CHAPTER III

METHODOLOGY

This chapter discusses a set of methodology, which covers the research design, research site and participant, data collection technique, data collection procedure, and data analysis.

3.1   Research Design

By relying on the notion that descriptive qualitative design is used to give a description and explanation of beliefs, meanings in context-specific setting and behaviors, and investigate detailed rendering of people, places, or events in a setting in qualitative approach (Wu and Volker, 2009; Creswell, 2008), so it is considerably appropriate that this study utilized a descriptive qualitative design since it aimed at exploring EFL classroom through multimodal lense; to seek the types of modes that are frequently used by the teacher, to find the function of each mode, and to investigate the intersemiotic relationship between the nonverbal mode and verbal mode, or in specifics: relationship of gestures and verbal mode, proxemic space and verbal mode, and images and verbal mode.

3.2   Site and Participant

This study was undertaken at a private islamic boarding school in Banjarmasin. This school was selected for its quality as a grade A school and one of the greatest boarding schools in Banjarmasin. Furthermore, regarding the participant, the present study involved a teacher of tenth grade students. She was chosen for her achievment as one of model teachers in Banjarmasin in English subject. Besides, the supporting reason was that this school and teacher were easy to access.

Based on those considerations, the present researcher decided to purposively select this islamic boarding school as the research site, and the teacher as the research participant. The researcher was sure that this site and participant could provide a rich data source to accomplish the purposes of the research. The site and participant selection is named purposive sampling technique. It is in line with a theory of Malik and Hamied (2016), they define purposive sampling technique as a sampling technique that refers to the notion

that the participants are selected because of who they are and what they know. Besides, Mackey and Gass (2005) assert that fesibility in a study is critical and required, hence the specialist chose those information sources which can be effortlessly gotten to and there has been recognition with the educator and the circumstance in the school itself.

3.3 Data Collection Technique

Data collection techniques employed in this study were classroom observation, interview, and document analysis. As stated by Creswell (2007), the data collection in desciptive study is typically extensive, drawing on multiple sources of information, such as observation, documents, and audiovisual materials. Each technique is described below:

3.3.1 Teacher's document

In order to support the data from observation, teacher's document is needed. As Creswell (2009) asserts, document analysis is one of the instruments that is used to gather data in order to answer the research questions. On the point of that, this research included teacher's teaching materials such as powerpoint slideshow. The aim of the document analysis was to investigate the types of modes that are frequently used by the teacher, to find the function of each mode, and to investigate the intersemiotic relationship between the nonverbal mode and verbal mode, or in specifics: relationship of gestures and verbal mode, proxemic space and verbal mode, and images and verbal mode.

3.3.2 Classroom Observation

Classroom observation was conducted to investigate the types of modes that are frequently used by the teacher, to find the function of each mode, and to investigate the intersemiotic relationship between the nonverbal mode and verbal mode, or in specifics: relationship of gestures and verbal mode, proxemic space and verbal mode, and images and verbal mode.Malik and Hamied (2016) explain that in observation, data are collected by observing behaviours, actions and communication patterns and writes rich, detailed descriptions including the context within which the observations are made. This observation was in the form of video-recording to gain the data which later transcribed and analyzed using the multimodal resources framework instrument to reveal the multimodal resources

during the teaching process. The data from video recording was crucial since it would be used as the main instrument to answer the research questions completed by field notes, and video-recording. It is useful to find out more about the teacher's natural actions that were not successfully caught when the live observation was conducted. Moreover, a preliminary observation was held to obtain a brief capture of possible multimodal resources implemented in the teaching activity.

3.3.3 Interview

A semi structured interview was administered to the teacher. It is a conversation with a purpose which means that the researcher's purpose is to gain insight into certain issues using a semi-structured interview guide (Malik & Hamied, 2016). This interview was conducted to enrich and confirm the data obtained from observation: to investigate the types of modes that are frequently used by the teacher, to find the function of each mode, and to investigate the intersemiotic relationship between the nonverbal mode and verbal mode, or in specifics: relationship of gestures and verbal mode, proxemic space and verbal mode, and images and verbal mode.

3.4 Data Collection Procedure

The data collection of this study was going through several stages. The procedure is visualized in the graph below:
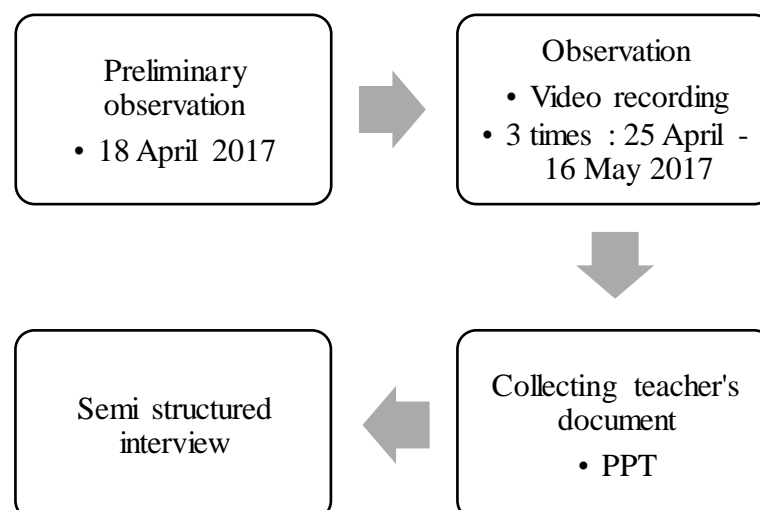

Figure 3.1. Data collection procedure.

The observation of this study was conducted 4 times (25 April- 16 May 2017). Each observation lasted for 70 minutes. The researcher as a non-paticipant observer was facilitated with field notes and camera and handicam to capture everything naturally in the classroom activity. Yet, before that all, a preliminary observation was accomplished to detect possible multimodal resources in the classroom and teaching process. Besides, the interview was conducted in the analysis stage where some particular data need to be confirmed and enriched. The teacher's document was collected right after each observation was held.

3.5 Data Analysis

Data analysis is conducted throughout the course of the session and after the completion of the program. Data obtained from classroom observation, teacher's document, and interview are analyzed to gain understanding on what types of multimodal resource that is frequently used by the teacher, and when they were used, to find the functional specialism of each resource, and how its semiotic relationship with verbal modes.
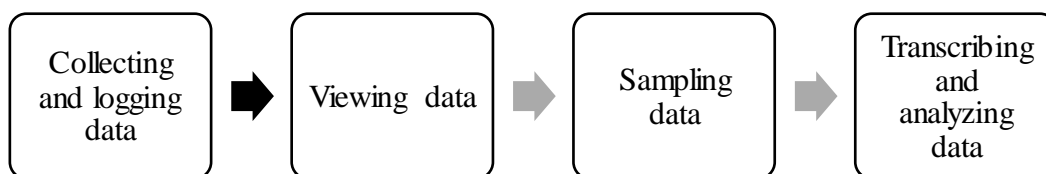

Figure 3.2. Multimodal analysis framework by Bezemer and Jewitt (2010).

In general, all multimodal resources were analyzed using that framework. However, some particular resources like gestures, and proxemic space need a more detailed analysis based on related psychological theories. The theories implemented have been mentioned in the previous chapter.

3.5.1 Classroom Observation

According to Bailey (2007) the analysis of observation data begins at the moment the researcher starts to think about conducting a research. It continues during each stage of the research process, such as gaining entree, building relationship, observing and interacting in the field. In specifics, the data analysis of each multimodal element is accomplished by some established theories:

a) **The analysis of gestures**

This multimodal resource is analyzed using framework coined by Muller (1998) as cited in Cienki (2008) proposes functionalist typology of gestures namely referential gestures, performative gestures, and discursive gestures. Cienki (2008) argues that this categorization of gestures relies on how different types of gestures functioned. Moreover, the steps of analysis is based on theory of Calbris (2011).   Calbris (2011) suggests, gestures analysis begins from coding gestural components, extracting samples sorted by gestural components, determining gestural referent, deducing the potential analogical link between the physical and semantic elements, and finally validating the analogical link. Beyond that, as Calbris (2011) asserts, the process of determining gestural referent must be conducted through comparing the verbal content to the gestures, therefore in this research the gestures will be interdependently analyzed through the verbal content produced by the teacher while performing certain gestures. Besides, to help the researcher label each hand gestural sign, the   the denomination and iconic coding of hands configuration from Calbris (2011) is adopted.

b) **The analysis of proxemic space**

This use of space was analyzed by using space categories proposed by Hall (1966) which is the pioneer of proxemic space theory. Also, an updated related theory of Lim et al. (2012) was also employed. The graph below illustrates the result of categorization created by the present researcher through those theories :
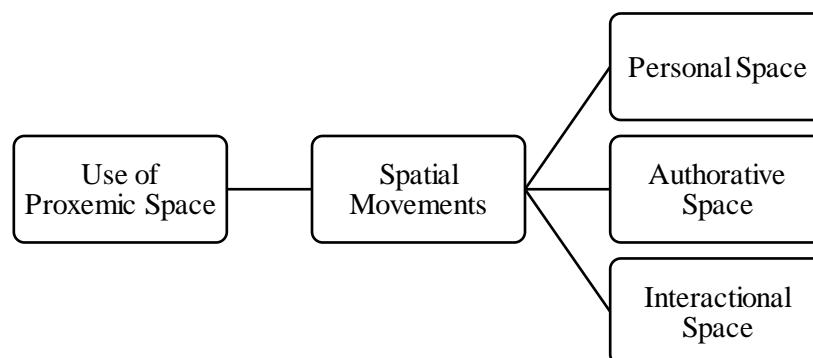

Figure 3.3. Proxemic space analysis.

c) **The analysis of images**

The images in the PPT slideshow as the only one visual aid the teacher used are analyzed in term of its semiotic resources which involve the types of visuals. This analysis is based on what Diani (2015) has proposed. According to her, semiotic resources in a general slideshow presentation usually contain 4 elements: *scriptural images, graphical images, numerical images*, and *figurative images.* However, in specifics, some particular images are analyzed through their compositional meaning because it is considerably essential for evaluating how the compositional meaning of images can have impacts on the materials delivery effectiveness. This kind of compositional meaning is analyzed using the thoery of Kress and van Leewuen (2006), this analysis involves 4 components: information value, framing, salience.

3.5.2 Interview

The data from interview are analyzed by transcribing the data from the recording first and the classifying them based on the determined research questions regarding students' attitude towards the use of multimodal resources in their writing activity. These data are triangulated with the data from observation. Once all the data are gathered, the data are reduced to focus more on students' attitude. Finally, all data are synthesized and interpreted to find out the ginal conclusion of the research finding.