CHAPTER 3

RESEARCH PROCEDURES

This chapter discusses the methodology that was used to conduct the research. It covers the research method, setting, and participants, as well as data collection, data analysis, and research schedule.

3.1 Research Method

This study adopted qualitative content analysis as a research design. Qualitative content analysis is a research method that allows users to create correct inferences from verbal, visual, or written data to define and measure particular occurrences systematically and objectively (Downe-Wamboldt, 1992). Qualitative content analysis allows the researcher to discover a depth examination of the meaning that is contained in the body of a message (Williamson et al., 2018). Thus, this method is appropriate to adopt as a research design since it is suitable with any content that needs to be interpreted in some way. Downe-Wamboldt (1992) stated that the purpose of content analysis is to enhance the inferential quality of the results by associating the categories to the context or environment in which the data collected. This research tried to investigate the phenomena of teacher's gestures in English language classrooms through the photographs that were taken from the video recorded.

Williamson et al., (2018) pointed out there are some steps involved while conducting qualitative content analysis based on Schreier (2012) as follows:

1. Focusing Research Objectives on Communication

      The objectives of study must be well-defined as well as the researcher has to choose appropriate communication resources. Moreover, researchers must become acquainted with the defined dimension, which includes both context and method for the formation of interactions (Williamson et al., 2018). In addition, the objective of this current study was "What gestures do the English teacher's use when delivering English teaching materials?"

2. Establishing the Frame for the Research

      In conducting qualitative content analysis, the researchers have to emphasize on one frame that will affect the group of construction and analysis. The framework of the study can be conceived of as a lens whereby the analysis is conducted (Williamson et al., 2018). Moreover, the framework of this study was teachers' hand gestures while delivering English teaching materials.

3. Selecting Unit of Analysis, Sampling, and Coding

      The researcher selected the unit of analysis or data to analyze that can exist during the procedure of defining the research goals and designing the study (Schreier, 2012). In conducting qualitative content analysis, the researchers emphasized on the distinctiveness of the data, and it must be conceptual and purposeful. Purposive sampling was selected because it

allowed researchers to analyze the data with some appropriate results to study questions while also providing the clear vision (White & Marsh, 2006). When writing the code, the goal is to preserve the meaning of the segment by entering the context of the message conveyed allocated to a category (Schreier, 2012). (See Enclosure 2). In this study, after the observation, the researcher conducted a video transcript. A video transcript in this study entails collecting photographs, namely framing for selecting data that is compatible with communicative gestures. Furthermore, data was chosen through the suitable data for specific purposes.

4. Developing Content Categories

Starting with a list of essential concepts and categories that originate from the problem of the study, the process of categorizing sources must begin as soon as the research is conducted. It can begin with generated groups from the research's conceptual framework, formulated and implemented from top to bottom, with the researcher being flexible to altering and adapting categories (Williamson et al., 2018).

5. Protocol for Analysis

In conducting qualitative content analysis, the researchers can assist the study's reliability of the classifications used for coding and analysis which are frequently essential portions of the study purposes. The activity of categorizing the definition and the methods for allocating codes to content are important in establishing reliability. This implies that the

produced protocols must be viewed as part of the research process (Williamson et al., 2018).

6. Performing Data Analysis and Preparing the Findings

In qualitative content analysis, when it comes to categorizing material, there is no one-size-fits-all method. It's important to take down insightful notes. Typically, the researcher creates a narration that includes informative summaries, instructive examples, and descriptions of each category, which could contain both material citations and frequency distribution of the category occurred.

3.2 Focus of the Research

This research focuses on analyzing gestures produced by a teacher while delivering English material in the classroom to align with the research question: what gestures do the English teacher's use when delivering English teaching materials?

3.3 Setting and Participant

This research conducted at one of the madrasah tsanawiyah schools in Tasikmalaya. In this case, the school chosen since the pandemic of Covid-19 has made most schools in Tasikmalaya conducted online learning, but this school has still held a shifted offline learning with the approval of certain parties. The participant of this study was an English teacher. She is a woman around 25 years old and graduated from the English Education Department. She is a multilingual

person, Sundanese as her first language, Bahasa Indonesia as her second language, and English as her foreign language. The participant was chosen because of several considerations, 1) The teacher has more confidence in conducting English language teaching than the other one based on the information from the other teachers. 2) The teacher has been an English teacher for 4 years in one of the madrasah tsanawiyah schools in Tasikmalaya. Moreover, the participant also is an English teacher in another junior high school in Tasikmalaya, 3) The school recommended her as a teacher to be the participant of this study. The teaching material delivered by the English teacher was about the Degree of Comparison and the method of teaching mostly used a teacher-centered method where a teacher explained the whole material at once.

**3.4 Data Collection Technique**

This research required the data of the English language teaching process directly, so the researcher conducted an observation to collect the data. In particular, non-participant observation was chosen since the researcher was not participating in this study. William (2008) stated that non-participant observation is a technique for acquiring data on a certain area of the social environment without interacting with the participants directly. The entire activity of English language teaching in the classroom was recorded by a video camera during the observation. Video recording offered contextual data by capturing what occurred in the classroom. The researcher was able to replay the occurrence due to the usage of video recording. Replaying the video allows more time to analyze the data and avoid quick

interpretation (DuFon, 2002). The whole activity was recorded until the end of the teaching-learning process by using a cellular phone, which was positioned in the middle right of the class.

After the observation, the researcher conducted a video transcript. A video transcript in this study entails collecting photographs, namely framing for selecting data that is compatible with communicative gestures. Furthermore, data chosen through the suitable data for specific purposes.

3.5 Data Analysis Technique

After acquiring the data required, which is the teacher's gestures while teaching English in the classroom, communicative gestures as source of the data were analyzed using the SFMDA approach (Martinec, 2000) notably in ideational meaning which elaborated with (McNeill, 1992). While for the teacher's utterance analyzed by using Transitivity Analysis by (Gerot & Wignell, 1994). It started from watching videos, capturing images from videos, then analyzing the gestures found with existing theories. This approach formulates the action processes that include improvement and proxemics (as cited in Lim, 2017). This research was looking at the gestures produced by the teacher while delivering English teaching materials. The example of analyzing the teacher's gestures was represented as follows:
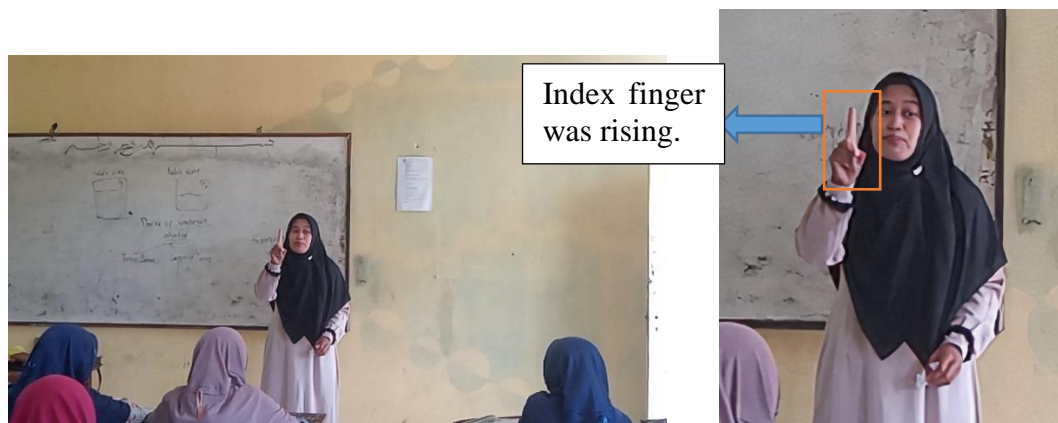
Figure 3. 1 Gesture of Counting the Number

The effect detected from figure 3.1 is a teacher did a counting number by using her finger. In this case, the gestures occurred when the teacher gave encouragement to students through raising her index finger as number one, then raising index and middle finger as number, after that raising the middle, third and little finger as number three for counting. Along with it the verbalized are [Let's repeat, so the Degree of Comparison is divided into 3, one…, two…, three…]. These gestures belonged to Language Correspondent Gestures because gestures need a language to interpret the meaning at the same time (Martinec, 2000). In addition, according to McNeill (1992) this gesture is classified into beats type of gestures, as the teacher did a movement of finger up. According to Gerot & Wignell (1994), the teacher's utterance belonged to mental process, where the clause "Let's repeat" belongs to senser, "the Degree of Comparison" belonged to the subject, the word "is" belonged to process, the clause "divided into 3" belonged to phenomenon. In this case, these utterances and gestures mean that students have to remember again the material that they just learned. Moreover, this kind of counting down finger movement showed the sequence material that students have to

remember by students due to their better comprehension for the next stage of material. The encouragement given by the teacher provided a stimulus for the students to bear in their mind the material then revealed it out loud together. As Appleton et al., (2006) stated that these statements mean students might be encouraged to participate in academic assignments by counting down finger motions. Engaged students have more power, which leads to better academic results.

3.6 Time and Place of the Research

This research takes place at one of boarding schools in Tasikmalaya along with two-credit hours of English course

No	Description	Feb 2021	Mar 2021	Apr 2021	Mei 2021	Jun 2021	Jul 2021	Aug 2021	Okt 2021
1.	Research topic approval	███							
2.	Writing a research proposal	███							
3.	Proposal approval		███						
4.	Research proposal examination		███						
5.	Collecting the data			███					
6.	Transcribing and analyzing data				███	███			
7.	Writing a research report						███	███	
8.	Final thesis examination								███