

CHAPTER III METHODOLOGY

This chapter provides further explanation about the research methodology implemented in this study, including its research design, sites and participants, data collection technique, and data analysis. As presented in Chapter I, this study examines EFL teaching practices from multimodal standpoint by examining several research problems, namely (1) types of semiotic resources frequently used by the teachers in their lesson (2) the ways the semiotic resources are deployed in the lesson stages, and (3) the ways the lessons are enacted and structured through the co-deployment of those semiotic resources.

3.1 Research Design

This study is aimed at exploring EFL classrooms through multimodal perspective; to find out the types of semiotic resources frequently used by EFL teachers, to see how those semiotic resources are deployed in the lesson phases, and to investigate how the lessons are enacted and structured through co-deployment of the semiotic resources. In order to attain the objectives, this study therefore employed descriptive qualitative design which is considered as the appropriate method to obtain a comprehensive and in-depth understanding of a phenomenon. Moreover, this design is used to give a description and explanation of beliefs, meaning in context-specific settings and behaviors, and investigate detailed rendering of people, places, or events in a setting in qualitative approach (Creswell, 2012; Wu & Volker, 2009).

3.2 Research Sites and Participants

So as to achieve the objectives, this study involved two EFL teachers as the participants. Using purposive sampling in which the researcher intentionally selects individuals and sites to learn or understand the central phenomenon (Creswell, 2014), the teachers were purposively selected by the researcher based on their preference for using different types of semiotic resources in their teaching. Purposive sampling enables the researcher to establish the criteria, bases, or standards necessary for units to be included in the investigation (Palinkas et al.,

2015). Moreover, it was also with the consideration of the accessibility and availability of the participants.

Regarding the participants, they already agreed to cooperate with the researcher in the present study. To preserve anonymity, pseudonyms were given to all the participants-henceforth named Yolanda and Zakiyah when referring to them in the study. Yolanda is an experienced teacher who has been teaching English for 10 years. She teaches in one of the well-known public schools located in Demak, Central Java. Each class in this school is equipped with a sound system which enables the teacher to use a microphone when teaching. An LCD projector is also available in each classroom. The second participant is Zakiyah. Zakiyah is an experienced teacher who teaches English in a private school in Demak for more than 10 years as well. The school where she teaches is located outside the city with quite average technological support for learning.

When the study was conducted, both teachers taught the same basic competence, that is KD 3.8 and 4.8 (*3.8. menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs* and *4.8. menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs*). Based on the basic competence, the teaching and learning process is focused on the teaching of the social function and linguistic features of the lyrics of a song which relates to the students' everyday life. With regard to the skill taught, the lesson is focused on the teaching of listening skills.

3.3 Data Collection Procedures

The data were collected through three sources: classroom observation, documentation, and stimulated recall interview.

3.3.1 Classroom observation

Hamied (2016) explains that observation is a way of collecting data by observing behaviors, actions, or communication patterns and writing the detailed descriptions of those observations including the context. Classroom observation was employed in this study for three purposes. First, it was utilized to investigate various types of

semiotic resources which are frequently used by the teachers in the lesson. Second, it was utilized to see how those semiotic resources are deployed in the lesson phases. Third, it was utilized to examine how the lessons are enacted and structured through the co-deployment of semiotic resources.

The multimodal practices done by the teachers were observed by recording the teaching and learning process using video recording. It was done for the reason that video offers rich affordances with its capacity to capture the multimodality of the processes (Flewitt, 2006) and enables researchers to investigate phenomena in more powerful ways (Hackling, Murcia, & Ibrahim-didi, 2013). Video recording was used to capture the whole picture of what is happening in the classroom during the teaching and learning process. Moreover, the use of video recording gives the researcher an easier way to collect, save, and analyze the data (Setalis, 2016). In the study, each lesson carried out by Zakiyah and Yolanda, which was done in two lesson hours, was videotaped by using a camcorder. The camcorder was set up on the back side of the classroom to make sure that all multimodal practices done by the teachers were well documented.

Furthermore, while observing what was going on in the classroom, the researcher made field notes. They are useful to mark the important things that happen in the research site. Furthermore, they allow the researcher to gain a deep understanding of how a teacher uses the semiotic resources available during the lesson. In this study, field notes were used to support the primary data, that is video recording and to note any important occurrence regarding the issue being investigated during the lesson. Therefore, field notes are beneficial to this study for its function of adding some necessary information related to the study problems.

Regarding the position of the researcher in the study, the researcher acted as a non-participant observer. Non-participant observer itself is an observer who visits a site, recording and noting the activity without getting involved in the activities of the participant (Creswell, 2012). Therefore, the researcher sat in an advantageous place, that is at the back of the classroom, so as to watch and record the phenomenon under study.

3.3.2 Documentation

To support the data from observation, teachers' documents were collected. They were served as a complement to strengthen the data obtained from other procedures. In this study, the teachers' documents comprised the media used by the teachers in the teaching and learning process and the students' worksheet. All the documents were collected right after the classroom observation was carried out.

3.3.3 Stimulated Recall Interview

In general, the stimulated recall interview involves interviewing individuals while playing them audio or audiovisual recordings of their own behavior in social situations. Through participant-observation, the researchers are able to gain unique insights into why people choose to act in certain ways in various situations (Dempsey, 2010). Since some issues regarding action or decision made by the teacher may create ambiguity to the researcher, stimulated recall interview is useful to untangle them. In this study, stimulated recall interviews were utilized to gain further information regarding the data taken from the observation. In particular, the interview in this study dealt with semiotic resources frequently used by the teachers and the reasons behind multimodal practices done by the teachers in the lesson.

3.4 Data Analysis

Data obtained from classroom observation, documentation, and stimulated recall interviews were analyzed to gain insight on what types of semiotic resources frequently used by both teachers, how they are used in the lesson phases and how the lessons are enacted and structured through the orchestration of those semiotic resources. The following discussions explain further about data analysis of the present study.

3.4.1 Data from Classroom Observation

To analyze the data from classroom observation, this research involved two different frameworks, namely Multimodal Analysis (Bezemer & Jewitt, 2010) and Multimodal Interaction Analysis (Norris, 2004, 2011, 2013). The former framework was used to find out the types of semiotic resources frequently used by the teachers and how those semiotic resources are deployed in the lesson phases

whereas the latter was used to examine how the lessons are enacted and structured by the teachers through co-deployment or orchestration of the semiotic resources.

3.4.1.1 Multimodal Analysis of Semiotic Resources

The data from observation consisted of videos and field notes. The process of the analysis of the data from classroom observations utilized Multimodal Analysis framework proposed by Bezemer & Jewitt (2010) which includes several procedures: *collecting and logging data*, *viewing data*, *sampling data*, and *transcribing and analyzing data*. In collecting and logging data, a video log comprising a synopsis of what was going on during the observation was made. The synopsis itself covered a map of the classroom layout, sketches of the events, and comments on the teachers' multimodal practices. After that, the analysis involved repeated viewing of the data to generate criteria for the next procedure, i.e. sampling the data. Since the focus of analysis was on the teacher's multimodal practice, the video data were sampled to select instances (episodes) that showed how the teachers conduct multimodal practices. Once the video data was sampled into manageable 'chunks' of data, the video excerpts were viewed repeatedly and transcribed to provide detailed multimodal account of the video data.

To answer the first and the second question of the study, the analysis was focused on the identification and classification of each type of semiotic resources utilized by Yolanda and Zakiyah, namely space, gesture, and gaze. After that, the occurrences of the semiotic resources in each phase of the lesson (Openings, Sequencing, and Closings) were counted. Next, the analysis was focused on the deployment of each semiotic resource in every lesson phase. Since the study only concerned on exploring the use of space, gesture, and gaze in the teaching process, the analysis did not involve language as the main data observation. Nevertheless, it was still involved in the process of analysis, as the use of space, gesture, and gaze cannot be detached from the use of language in the communication.

In particular, the analysis of each semiotic resource was performed by involving some established theories of space, gesture and gaze as follows.

a. The Use of Space

The framework used to analyze space used by the teachers was Lim et al.'s (2012) which is essentially an extension of Hall's (1966) foundational work on proxemics as has been elaborated in chapter II. Four types of space were used as the unit of analysis in this study, namely 1) authoritative space, 2) personal space, 3) supervisory space, and 4) interactional space. Authoritative space is the space where a teacher positions himself to conduct formal teaching as well as to provide instructions to facilitate the lesson. For instance, in front of the teacher's desk and in the front center of the classroom. Personal space is the space where the teacher has his/her personal place to do personal things like packing items and preparing for the next stage of the lesson. Supervisory space is located between the row of students' desks, which is occupied when the teacher does supervision and monitoring. Interactional space is realized by the teacher standing alongside the students' desk or between the row of students' desks with the aim of creating closer proximity and facilitating interaction and reducing interpersonal distance.

b. Gesture

Considering the understanding that gestures are spontaneous hand movements that accompany speech (Goldin-Meadow & Brentari, 2017; McNeill, 1992), the analysis of gesture of this study focused on the gestures used to accompany speech made by both teachers. Specifically, there are four types of gesture analyzed: 1) iconic gesture (used to portray actions or object through their form), 2) metaphoric gesture (used to present abstract ideas), 3) deictic gesture (used to reference locations, items, or people in the world), and 4) beat gesture (used to provide emphasize to discourse structure).

c. Gaze

The analysis of gaze was based on the idea of gaze alignment used by Amundrud (2017) and Jewitt (2006). While there are various directions of gaze as explained in Chapter II, the types of gaze alignment which are analyzed will be limited to gaze alignments which specifically involve the teacher as the agent. Therefore, this research involved three alignments of gaze as the unit of analysis: 1) teacher to

participant alignment (the gaze of the teacher is directed to a specific student in the classroom), 2) teacher to class alignment (the gaze of the teacher is directed to the whole class), and 3) teacher to document alignment (the teacher's gaze is directed to the documents, including laptop, attendance list, textbook, etc.). These three kinds of gaze alignment are used as a point of departure for gaze analysis.

3.4.1.2 Multimodal Interaction Analysis of the Lesson Activity

The analysis of the data from classroom observation was also done to answer the last question of the study, that is how the lessons are structured and enacted through co-deployment of the semiotic resources. To answer it, the data from classroom observation were analyzed by using Multimodal Interaction Analysis (Norris, 2004, 2011, 2013). This framework is selected since this framework takes the action as its unit of analysis, which is appropriate to be used to analyze the process of enacting and structuring particular activities in a lesson from multimodal standpoint. Furthermore, this multimodal interaction analysis also examines the combination of semiotic resources to see which semiotic resources have more weight or modal density thus showing which of them play(s) a significant role in the enactment of an activity. In this study, activities done by Yolanda and Zakiyah in every lesson phase were listed. After that, each activity which was found to be carried out both by Yolanda and Zakiyah was described followed by the explanation on how semiotic resources were utilized and orchestrated.

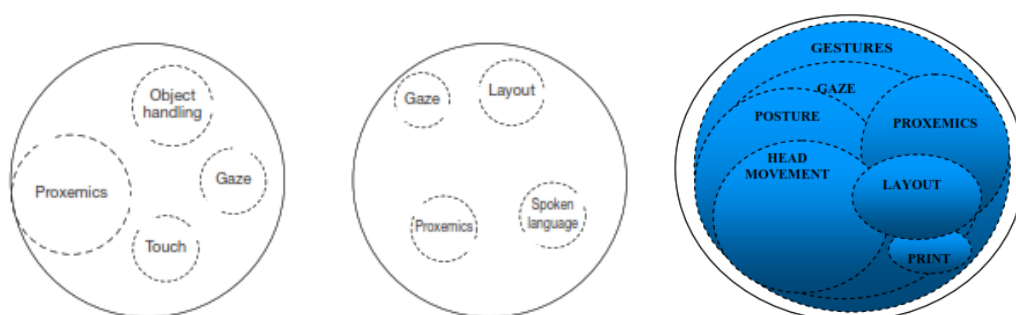


Figure 3.1 Modal density circle examples (Norris, 2004; Tomlin, 2015)

Furthermore, to show how an activity (as a higher-level action) is composed of the semiotic resources (as lower level actions), the investigation is represented graphically in a modal density circle (Norris, 2004) as has been done by Jocuns (2018), Norris & Pirini (2016) and Tomlin (2015). The sizes of the circles show

each semiotic resource's particular intensity in the enactment of an activity (higher-level action). The larger the size of the circle, the greater the semiotic resource's intensity.

3.4.2 Data from Documentation

Document analysis is a complementary data collection procedure in support of triangulation. The analysis of the data from documentation entails finding, selecting, appraising (making sense of), and synthesizing data contained in documents (Bowen, 2009; Labuschagne, 2003). In particular, after the data from documentation were collected, they were organized into major themes, categories, and case examples through content analysis. After that, the results were synthesized and presented in combination with other data to support the findings from other data.

3.4.3 Data from Stimulated Recall Interview

The data from stimulated recall interviews were analyzed by drawing on steps of qualitative data analysis proposed by Miles and Huberman (1994), which involves three procedures: *data reduction*, *data display*, and *drawing and verifying conclusion*. In particular, the data from the stimulated recall interviews were analyzed by transcribing the data from the recording first and then classifying them based on the determined research questions. After that, the data were reduced to focus more on the teachers' use of semiotic resources and the orchestration of the semiotic resources in the lesson enactment. Lastly, the data from stimulated recall interviews were synthesized with the data from observations and documentation and then interpreted to find out the conclusion of the research findings.

3.5 Concluding Remarks

This part has presented the discussion of essential points related to the approach, design, and methods to obtain the answers to the research questions formulated in the previous chapter. Moreover, this discussion part also arrives with data analysis involving the frameworks used in this present study as a guidance procedure to analyze the use of semiotic resources in the EFL classroom from multimodal

perspective. The following chapter presents the findings and discussion based on the methods presented in this chapter.