

CHAPTER III RESEARCH METHOD

This chapter presents about the researcher's step in conducting the study. The explanation consists of approach and research design and approach, research setting; including time and place of the study, data and sources of the data, research instruments, data collection technique, and data analysis technique, checking validity of findings, also research stages.

A. Research Design and Approach

This research will use qualitative descriptive to find out the result of research question. Ahmadi stated that qualitative method is used when the research aims to describe phenomena; and the data used are opinion (interview), behavior, and document which are not analyzed using statistical pattern.⁶⁷

Qualitative researchers are more concerned with understanding situations and events from the viewpoint of the participants. Accordingly, the participants often tend to be directly involved in the research process itself.⁶⁸ This study attempts to describe phenomena of conversational hand gestures used by student teachers to give instructions in their microteaching class.

Additionally, the study will use naturalistic approach in determining the data. Newman and Benz defined naturalistic approach as approach to observe and interpret reality with the purpose of developing a theory that will explain what was experienced⁶⁹. This approach will emphasize the phenomenological basis of conversational gestures, and elaborate description of the "meaning" of those conversational gesture phenomena for the subjects under examination.

⁶⁷ Rulam Ahmadi, *Metodologi Penelitian Kualitatif* (Yogyakarta: Ar-Ruz Media, 2014), 4.

⁶⁸ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education* (New York: McGraw-Hill, 2009), 15.

⁶⁹ Isadore Newman and Carolyn R. Benz, *Qualitative-quantitative Research Methodology: Exploring the Interactive Continuum* (Illinois: Southern Illinois University Press, 1998), 3.

B. Research Setting

This study will take place in English Teacher Education Department (ETED) of Sunan Ampel State Islamic University of Surabaya. It is located at Ahmad Yani Street, 117, Surabaya.

Additionally, the time of the research has been done in May 2017 as the microteaching class students are still undergoing the teaching practice. As the data that will be examined is secondary data, the researcher can analyze the data as soon as the thesis proposal appraisal had been done.

C. Data and Source of Data

1. Data

The data that will be used in this study is gestures which have been produced by student teachers in their microteaching class to convey instructions during teaching practice. The gestures is analyzed through direct observation and the video recording of teaching practice by using David McNeill theory. Besides that, student teachers' utterances in questionnaire and interview also will be the main information to answer the research questions.

2. Source of Data

Related to the data that are needed in this research, as the documentation is students' videos of teaching practice; the videos will be obtained from students of English Teacher Education Department in Sunan Ampel State Islamic University who were enrolling microteaching class in even semester academic year 2016/2017. There are 9 classes of microteaching that consist of 13-14 students in each class. The classes have four different lecturers. The researcher only focuses on 4 classes with one lecturer. The reason behind this decision is because the classes are available for the researcher to do direct observation in the participants' teaching practices.

D. Research Instruments

Data are required to undertake the findings of this study. Those data can be obtained by using these following instruments:

1. Main Instrument

In this research, the main instrument is of course the researcher. The researcher will collect the video of teaching practice through direct observation in their microteaching class. The gestures used by student teachers to give instruction during their teaching practice will be used as the data.

2. Instrument Tools

These particular tools are needed for collecting the data in this study:

a. Checklist

After the videos are collected, the student teachers' work will be examined by the checklist. The checklist will be the types of gestures by David McNeill and Jim Scrivener. The checklist is also combined with the field note that researcher got during the observation.

Criteria for Integrating Gestures in Giving Instructions
<p>1. Gestures act as an attention getter.</p> <ul style="list-style-type: none"> • Teacher' gestures increase the time of students' focus on the task
<p>2. Gestures help to deliver the direction in brief steps.</p> <ul style="list-style-type: none"> • Teacher's gestures nominate the next speaker, organize group work, assign roles to particular students, and indicate time for finishing the task. • Students' verbal or gestural response contains the direction of activities during the lesson introduced by the teacher.

3. Gestures mediate to explain expectation (what students will produce and when).

- Teacher gestures aim to acknowledge the classroom activities.

4. Gestures help teacher and students restate the direction and expectation.

- Teacher and students often mimic each other's gestures in their instructional interactions to restate the previously mentioned instruction.
- The teacher aligned with the student by mimicking his gesture as he was speaking and the two ended up gesturing synchronously as an indication of students' catchment about the instruction.

5. Gestures help teacher follow up the instruction.

- Teacher monitors the students in order to know that the directions are being applied.

b. Interview Guidelines

As explained above, there might some possibilities occur in students' teaching practices as gesture-speech interface can affect the instruction process. Interview will be the instruments in making sure about the possibilities. The questions of the interview might be different depend on the students and their videos regarding to the teaching practices done in their microteaching class.

c. Questionnaire

Questionnaire is given to the peers of the student teachers who play as the students when teaching practice occurred in order to examine whether the teacher's gestures mediate their catchment of the instructions. It is essential because it enriches the data

related to the gestures used by the student teachers when they give instruction in microteaching class.

d. Recorder

The interview will be done orally. In interviewing the students, researcher will use recorder such as in mobile phone; in order to keep the data. As the result of the interview will be used as the main data in answering first research question, it is very important to make sure that the data will not be lost.

E. Data Collection Technique

According to Creswell, there are variations on qualitative data collection such as observations, interviews and questionnaires, documents, and audiovisual materials.⁷⁰

Table 3.1 Forms of Qualitative Data Collection by John W. Creswell

Forms of Qualitative Data Collection		
Forms of Data Collection	Type of Data	Definition of Type of Data
Observations	Fieldnotes and drawings	Unstructured text data and pictures taken during observations by the researcher
Interviews	Transcriptions of open-ended interviews	Unstructured text data obtained from transcribing audiotapes of interviews
Questionnaires	Transcriptions of open-ended questions on	Unstructured text data obtained from transcribing open-ended

⁷⁰ John W. Creswell. *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th edition. (Boston: Pearson Education, Inc., 2010), 212.

	questionnaires	responses to questions on questionnaires
Audiovisual Materials	Pictures, photographs, videotapes, objects, sounds	Audiovisual materials consisting of images or sounds of people or places recorded by the researcher or someone else

Table 3.1 shows each category of data collection listed, the type of data it yields, and a definition for that type of data. In this study, observations, interviews, questionnaires, and audiovisual materials are used in collecting the data. The researcher will do give questionnaires to the participant before doing the observations. The direct observations are done by the researcher which also give the researcher audiovisual materials from the video she recorded during the teaching practice. After that, the researcher will do interview in order to check the validity of the findings of the observation and videotapes.

Creswell further explained that qualitative research identifies the participants by purposeful sampling.⁷¹ In purposeful sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon. Fraenkel and Wallen identified at least nine types of purposive sampling. A typical sample is the most appropriate for this study because the sample is considered to be typical or representatives of what is being studied.⁷² In this study, the participant who can provide appropriate data related to the study is the student teachers who mediated their instructions with gestures. The data will be collected from student teachers' recorded videos of their teaching performances in the microteaching class. The researcher will also copy the files recorded by the student teachers in order to have many angles of recording that are different from the researcher's

⁷¹ John W. Creswell. *Educational Research Planning*..... 205.

⁷² Jack R. Fraenkel and Norman E. Wallen, *How to Design* 431.

videotapes during the direct observations. Those will be used as the object of the analysis. The first data in this research will be obtained from the result of the analysis in which related to the theory as explained in chapter 2.

As some possibilities might be occurred in the student teachers' teaching practice process, the researcher will interview them. Some particular questions based on the gesture-speech interface that might arise in their instructional conversation in teaching practice will be asked. The recorded conversation between the interviewer and the interviewees will be utilized as the data.

Furthermore, the researcher will copy questionnaire for the student teachers as to know their background in peer-teaching activities besides their microteaching class. The researcher can gain the information on how familiar they are with instructional gestures.

F. Data Analysis Technique

The researcher will analyze the collected data using descriptive qualitative method. The data will be obtained through audiovisual materials, interview and questionnaire. After collecting the videos, the researcher will analyze it by using the David McNeill theory of gestures. The method will try to analyze data by looking the common issue that recur and identify the main theme that summarize all the views which have collected⁷³. Furthermore, the researcher will also discuss the result of the analysis with the lecturers who are more expert in English teaching field. The result will be visualized and described by using the following table.

According to Creswell, qualitative research data analyses are different; depend on the type of strategy used. It often uses a general procedure data analysis as this following figure⁷⁴:

⁷³Michael Quinn Patton and Michael Cochran, *Guide to Using Qualitative Research Methodology* (Medecins San Frontieres, 2002).

⁷⁴ John W. Creswell, *Research Design – Qualitative, Quantitative, and Mixed Methods Approaches Third Edition* (California: SAGE Publications, 2009), 184-185.

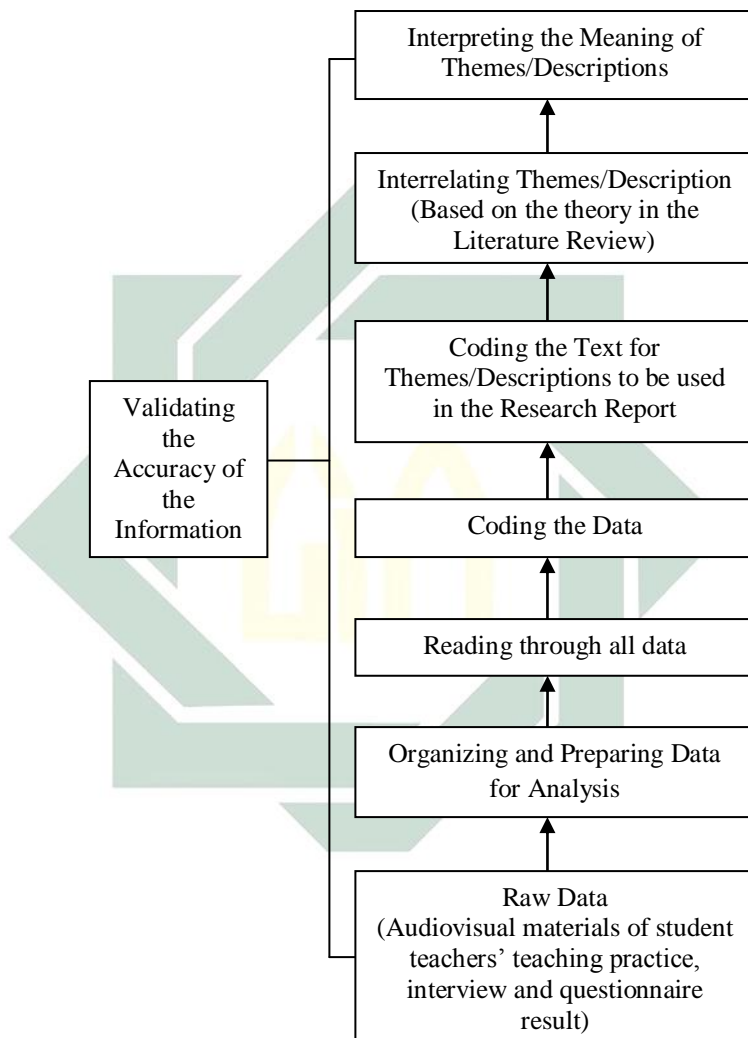


Figure 3.1 Data Analysis in Qualitative Research adapted from Creswell

G. Checking Validity of Findings

In checking validity of the findings, the researcher used triangulation technique. Triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena.⁷⁵ Angen also explained that triangulation in qualitative research is generally used to ensure that data of the research is rich, robust, comprehensive, and well-developed.⁷⁶ Additionally, Creswell also revealed that using a single method can never adequately shed light on a phenomenon; therefore multiple methods or techniques are needed in order to get deeper understanding.⁷⁷

According to Denzin, there are four types of triangulation; those are methods triangulation, investigators triangulation, theory triangulation, and data source triangulation.⁷⁸ When analyzing data, the researcher also crosschecked the findings using method triangulation as multiple methods of data collection are used such as observation, questionnaire, interviews, and audiovisual materials. Furthermore, investigator triangulation was applied as well; besides the researcher, expert lecturers, including the advisors also have ensured the findings. Lastly, theory triangulation was applied by combining gesture theory of David McNeill, Donald Orlich and Jim Scrivener.

H. Research Stages

The process of this study will be done as these following stages:

1. Take a preliminary research

Students of ETED in Sunan Ampel State Islamic University of Surabaya have to pass the microteaching class before they can join internship program in the real school. During the microteaching class, they have to record their teaching practices in order to evaluate their performances.

⁷⁵ Nancy Carter, *The Use of Triangulation in Qualitative Research*, Vol.41, 2014, p. 545.

⁷⁶ MJ Angen, *Qualitative Health Research*, Vol.10, 2000, p.379.

⁷⁷ John W. Creswell, *Qualitative Inquiry and Research Design Choosing Among Five Traditions* (Thousand Oaks, CA: SAGE Publications Inc., 1998), p. 57.

⁷⁸ NK Denzin, *Sociological Methods* (New York: McGraw Hill, 1978), p. 72.

The researcher does a small observation of the videos of student teachers in microteaching class academic year 2015/2016. Instructional conversation in the classroom seems lack of gesture signals because the student teachers have no variation in giving the instructions. Therefore, the researcher decided to find out the involvement of gesture-speech interface in instructional conversation during the microteaching class in the following year because the researcher wants to examine whether students of ETED have the same problems although they in differ level of studying year.

2. Decide the research design

The researcher wrote the title of this study and research question first before go ahead to the research design. After drawing focus of the topic that will be discussed, the researcher decided the research design of this research along with the outline, including the data that might be needed.

3. Conduct the research:

a. Collecting data

As the data are obtained from the student teachers' of microteaching class, the researcher will collect the videos after the students' have finished their teaching practice; then the researcher will begin to analyze them.

b. Analyzing the data

After all the videos have been collected, the researcher will be able to analyze the data based on the theoretical framework in chapter II.

c. Interviewing subjects

The researcher will directly ask some particular information based on the result of the analysis to the students who can give clear explanation about the data. The researcher can categorize whether they know or intend to use specific gesture to support their instructions in the classroom setting. In addition, it can

reinforce possibilities that occur during the analysis process.

d. Combining the first data and the result of interview

The result of the video analysis and the interview are combined. After relating the analysis of students' work and the theory in chapter II, which are also supported by the subjects' explanation through interview, the researcher will explain the research finding in discussion section.

e. Comparing the first data, the result of interview, and questionnaire

After examining the data and the interview as the researcher see the data from the teacher perspective, it is necessary to give questionnaire to the teacher peers who become their students. The comparison aims to find the meeting point of the data.

f. Concluding the result of the research

After all the data, the result of the analysis and the theory are combined, the researcher make the conclusion of the research based on the whole sections of this study that have been discussed.