4.2 Interview

The gained data are recorded by using voice recorder. To analyze the data, the researcher transcribed the interview both from teacher and student. Then, the transcribed data were interpreted into some important issues which relate to research questions addressed in Chapter I. Furthermore, the data were linked to proper literature, which is presented in the next chapter.

