

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discusses things related to the way this research was conducted, which consists of five sections. The first section presents the statements of the problems. The second section explains the design of the present research. The third section explains where data were collected and the participant involved in this research. The fourth section explains how data were collected while the last section presents the data analysis.

#### **A. Statements of the problems**

The research was intended to identify the use of gestures in teaching English to young learners. In accordance with the research, there are some formulated problems, which needed to be proposed. They are stated as follows:

1. What types of gestures are mostly used by the teacher in teaching English to young learners?
2. In what situations does the teacher mostly use gestures in teaching English to young learners?
3. For what purposes does the teacher mostly use gestures in teaching English to young learners?

#### **B. Research Design**

This study employed a case study research to get in-depth explanation about teacher's use of gestures in teaching English to young learners. Cohen et al. (2007) explains this research can be used to observe the characteristics of an individual unit. In this case, a teacher was chosen to be observed to see the gestures she used in the classroom. They also explain that a case study research is understood as an intensive study of multifarious phenomena to make generalizations about a larger class of population to which that unit belongs. In

this sense, gestures in young learners' classrooms were the phenomena to be generalized.

In addition, the first research question was aimed to find out the types of gestures used by the teacher in teaching English to young learners. Classroom observation was chosen as the instrument to find out the types of gestures used by the teacher in the classroom. The second and third problems are related to the situations and purposes of using gestures. Classroom observations and interviews were used to find the answers. In this study, five meetings were observed and recorded to be transcribed then. The analysis of types of gestures was done by seeing the videos and transcripts with the guidelines of gestures analysis while the other problems were analyzed based on each occurrence of gestures. The clarification for situations and purposes were given then in the interview.

Seeing the descriptions above, a case study research was employed because it helped the collection and analysis of data needed for the research.

### **C. Site and participants**

The observations for the research took place in a fifth-grade classroom in SD Laboratorium Percontohan UPI. This classroom was chosen because the research focused on teacher use of gestures in teaching English to young learners. In addition, teacher in this grade teach simple grammar so that the situation matched with one of theories adopted. For this research, one teacher was observed. She was chosen because of the following qualifications:

1. The teacher is a native Indonesian.
2. The teacher teaches English as foreign language in the primary school.
3. The teacher uses English dominantly in the classroom.
4. The teacher uses gestures in teaching and learning process.

## **D. Data Collection**

There are two forms of data collection techniques used in the present research, those are classroom observation and interview. Both of techniques were employed to categorize types of gestures used by the teacher, to investigate the situations in which gestures are used, and to find out the purposes in which gestures are used in teaching English to young learners. Each technique of data collection is described thoroughly below.

### **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 between the teacher and the students that might not be gained during interview session. The observations were conducted five times (31<sup>th</sup> January, 7<sup>th</sup> February, 14<sup>th</sup> February, 21<sup>th</sup> February, and 28<sup>th</sup> February 2013). The type of classroom observation used in this present research is non-participant observation (Fraenkel & Wallen, 1990). Each lesson took 70 minutes per meeting. It was also video-recorded, replayed, transcribed, and analyzed to discover the use of gestures in the classroom. These classroom observations were also supported by field notes.

### **2. Interview**

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

The interview session has been conducted once and it was done at 28<sup>th</sup> February 2013 after observing the classroom situation. It was conducted to the teacher to find out the situations in which gestures are mostly used and the purposes of using them in the classroom.

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). They have been designed and structured in advanced about the use of gestures in teaching English to young learners. Tape recorder was used to record the interview, and then the result of interview was transcribed later. The language used in interview session was *Bahasa Indonesia*. This was done to be more communicative and avoid misunderstanding. The questions can be translated in English as follows:

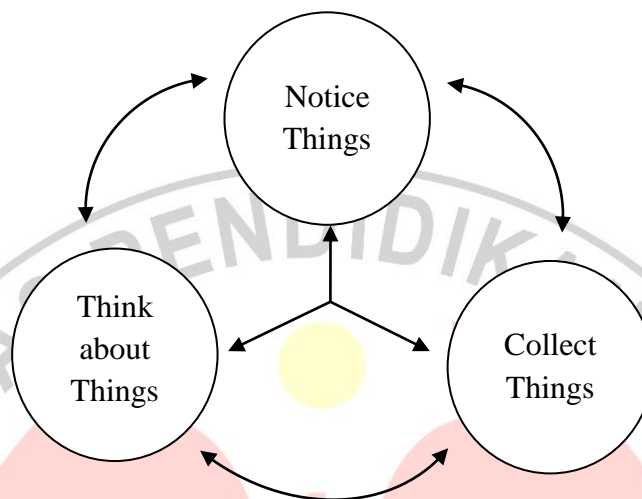
- a. Have you ever seen yourself on video while teaching?
- b. If so, what do you notice about yourself as a teacher?
- c. Are you aware that you use gestures as part of your teaching?
- d. Why do you use gestures in your teaching?
- e. In what kinds of situations do you use gestures?
- f. So in what situations do you mostly use your gestures?
- g. For what purposes do you use gestures?
- h. So for what purposes do you mostly use your gestures?
- i. How do your students respond to the gestures used in teaching and learning process?
- j. What are the advantages of using gestures in your teaching?

#### **E. 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 Qualitative Data Analysis (QDA) model that was developed by Seidel (1998).

There are three parts in analyzing data using QDA model, they are: noticing, collecting, and thinking about interesting things. Based on QDA, the process of analyze data is not linear and has three special characteristics. They are “iterative and progressive” meaning that the cycle will keep repeating, “recursive”

because one part can call back to a previous part, and also “holographic” which means in each process contains entire process. Figure 3.1 represents the process and the relationship among its parts.



**Figure 3.1 Qualitative Data Analysis model (Seidel, 1998)**

### 1. Noticing Things

Identifying things is similar to this process. On a general level, noticing means making observations, writing field notes, tape recording interviews, gathering document, transcribing videos, etc. In this research, noticing things began while analyzing the results of the two instruments employed. Each instrument captured different views about the research problems. The first instrument was classroom observations, which tend to be subjective in seeing the problem. In the meantime, it was more objective and many clarifications happened in the interview.

The data from the first instrument in form of videos were watched and transcribed. In this process, the oral and gestural data were transcribed by the guidance of data transcriptions conventions. After this process was done, the next step was reading the transcripts. During this process, coding was employed by watching the video and identifying each occurrence of gesture. The result of the analysis was described comprehensively and thoroughly in Chapter IV.

In coding process, the data were categorized based on McNeill's theory about the types of gesture. All visible movements done by the observed teacher were first differentiated into gestures or non gestures. To analyze this matter, the method outlined by McNeill (1992) for gesture transcription was used. Further conventions for transcription were adapted from Zhao (2007 as cited in Hudson, 2011). The complete conventions are listed in Appendix A. Each gesture was categorized into its type with the description of hand movements. The time of each occurrence was also given to complete the description.

Then the situations in which gestures were used were determined based on the category of verbal behaviors stated by Bowers (1980). This theory was chosen because gestures and verbal behaviors are tightly correlated. As mentioned in Chapter I, gestural components and spoken components interact with one another to create a precise and vivid understanding. To code this feature, each occurrence of gesture was analyzed based on its situation by reading the transcripts and watching the videos. This process was established to see the real conditions in which gestures were used by the teacher.

The last is about the purposes of using gesture. This problem was analyzed by Hudson's theory about the purposes of using gesture in language teaching and learning. After identifying the situations of using gestures, then each occurrence of gestures were analyzed based on their purpose in language teaching and learning. The coding process of this feature was also done by reading the transcripts and watching the videos to match each occurrence with its purposes.

The data collected from the second instrument was transcribed first then categorized into some main issues based on the research questions. The result of interview was an interview script. The script contained about some reasons, clarifications, and perspective of the teacher about the use of gestures in teaching English for young learners. Finally, the two kinds of instruments were combined each other to answer the research questions. By answering the research questions, the conclusions as the result of the research were gained.

To ensure the validity and reliability of the data, the data from classroom observation and interview were cross-checked in order to make sure whether or

not the data were consistent. The final step was analyzing the data by using framework of the theories, which will be presented in Chapter IV.

## 2. Collecting Things

As noticing and naming things, the next step is collecting and sorting them. These processes are analogous to working on a jigsaw puzzle where the first to be done is sorting the pieces of the puzzle. A common strategy for solving the puzzle is to identify and sort puzzle pieces into groups. Some of the puzzle pieces will easily fit into these categories while the other will be difficult. In any case, this sorting makes it easier to solve the puzzle.

In this research, the coded things were distributed based on their category. For the types of gestures, the data was divided into eight types, namely pictographic iconic, kinetographic iconic, pictographic metaphoric, kinetographic metaphoric, concrete deictic, abstract deictic, beat, and butterworth. They were distributed based on their occurrence in each meeting. To answer the first research question, the most commonly used gesture was investigated by seeing the distribution number of each type.

Collecting things about situations in using gestures was done after identifying and distributing the types of gestures. Each occurrence of gesture was analyzed based on its situation. After the coding process, the data of situations in using gesture were distributed based on their category. The situations of using gesture were divided into seven categories, namely responding, sociating, organizing, directing, presenting, evaluating, and eliciting. They were distributed according to a meeting base. To answer the second research question, the situation which had the greatest number of occurrence was investigated intensively.

The process of analyzing and distributing the data above was applied equally to the purposes of using gesture. For this matter, the coded data were distributed according to the purposes of lexical explanation, pronunciation explanation, grammar explanation or classroom management. The most intensive

purpose of using gesture was examined to answer the third research question. Some clarifications from the interview were also added to complete the discussions of findings.

### **3. Thinking about Things**

Thinking things means to examine the things that have been collected. The goals for this process are listed as follows: 1) to make some type of sense out of each collection, 2) to look for patterns and relationships both within a collection and also across collections, and 3) to make general discoveries about the phenomena being researched.

Returning to the jigsaw analogy, after sorting the puzzle pieces into groups, inspecting individual pieces to determine how they fit together and form smaller parts of the picture. This process usually involves a lot of trial, error, and frustration. A similar process took place in the analysis of the current research. In analyzing the types of gestures, the situations, and purposes, errors and confusions was experienced.

Many things about gestures that had been noticed need to be compared and contrasted to discover similarities and differences, build typologies and find sequences and patterns. The findings show the deictic gesture was the most commonly used gesture, eliciting was the situations in which gestures were mostly used, and the last, teacher gestured to clarify lexical meaning. Those things were then compared and analyzed to find the patterns.

All the stages in QDA kept repeating until the conclusion was drawn or until the picture could be seen clearly. In this problem where gesture was the main topic, the process of collecting, noticing, and thinking was so important to see the relationship of each problem stated in research questions. This repetition was really helpful to recognize, identify, and understand the use of gestures in teaching English to young learners.