

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research methodology uses in the study. It describes the research design, setting, and participant of the study, data collection, and techniques and data analysis. It also presents the validity of the study.

3.1 Research Design

This research aimed at finding out how are the gestural and postural mode were used in teaching writing within the genre-based approach for senior high school students. This study also aimed at finding out what are the students' responses regarding the use of gestural and postural mode by the teacher in the teaching writing within genre-based approach in the class. In answering these research objectives, the research design was a qualitative case study. An intense and throughout research on a 'real' situation was done in the classroom to have valid data (Milles & Hubberman, 1994; Hamied, 2017). The research design was chosen based on the function of a case study.

A case study focuses to have a deep understanding regarding a certain social phenomenon or certain circumstances (Cresswell, 2003; Meriam, 1988; Hamied, 2017). Case study is used to answer exploratory question types of how and what. Thus, a case study design was seen suitable for this study (Yin, 2009). Qualitative case study do things in the natural settings to make sense or interpret of the social phenomenon (Denzin & Lincoln, 2005). The concept was in line with the condition of the researcher, which acted as an observer. The researcher stayed out of the natural setting.

A qualitative case study has a feature which lets the researcher to identify the issue of the social phenomenon from the participant's perspective, to understand what's behind the social phenomenon through interpretations of the data (Hamied, 2017). Thus, it was in line with the research objective of what are the students and teachers' responses regarding the use of gestural and postural mode.

Cresswell (2007), in his book, stated that qualitative case study is used when an issue or problem needs to explore or needed to study a group or population. It is important to research to have deeper information on the issue rather than having a predetermined conclusion from literature or other research studies which have different variables of conditions. Thus, this study used a qualitative case study to have deeper information on how are the gestural and postural mode used by the teacher in the teaching writing of analytical text within the genre-based approach, and what are the students' responses toward the teacher's use of gestural and postural mode within the learning process.

3.2 Research Site and Participants

This study was done in a senior high school in Bandung West Java, the research sites, and the participants in this study were chosen based on several considerations. First, the school implemented the genre-based approach in the classroom. It was based on the pre-observation within the teaching process. Second, the school was an A grade school, and the teacher was chosen for her 20th-year experience in teaching English. She is a senior teacher in the school. These considerations are taken as Hamied (2017) stated that in choosing the research site and the participants, consideration of suitability and accessibility need to be taken. Thus it should be done purposively. It was also based on Cresswell (2015) that a purposeful sampling *can* be done, which was intentionally choosing the research site and participants who can best help us understand the phenomenon.

The participants consisted of students from one class. The class consisted of 33 students. The students were the second-year students with the consideration that second-year students will learn more complex materials compares to first-year students. The first-year students have simple and beginner level material. While third-year students were preparing for going to the university, thus the second-year students had more time to participate in this study compared to last year students who needed to focus on the national final exams. It was based on the theory that in conducting a case study, the researcher needs to consider the

participants' situation and condition (Cresswell, 2007). It was also done by considering the efficiency and practicability of the study (Cresswell, 2007; Hamied, 2017). Thus, the researcher could have data on both of the students' and teachers' responses to the use of gestural and postural modes in the classroom.

3.3 Data Collection Method

In collecting the data, the researcher used multiple sources; there were three major sources in this study. These were questionnaire, interview, and observation. These were the instrument for data collection method (Cresswell, 2015; Hamied, 2017).

3.3.1 Observation

The observation was done to see how the gestural and postural mode used in the teaching writing within the genre-based approach in the class. The researcher acted as an observer as a case study should be a research on natural setting (Cresswell, 2003, 2007; Meriam, 1988; Denzin & Lincoln, 2005). The observation were done through in the process of learning in the classroom. Observation was needed to see the 'real-life' experience on the social phenomenon or the issue, to see the real interaction of the participants (Cresswell, 2007; Hamied, 2017). The observation was done with field note and video-recorder for documentation. Thus the researcher could keep the data. The researcher could preserve the interaction of the participants (Duff, 2012).

3.3.2 Questionnaire

The questionnaire was given to find out the students' responses toward the use of gestural mode and posture mode by the teacher. A questionnaire was needed in a survey design for the participants to participate, giving the answer details on the question regarding the phenomenon issue (Cress, 2015). The questionnaire was given after the observation. The items were to find out the students' response toward the teacher's use of hand movement in the process of explaining, etc.

3.3.3 Interview

Interviews play an important role in most researches in sociolinguistics and applied linguistics/SLA (Merriam, 1998; Duff, 2012). Researcher need to talk

directly with the participants and go to the participants' places to hear their perspectives. (Cress, 2007). Therefore, this study conducted an interview with the teacher. This study done an in-depth interview with the teacher. Thus the details can be explored (Duff, 2012). The interview was done to find out teacher's awareness of using gestural mode. It was also to see teacher's perspective on gestural mode and postural mode. The interview was recorded using tape-recorder instead of filming using video-tape recorder for the documentation. Video-tape is likely to distract the participants in the process of interview and observation (Duff, 2012).

3.4 Data Analysis

The data analysis was based on Miles and Hubberman (1994) suggestion on qualitative data analysis. In the data analysis, there were three main components as suggested, first *data reduction*, next was *data display, drawing*, and *verifying conclusions* once all the data was collected. In the data reduction, the researcher edited and summarised the data. It was to reduce the data to take on important details without having to lose significant information.

The data display was useful to let the researcher have the bigger picture to analyze things by sorting, organizing, comparing the information from the observation, questionnaire, and interview all together to be presented. The data collected from the questionnaire and interview were analyzed.

The data collected from the observation, questionnaire, and interview were analyzed for interpretation of the findings. The data are all gathered; the process of drawing and verifying conclusion was done (Hamied, 2017). The researcher conducted the triangulation process to ensure that the data was valid and accurate (Miles & Hubberman, 1994). The data triangulation was done to check the consistency of the findings. It was for the validation of the data. Denzin (1978 in Miles & Huberman, 1994) makes classic distinction for triangulation process, there are triangulation by data source (person, times, place, etc.), by method (observation, interview document, questionnaire), by researcher (investigator

a,b,etc.). In this study, the triangulation process was based on by *method* through the observation, interview document and questionnaire to see whether all of the data taken from the observation, interview and questionnaire valid and support each other, it is to double-check the findings by using multiple sources and evidence for validation, a verification process (Miles & Hubberman, 1994).

In this research, the framework used to analyze the gesture is based on Cienki and Muller's framework (2008). Cienki and Muller (2008) defined three types of gesture. Those are discourse, performative and referential gesture which originally popularized by Muller (1998). The discourse gesture includes the finger-counting gesture. The performative gesture includes the open-palm and the palm-up gesture. The referential gesture includes the palm-pointing and the finger-pointing gesture. This study uses Cienki and Muller's (2008) framework bases on its function to assist verbal language.

The posture used by the teacher is analyzed based on Nienreberg and Calero's framework (1971). The standing postures include openness and defensiveness posture. The openness posture refers to the open posture of someone with an open palm or open hand when interacting, while the defensiveness posture refers to someone with crossed-arms. The teacher's sitting posture includes the interested-sitting posture and the uninterested-sitting posture (Nienreberg & Calero, 1971).

