CHAPTER III

RESEARCH PROCEDURE

A. Research Methodology

The research study is conducted by using descriptive case study. Hood (2009) categorized that a case study into two parts, they are exploratory case study and descriptive case study. A descriptive case study aims to present a detailed and contextualized picture of particular phenomenon. On the other side, descriptive case study is set to describe the natural phenomena which occurs in the data during the question and answer session (Zainal, 2007). Further, it aims to represent students' facial expressions in English Language Learning. Case study data can be gathered through interviews, classroom observations and document artifacts (e.g., diaries, documents) (Yin, 2003). The goal is describing the data (facial expressions). Based on the reasons above, the researcher will focus on investigating the representation of interpersonal meaning in student's facial expression in English language learning activities.

B. Setting and Participants

This study is conducted in a senior high school, located in West Java, Indonesia. This school is chosen because there has not been any research dealing with facial expression conducted in the school. In addition, the school has received consent to participate in this research.

The participant of this study was a 17 years old female student studied in the second grade of science class. She is an enthusiast student in English class. The participant is chosen because of several considerations: 1) She was one of the clever girl in the classroom recommendation to be chosen being a participant. 2) She was an engaged person in English classroom rather than other girls. 3) She was recomended to be the participant by English teacher. 4) She was a student whose seat position is most likely to be captured on camera. 5) Her class, 34 student consists 17 females and 17 males, was chosen because the class has more solid schedule of English lesson rather than the rest of the class.

C. Data Collection

The procedures of collecting the data are stated by asking permission to the school, the concerned teacher, and the concerned student. After obtaining the permission, the researcher collects the data through observation.

The researcher collects the data through the learning teaching process directly. The non-participant observation is chosen because the researcher was not participating in this study. Parke, (2008) stated that one distinct advantage of non-participant observation is that the researcher can study a situation on its natural setting without altering the conditions, but only if the researcher can blend in naturally.

The video is recorded to make the specific information. Lynch (1991) & Latour (1986) stated that contrary to numerous analyses of visualization practices in the exercise of science showing how the organization of images such as diagrams, photographs or maps actively constitute objects of knowledge, working as an external retina (As cited in Mondada, 2006). Then, according to Peter Loizos (2008), video recording is necessary "whenever any set of human actions is complex and difficult to be comprehensively described by one observer as it unfolds" (p. 149).

After that, the data production respects the naturalistic orientation of this framework, requiring that participant's activities to be observed in their ordinary social contexts, in naturally occurring interactions by making them into frame by frame. The use of video recording enables the researcher to play the event repeatedly and see which parts had not been seen on the previous viewing. Replaying the video then gives more time to analyze the data and avoiding premature interpretation. The whole activities were recorded until the end of the teaching and learning process by using one camera which focus in front of the participant. Here are the processes recorded during the observation. The teacher gives an explanation of the material. Second, the teacher gives the task to students. Last, the students work their task.

After the observation, the researcher conducted a video transcript. In this case, a video transcript means taking photographs namely framing for selecting data that suitable with communicative facial expressions. Framing is

done manually by reviewing the video then pausing and screenshots the desired part. Furthermore, the data were chosen through select the suitable data for specific facial expression.

D. Data Analysis

After getting all the data needed, the data was analyzed by Martinec's framework more specifically in interpersonal meaning in facial expressions. Based on multimodal approach to studying facial expressions offers a detailed analysis of the decisions made in discourse derived from a system network of significance choices over the ideational, interpersonal, and textual metafunctions (Lim, 2017). A multimodal analysis extends how the combination of language with other resources (images, scientific symbolism, gestures, action, music and sound). Multimodal offers knowledge into the significance of content, yet in addition into the translation of a picture, and at last into the free development of a total content (O'Halloran, 2011). Consequently, multimodal discourse analysis is a tool to analyze facial expressions and to find out the meaning produced.

Facial is part of gestures which called affective displays. According to Matthiessen (2009) face is a key resources for expression of the interpersonal meaning. Interpersonal meaning develops the appraisal theory in making social relations in language (Martin 1995, 2000) and (Martin & White, 2005). Hood (2011) proposes that the three aspects of interpersonal meanings in appraisal:

Attitude, Graduation and Engagement, are embodied in gesture as well. Facial expression is parts of gesture especially in affective displays. In appraisal theory facial expressions is included in ways of feeling (Attitude). According to Martin (2005) the dimensions is classified into three: affect, judgment, appreciation. The focus of facial expressions is more on affect because, affect is related with feelings: happy or sad, confident or anxious, interested or bored.
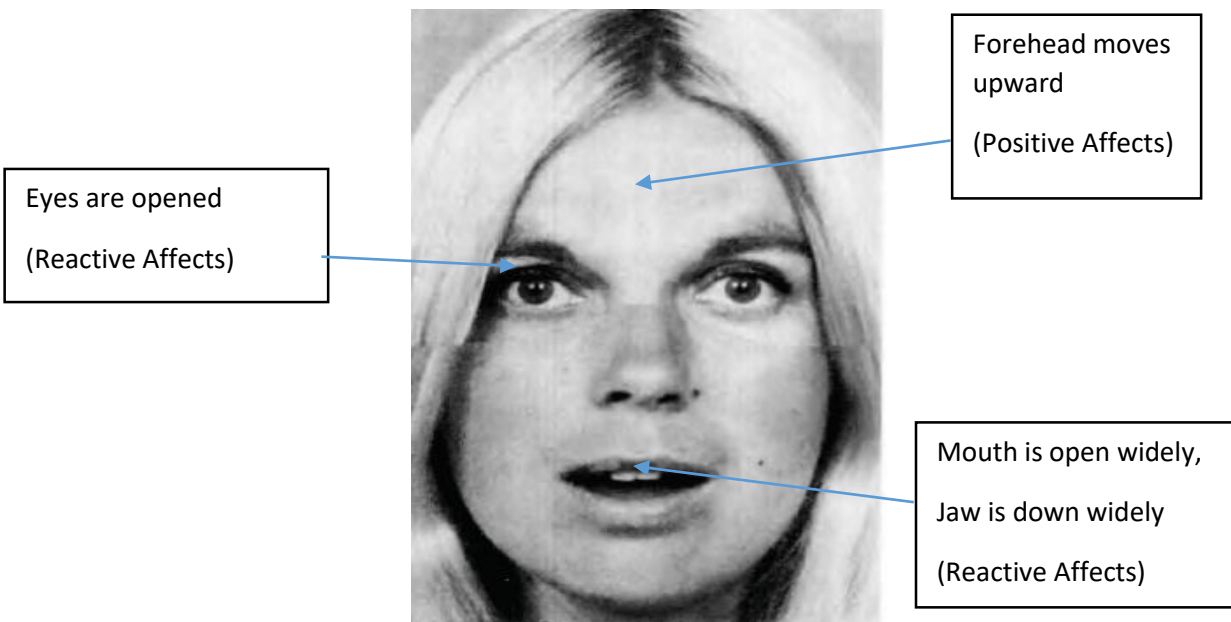

Figure. 4 Surprise

Martinec (2001) express that the expression of surprise here is included in the *combination affects* which is *action based affects* and *value based affects*. *Action based affect* is included as *reactive affect*. *Reactive affect* here is showed by the movement of the eyelids are opened, the upper lid is raised and the lower lid drawn down the white of the eye, the sclera showed above the iris, and often

below as well. While, the part that shows the *value based affect* is *positive affect*. *Positive affect* here shows the movement of the brows are raised, so that they are curved and high. The skin below the brow is stretched. It shows surprise.
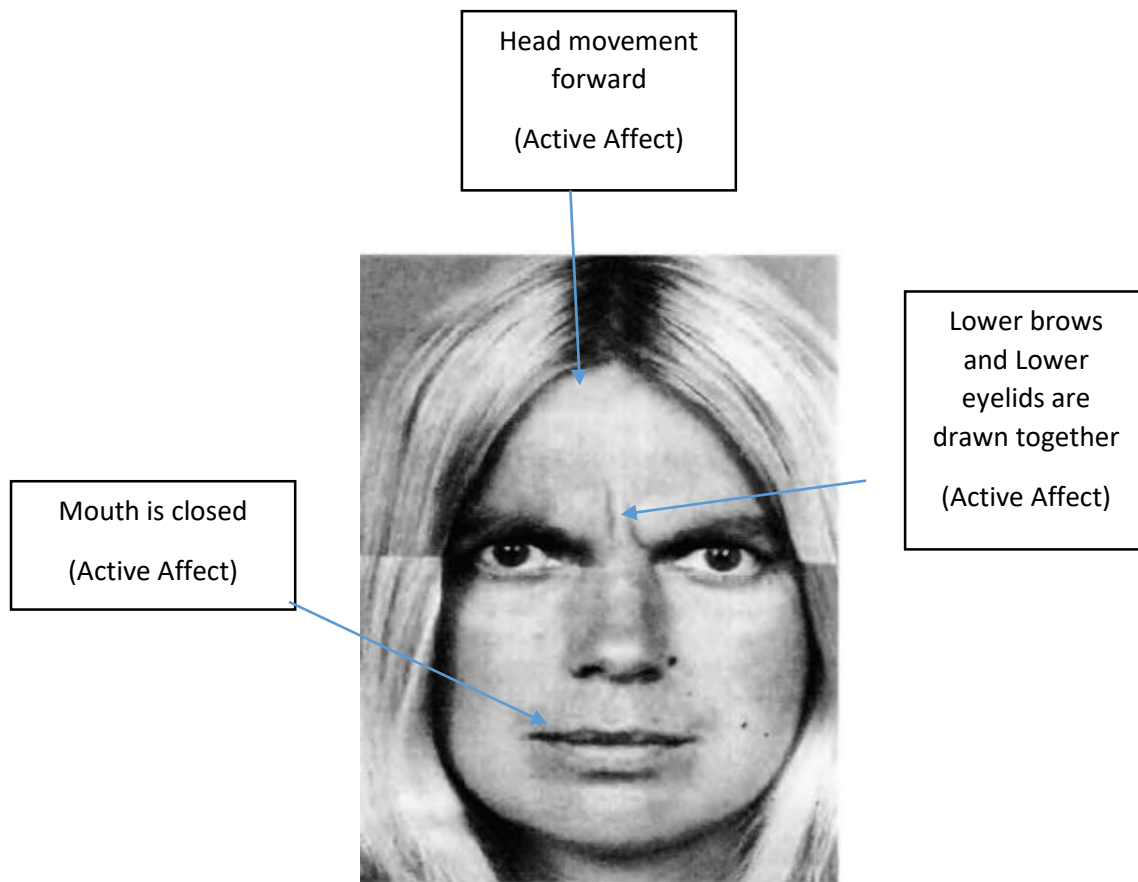
Head movement forward

(Active Affect)

Lower brows and Lower eyelids are drawn together

(Active Affect)

Mouth is closed

(Active Affect)

Figure. 5 Anger/Annoyance

Martinec (2001) stated that *action based affect* is included in *active affect*. *Active affect* shows closed and forward movement. *Active affect* is on student's facial expression described the brows and the eyelids lower and drawn

together slightly. The vertical lines appeared between the brows. The lower lids

are a little bit tensed. The mouth is closed and the head movement forward. It
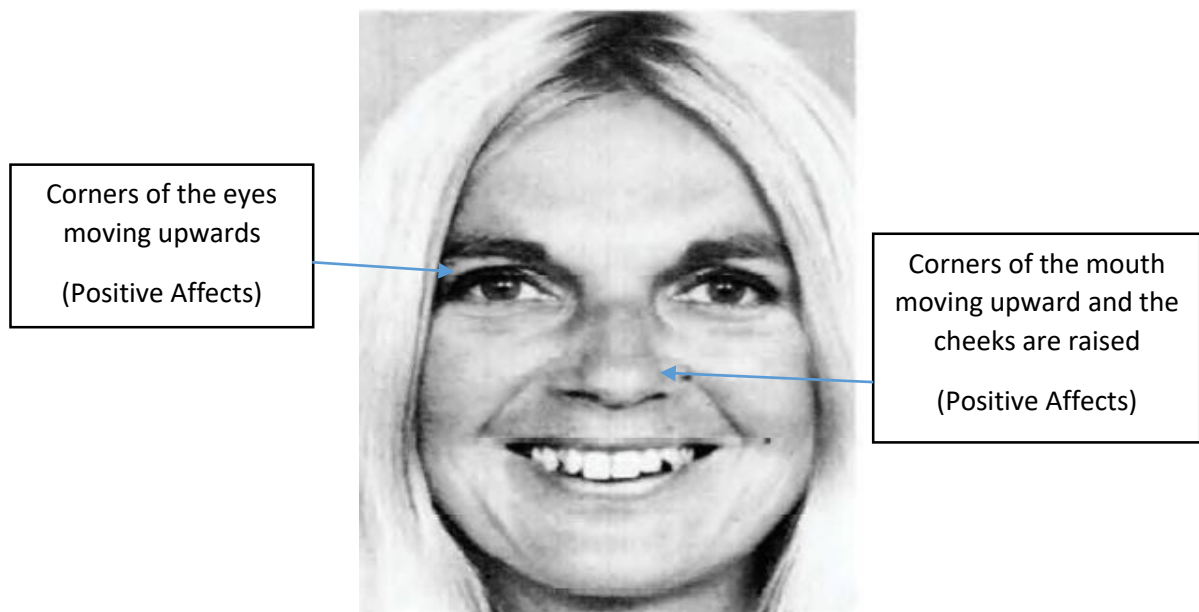
showed annoyance.

Figure. 6 Happiness

Happiness is included in the *value based affect* more clearly in *positive*

affect. Feng and O'Halloran (2012) stated happiness is the basic emotions that

universal and easily to recognized. Happiness are indicated by the corners of

the eyes and the corners of the mouth moving upwards (Martinec, 2001).

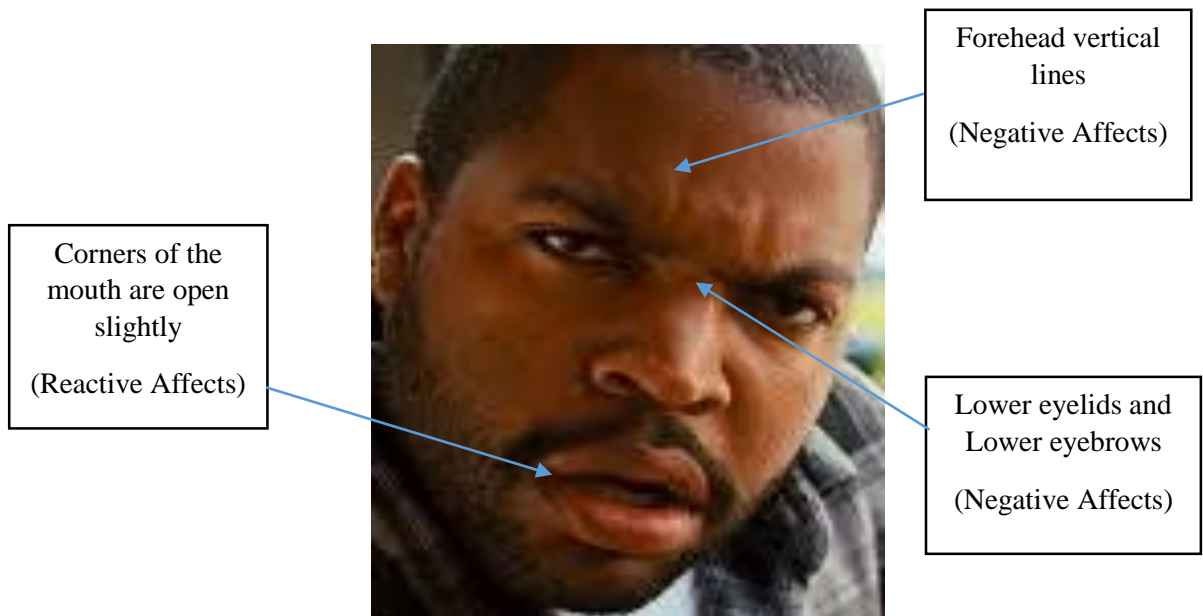Wrinkles run down from the nose into the mouth.

Forehead vertical lines

(Negative Affects)

Corners of the mouth are open slightly

(Reactive Affects)

Lower eyelids and Lower eyebrows

(Negative Affects)

Figure. 7 Confusion

Confusion is mainly represented in mouth, eyebrows and forehead. This criterion is contained in the participant indicate the existence of a *combination affects*. Matinec (2001) combined affect is clarified into two parts which is included in *action based affects* and *value based affects*. *Action based affect* is included in *reactive affect*. *Reactive effect* here is indicated by the movement of the mouth that opens slightly or stretches of the mouth. On the other hand, there is a *value based affect* which is classified into *negative affect*. *Negative affect* on the participant described the lower eyelid, especially on the eyebrows. *Negative affect* here is confusion.

E.   Research Schedules

No.	Activities	Sept.-Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	Aug. 2019	Dec. 2019	Jan. 2020
1.	Research Topic Approval	▓							
2.	Writing Proper Research Proposal	▓							
3.	Proposal Approval	▓							
4.	Seminar Proposal Examination		▓						
5.	Conducting the Research			▓	▓				
6.	Analyzing Data					▓			
7.	Writing Research Report						▓	▓	
8.	Final Thesis Examination								▓