CHAPTER 3

RESEARCH PROCEDURES

This chapter presents the methodology employed in this study in order to conduct the study. It describes five main parts of research procedures, namely research method, setting and participant, data collection, data analysis and research schedule.

3.1 Research Method

The research method in this present study integrated the analytical qualitative of Systemic Functional Multimodal Discourse Analysis (SFMDA) to obtain clearer data. It aimed to reveal and identify how the teacher's facial expressions are represented multimodally in ELT classroom activity. SFMDA is an approach that builds on Halliday's Systemic Functional theory (SFT) for studying the use of sign, where language and other semiotic system viewed as resources for making meaning and functioning as the resources that have evolved to serve in society (Jewitt et al., 2016). In this case, analytical qualitative can make a data more comprehensive and varied. Because it tended to get a deeper understanding of the data, especially for study which discussed interpersonal meaning using multimodal analysis (Hidayat, 2018).

3.2 Setting and Participant

The study was conducted at one of the vocational high schools, located in Tasikmalaya, West Java, Indonesia. In this case, the school was chosen because the research which observed facial expression has never done in there.

The participant of this study is an English teacher. He is a man around 40 yearsold, graduated from the English Education Department. His background knowledge was English Education and Master of Business Administration. He is a multilingual person, Sundanese as his L1, Indonesian as his L2 and English as a foreign language. The participant was chosen because of several considerations: 1) He is a teacher of school recommendation to be chosen as a participant, 2) He has been being an English teacher around 8 years, 3) He has more confidence than other English teacher based on information from another English teacher. The participant got the scholarship for the master degree through the selection of *KEMENRISTEKDIKTI* Scholarship in one of the state universities in Central Java. The participant was awardee from the student-teacher exchange in Adelaide, Australia.

3.3 Data Collection

Teacher's facial expression has been selected as the data. The researcher required the data of teaching process by conducting an observation to collect the data. Particularly, the non-participant observation was chosen because the researcher was not participating in this study. The observation was done for 7 times in 3 weeks. It was conducted in 2 different classrooms which one classroom comprised 45 minutes. The observation used a video recording to record the whole activities in ELT classroom. Dufon (2002) stated that video recording provided contextual data by showing what took place in the classroom. The use of video recording enabled the researcher to play the event repeatedly. Replaying the video gave more time to analyse the data and avoiding premature

interpretation. The whole activity was recorded until the end of the teaching process by using two phones cellular. The first phone cellular (the main video recorder) was placed in front of the class and the second phone cellular (the back-up video recorder) was placed on the left corner of the front of the class.

After the observation, the researcher made a video transcript. In this case, a video transcript means taking photographs namely framing for selecting suitable data. Furthermore, the data were chosen through purposive sampling technique, which only selected the suitable data for specific purposes. Then data followed up by an interview and a Stimulated Recall (SR) methodology. This method was conducted after analysing all of the data in each frame. Then, the result was crosschecked to the teacher to ensure the result. The SR method has been employed extensively in research into language learning, mainly through the use of videotaped instances of behaviour as stimuli to prompt participants' recall of their concurrent mental activity (Sime, 2006).

3.4 Data Analysis

After getting the data required, teacher's facial expression during teaching English in the classroom as the primary data were analysed using SFMDA approach (Lim,2017), particularly in interpersonal meaning. To describe the interpersonal meaning from the teacher's facial expression comprehensively, a systemic functional theory is required. According to Martin & White (2005) developing the appraisal theory can describe the interpersonal meaning made in language comprehensively. The dimension that relevant to the interpersonal meaning of the facial expressions are Attitude dimension. To

determine the emotion of the facial expressions known as affect region in attitude dimension, this study adopted the Facial Action Coding System (FACS) by Ekman & Friesen (1978) and head movements system (Feng & O'Halloran, 2012). FACS allowed the modular construction of emotion based on the combination of facial action units (AUs). While the head movements system supported the FACS distinguished the emotion. The example of analysing the teacher's facial expression was represented as follows:
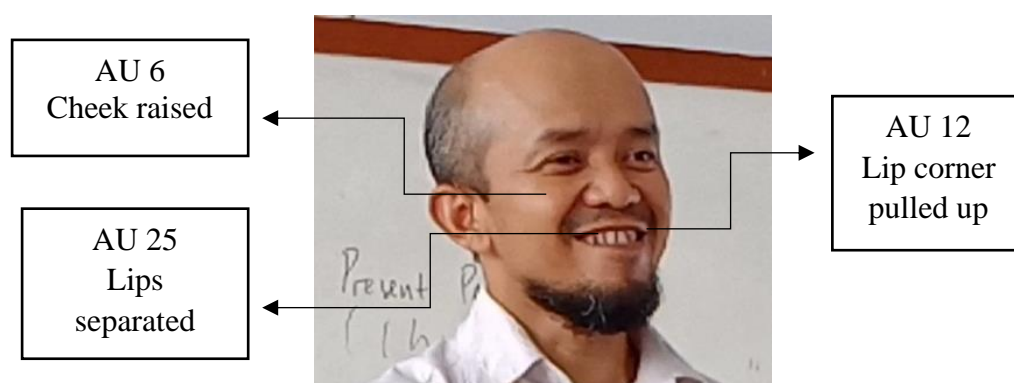

Figure 3.1 The FACS of Happy Expression

The affect was detected from the figure 3.1 using FACS (Ekman & Friesen, 1978) and head movements system, calculated from the configuration of AU 6 + AU 12 + AU 25. AU 6 (cheeks raiser) was represented by wrinkles in the cheeks area. Because of raised cheeks, the eyes narrowed and almost closed with more line underneath them. According to Martinec (2001), the vertical orientation indicated value-based emotion which represented happiness by up head movement. According to Martin & White (2005), Happiness belonged to affect region as a part of attitude dimension in appraisal system.

3.5 Research Schedule

Table 3.1 Research Schedule

No.	Description	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	Mei-Jul 2020	Aug 2020	Sept 2020
1	Research topic approval	■								
3	Writing a research proposal	■	■	■						
4	Proposal approval				■					
5	Research proposal examination				■					
6	Conducting the data				■	■				
7	Transcribing and analysing data						■	■		
8	Writing a research report							■	■	
9	Final thesis examination									■