CHAPTER III

RESEARCH PROCEDURES

A. Research Method

This study adapted discourse analysis with SFMDA. Discourse Analysis is a research method used to study written or spoken language in relation to its social context. According to Paltridge & Wang (2015) discourse analysis often examines how language is used to present these world views and how we present ourselves or want to be seen through language. The researcher believes that this approach is such an appropriate method of producing comprehensive analyses.

B. Setting and Participants

The study took place at a university in West Java, Indonesia during a meeting of Literature in ELT class in the 4th semester. It aims to know the function of teacher's hand gestures to engage students in learning activities.

The participants of this research were one lecturer and two students. The lecturer was one of the lecturers who taught Literature in ELT. The reason why the researcher chose the lecturer is because everytime she explained the materials during the teaching and learning activities, she frequently used gestures that the researcher thinks is unique and energetic. Unique in here means that the teacher used more expressive gestures than other teachers. She gave the students modelling or illustration about things that she was talking about.

The other participants were two students who learnt Literature in the ELT course. The students were chosen due to their strongest engagement with the course. They were invited in the end to be interviewed, to see and ensure the result.

C. Data Collection Technique

The researcher used video recording to collect the data. The video was taken on February 3rd 2019, during teaching and learning activities with a duration of 30 minutes. Several images were cut from the video, especially during the core activity in the classroom which is called a frame or data. Here, the researcher took several frames that are included in the criteria to be analyzed. Moreover, to analyze the teachers hand gestures in the classroom, the researcher used SFMDA by (Martinec, 2000). Furthermore, the researcher used an appraisal system by Martin and White, (2005) to transcribe and evaluate the data.

In the end, the researcher invited the two students to see and ensure the result. Here the researcher used Stimulated Recall (SR). It can be interpreted as seeing images based on the activities that have been witnessed, and it is a useful resource for researchers (Mackey Gass, 2000). The researcher paused the video and asked the students perception about the hand gestures while playing the video. The SR approach has been widely used in language learning studies, primarily to remind participants of their concurrent mental activity by using videotaped behavioral instances as stimuli (Sime, 2006).

D. Data Analysis Technique

Systemic functional theory was used to analyze the results, focusing on interpersonal meanings in gestures. According to Martin (1995, 2000) and Martin and White (2005), the appraisal theory is developed to explain more comprehensively the interpersonal interpretations produced in the language. Interpersonal tools deal with the negotiation of social relations, such as how people communicate and the feelings they try to express. Martin and Rose (2003) are developing a sympathetic system for the transmission of interpersonal meaning in relation to other types of meaning. According to Martin and White (2005), the dimensions of the assessment are as follows:

1. Attitude (Ways of Feeling)

- Affect

Affect is linked to emotions such as happiness or sadness, trust or anxiety, desire or boredom.

- Judgement

Judgement deals with attitudes towards behaviour: admire or criticise, praise or condemn.

- Appreciation

Appreciation involves a critical assessment of both semantic and natural phenomena. It transforms emotions into propositions about the worth of objects. Appreciation can be divided into three categories: reactions to items (how do people react: do they attract our attention?), composition (balance and complexity: was it difficult to follow?), and valuation (how creative, genuine, and so on: was it worthwhile?).
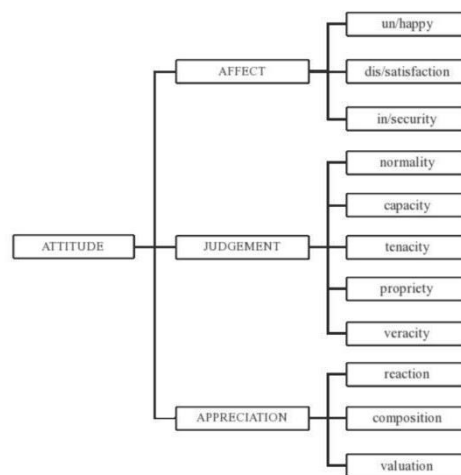

Figure 7.1 Attitude Framework

2. Engagement

This dimension concerns the linguistic tools used by the writers to form opinions on value positions. It divides utterances into two categories: monoglossic and heteroglossic. Monoglossic utterances do not apply to other voices or viewpoints; but heteroglossic utterances do.

The monoglossic:

The banks have been greedy

The Heteroglossic:

There is the argument though that the banks have been greedy.

In my view the banks have been greedy.

3. Graduation

Graduation is a center of appraisal system. Attitude and engagement are graduation fields according to the nature of meanings being scaled.

According to framework, attitudinal meanings and assertions can be graded into two axes: force and focus.

Graduation is the focal point of the assessment scheme. The essence of the terms being scaled is that attitude and commitment are graduation fields. Attitudinal definitions and statements can be ranked on two axes, depending on the framework: force and focus.

- Force

Force refers to graduation by orientation to the degree of the scaling of intensity namely intensification: qualities (e.g. mostly useful), processes (e.g. completely increase), and modalities (e.g. more frequently) and scaling over entities organize in quantification: measurement of number (e.g. a substantial number of studies), mass of entities according to size and weight (e.g. considerable gap), extent of entities according to distribution (e.g. a long history of such practice), and extent of entities according to proximity (e.g. recent experimental study).

- Focus

Focus refers to graduation by orientation to the degree to something or phenomenon that matches a semantic category. The use of focus carries two categories based on degree of match and authenticity: sharpening (e.g. truly) or softening (e.g. in an abstractly academic way).
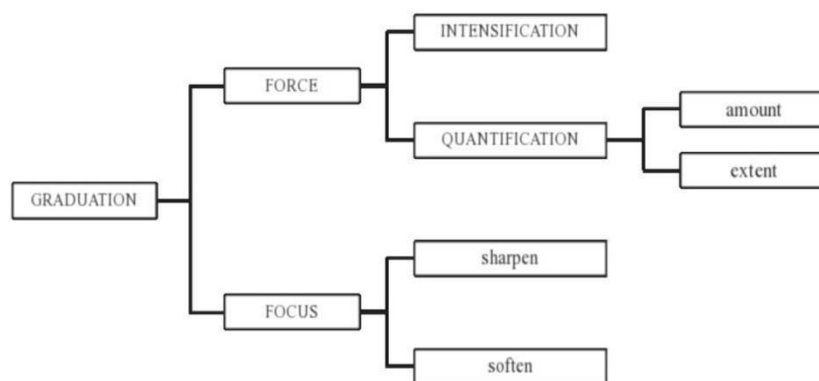

Figure 7.2 Graduation Framework

Figure 7.3 Sample Gestures A

The teacher's hand was naturally used in the picture above. He lifted his hand and said, "Listen...listen!" at the same time. Some students in the class were obnoxious, and his movements were intended to quiet the room and draw attention to him.

Figure 7.4 Sample Gestures B

In the second picture, the teacher picked up his hand and, with his right hand, pointed to the wristwatch in his left hand and said, "Okay... the time is up!" This gesture is intended to convey that the time has passed and that the process of learning and teaching must be halted.

Figure 7.5 Sample Gestures C

The teacher used his right hand to point to the students, while his left hand was placed in the pocket of his pants. "I need your list attendance. Does it already go around?" The gesture confirms what he asked, lists the student attendance, and reminds them to fill it out.

E. Step of the Research

As the steps of the research the researcher will be conducted these following stages:

Table 1. *Step of the Research*

Steps	Description
1. Identifying the problem	Finding a phenomenon and/or an issue based on self-experience during literature in an ELT course held by one of the universities in Tasikmalaya. West Java, Indonesia
2. Reviewing literature	In order to support this research, the researcher reviewed several literatures of the related study such as non-verbal communication, literature in ELT course, concept and classification of gestures, teachers' gestures in teaching, etc.
3. Objectives and research questions	The study examined How does teacher's hand gestures engage the students while learning Literature in ELT course?
4. Collecting the data	The researcher uses video recording to collect the data Several images will be cut from the video, especially during the core activity in the classroom which later will be called a frame or data. In the end, one

of the students will be invited to see and ensure the result. This method is called simulated recall (SR).

| **5. Analysing the data** | To analyze the teacher's hand gestures in the classroom, the researcher uses SFMDA by (Martinec, 2000). Further, the researcher uses an appraisal system by (Martin and White, 2005) to transcribe and evaluate the data. |

| **6. Writing the report** | After all of the steps above are conducted, the analysed data will be interpreted before it is finally presented as the result of the study. |

C. Research Schedule

Table 2. *Research Schedule*

No	Description	Feb 2021	Mar 2021	Apr 2021	Mei 2021	Jun 2021	Jul 2021	Aug 2021	Sept 2021
1.	Research topic approval	■							
2.	Writing a research proposal	■							
3.	Proposal approval		■						

No.	Task								
4.	Research proposal examination		■						
5.	Collecting the data			■					
6.	Transcribing and analyzing data				■	■			
7.	Writing a research report						■	■	
8.	Final thesis examination								■