

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This study employed a qualitative research approach using a case study method. The qualitative approach was chosen because the purpose of this study is to gain an in-depth understanding of teachers' non-verbal communication in teaching English to young learners. According to Creswell (2014), qualitative research is an approach used to explore and understand the meanings individuals or groups ascribe to a social or human problem. Similarly, Sugiyono (2019) states that qualitative research is conducted in natural settings where the researcher serves as the primary instrument for collecting and interpreting data. In this study, the researcher observed naturally occurring classroom interactions without manipulating the learning environment, teaching process, or participants' behavior.

Based on the research title, "An Investigation of Teacher's Non-Verbal Communication in Teaching English to Young Learners," this study is appropriately categorized as a case study because it focuses on an in-depth investigation of a particular phenomenon within a specific educational context. According to Yin (2018), a case study is an empirical method used to investigate a contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and context are not clearly evident. Furthermore, Denzin and Lincoln (2018) explain that qualitative research emphasizes understanding human experiences, actions, and interactions from the participants' perspectives. Therefore, the case study method is considered appropriate for exploring how teachers employ various forms of non-verbal communication, including gestures, facial expressions, eye contact, body movement, and voice intonation during English teaching and learning activities.

This study adopted an exploratory and interpretative orientation because it aims to explore and understand the use of teachers' non-verbal

communication in teaching English to young learners. The research seeks to identify the types of non-verbal communication used by the teacher, examine how these non-verbal behaviors are employed during classroom interaction, and explore the reasons behind their use in the teaching process. To achieve these objectives, data were collected through classroom observation, interviews, and documentation. According to Miles, Huberman, and Saldaña (2014), qualitative research enables researchers to obtain rich and detailed descriptions of social phenomena in their natural settings. Therefore, this study is expected to provide a comprehensive understanding of teachers' non-verbal communication and contribute to the field of English language teaching for young learners.

## **B. Research Location and Time of the Study**

This research was conducted at Athena English Course, an English course institution that provides English learning programs for young learners. The researcher selected this institution as the research site because it offers English classes specifically designed for elementary school students, which aligns with the focus of this study on teaching English to young learners. The participants involved in this study were students from Grade 5 and Grade 6 of elementary school, ranging in age from 10 to 11 years old. In addition, the institution provides a learning environment in which teachers actively interact with students through various verbal and non-verbal communication strategies during classroom activities.

The selection of the research location was based on several considerations. First, the institution was accessible to the researcher and granted permission to conduct the study. Second, the English classes at the institution provided opportunities to observe authentic teaching and learning activities in a natural setting. Third, the teacher involved in this study frequently employed various forms of non-verbal communication, including gestures, facial expressions, eye contact, body movement, and voice intonation during classroom interaction. These conditions enabled the researcher to obtain rich and relevant data regarding the use of teachers' non-verbal communication in teaching English to young learners.

Furthermore, the classroom environment at Athena English Course supports active interaction between teachers and students. Such interaction allows the researcher to observe how non-verbal communication is utilized during instructional activities and classroom communication. According to Creswell (2014), qualitative research should be conducted in natural settings so that researchers can understand participants' behavior and interactions within their real-life contexts. Therefore, Athena English Course was considered an appropriate setting for investigating teachers' non-verbal communication in English language teaching.

This research was conducted for approximately two months, from May to June 2026. The study was carried out through direct classroom observation, interviews, and documentation. The research process consisted of several stages, including preliminary observation, obtaining research permission, conducting classroom observations, interviewing the teacher, collecting supporting documentation, analyzing the data, and drawing conclusions. These stages were conducted systematically to ensure the credibility and trustworthiness of the research findings. Through this process, the researcher aimed to obtain a comprehensive understanding of how teachers use non-verbal communication in teaching English to young learners.

**Table 3.1 Research Schedule**

| <b>No</b> | <b>Research Activities</b>            | <b>May 2026</b> | <b>June 2026</b> |
|-----------|---------------------------------------|-----------------|------------------|
| 1.        | Preliminary Observation               |                 |                  |
| 2.        | Research Permission                   |                 |                  |
| 3.        | Classroom Observation                 |                 |                  |
| 4.        | Interview Session                     |                 |                  |
| 5.        | Documentation Collection              |                 |                  |
| 6.        | Data Analysis                         |                 |                  |
| 7.        | Drawing Conclusion and Report Writing |                 |                  |

### **C. Research Subjects and Informants**

The participants of this study were an English teacher and young learners at Athena English Course. This study focused on investigating the teacher's non-verbal communication in teaching English to young learners. Therefore, the primary participant in this study was an English teacher who actively taught young learners aged 10–11 years old. In addition, two students from Grade 5 and Grade 6 elementary school were involved as supporting participants to provide information related to classroom interaction and their experiences during the teaching and learning process.

The teacher participant was selected because of her active involvement in English language teaching and her experience in teaching young learners. Furthermore, the teacher regularly utilized various forms of non-verbal communication, such as gestures, facial expressions, eye contact, body movement, and voice intonation during classroom instruction. The student participants were selected because they regularly attended English classes and actively participated in classroom activities. Their participation was intended to provide additional perspectives regarding the classroom interaction that occurred during the learning process.

This study employed a purposive sampling technique in selecting participants. According to Sugiyono (2019), purposive sampling is a sampling technique based on specific considerations in accordance with the objectives of the research. Similarly, Creswell (2014) explains that qualitative researchers intentionally select participants who can provide rich and relevant information related to the phenomenon under investigation. This technique was considered appropriate because the study required participants who were directly involved in English teaching and learning activities and who could provide relevant information regarding the use of non-verbal communication in the classroom.

The role of participants in this study was essential because they served as the primary source of research data. The teacher participant provided information regarding the types of non-verbal communication used during English lessons, the ways in which these non-verbal behaviors

were employed during classroom interaction, and the reasons for using such communication strategies. Meanwhile, the student participants contributed by sharing their experiences and observations related to classroom interaction during English learning activities. According to Denzin and Lincoln (2018), participants in qualitative research play an important role in helping researchers gain a deeper understanding of social phenomena through their experiences and perspectives. Therefore, the selection of participants was expected to provide rich, detailed, and relevant data that would support the objectives of this study.

#### **D. Types and Sources of Data**

In qualitative research, data are essential elements used to understand social phenomena in depth and within their natural context. This study employed two types of data, namely primary data and secondary data. According to Sugiyono (2019), primary data are obtained directly from the main source through interaction between the researcher and the participants, while secondary data are supporting data obtained from various written sources such as books, journals, and official documents. Similarly, Creswell (2014) states that qualitative research relies on multiple sources of data to gain a comprehensive understanding of the phenomenon under investigation. Therefore, the use of both primary and secondary data in this study was intended to provide rich information and strengthen the credibility of the findings regarding teachers' non-verbal communication in teaching English to young learners.

##### **1. Primary Data**

The primary data in this study were obtained directly from the research participants through several data collection techniques, namely:

- a) In-depth interviews with the English teacher and supporting interviews with students to obtain information regarding the use of non-verbal communication during the teaching and learning process.

- b) Classroom observations to identify and examine various forms of teachers' non-verbal communication, such as gestures, facial expressions, eye contact, body movement, and voice intonation during English lessons.
- c) Documentation, including photographs of learning activities, field notes, and other relevant documents that support the observation and interview findings.

Primary data in qualitative research are descriptive in nature and are obtained from participants' experiences, actions, and interactions within real-life situations. According to Denzin and Lincoln (2018), qualitative data are naturalistic because they are collected from natural settings without manipulation by the researcher. In this study, the primary data provided detailed information regarding the types of non-verbal communication used by the teacher, the ways these non-verbal behaviors were employed during classroom interaction, and the reasons for their use in teaching English to young learners.

## **2. Secondary Data**

The secondary data in this study were obtained from various written sources relevant to the research topic, including:

- a) Books related to research methodology, English language teaching, young learners, and non-verbal communication.
- b) National and international journal articles discussing non-verbal communication, classroom interaction, and English language teaching.
- c) Previous studies, academic articles, and research reports relevant to teachers' non-verbal communication.
- d) Supporting documents from the English course institution, such as learning schedules, teaching materials, and other documents related to the learning process.

Secondary data were used to support the theoretical framework and strengthen the interpretation of the primary data collected in the field. According to Miles, Huberman, and Saldaña

(2014), the use of multiple data sources enables researchers to obtain a more comprehensive understanding of the phenomenon being studied. Therefore, the secondary data in this study functioned as supporting sources that enriched the analysis and interpretation of teachers' non-verbal communication in teaching English to young learners.

## **E. Data Collection Techniques**

In qualitative research, data collection techniques are essential procedures used to obtain rich and in-depth information regarding the phenomenon under investigation. This study focused on teachers' non-verbal communication in teaching English to young learners. Therefore, the data collected consisted of descriptions of classroom interactions, teachers' behaviors, participants' experiences, and various forms of non-verbal communication that occurred during the teaching and learning process.

According to Creswell (2014), qualitative researchers typically employ multiple data collection techniques to gain a comprehensive understanding of social phenomena from participants' perspectives. Similarly, Sugiyono (2019) states that data collection in qualitative research is conducted in natural settings, with the researcher serving as the primary instrument. Therefore, this study utilized interviews, observations, and documentation to obtain comprehensive and credible data.

### **1. Interview**

The interview technique was used to obtain in-depth information regarding the teacher's use of non-verbal communication during English teaching and learning activities. The interviews were conducted using a semi-structured format, allowing the researcher to explore participants' responses while maintaining alignment with the research objectives. The primary interview participant was the English teacher, while supporting interviews were conducted with the students to obtain additional information regarding classroom interaction.

The instruments used during the interviews included an interview guide, a voice recorder, and field notes. According to Denzin

and Lincoln (2018), interviews enable researchers to gain a deeper understanding of participants' experiences, perspectives, and interpretations of a particular phenomenon. Through the interviews, the researcher obtained information regarding the types of non-verbal communication used by the teacher, the ways these non-verbal behaviors were employed during classroom interaction, and the reasons for their use in teaching English to young learners.

## **2. Observation**

Observation was conducted to directly examine the teacher's non-verbal communication during English teaching and learning activities. The researcher observed various forms of non-verbal communication, including gestures, facial expressions, eye contact, body movement, and voice intonation that occurred during classroom interaction. Observation was considered an appropriate technique because the focus of this study involved naturally occurring non-verbal behaviors that could be directly observed in authentic classroom settings.

The instruments used during observation included observation sheets, field notes, and classroom documentation. According to Miles, Huberman, and Saldaña (2014), observation enables researchers to collect naturalistic data directly from social situations. Through observation, the researcher was able to identify the types of non-verbal communication used by the teacher and examine how these non-verbal behaviors were employed during English language teaching activities.

## **3. Documentation**

Documentation was used as a supporting technique to complement the data obtained through interviews and observations. The collected documentation included photographs of classroom activities, audio or video recordings, lesson materials, field notes, and other relevant documents related to the teaching and learning process.

According to Sugiyono (2019), documentation is a data collection technique used to obtain information in the form of written



records, images, and other supporting documents. In this study, documentation served as supporting evidence to strengthen the findings obtained from interviews and observations. Furthermore, the documentation helped the researcher verify classroom events and provided additional information regarding the implementation of teachers' non-verbal communication during English lessons. understand how teachers' nonverbal communication was genuinely used to improve students' attention, comprehension, and engagement during English learning activities.

#### **4. Documentation**

The documentation technique was used to complement and support the data obtained from interviews and observations. The collected documentation included photographs of learning activities, video or audio recordings, syllabi, learning notes, and other documents related to English learning activities. This technique helped the researcher obtain supporting evidence regarding teachers' use of nonverbal communication in the classroom.

According to Sugiyono, documentation is a data collection technique used to obtain data in the form of records, images, or documents supporting the research. Documentation data were used to strengthen the results of observations and interviews so that the research data became more credible.

#### **F. Data Analysis Technique**

Data analysis in qualitative research is a systematic process used to organize, interpret, and understand the data collected during the research process. This study employed a qualitative data analysis technique using the interactive model developed by Miles, Huberman, and Saldaña (2014). This model was selected because it enables researchers to analyze qualitative data systematically and continuously throughout the research process. The purpose of the analysis was to obtain a comprehensive understanding of teachers' non-verbal communication in teaching English to young learners.

According to Sugiyono (2019), qualitative data analysis is conducted before entering the field, during data collection, and after all data have been collected. Similarly, Creswell (2014) explains that qualitative data analysis involves organizing and interpreting data to identify patterns, themes, and meanings related to the phenomenon being investigated. Therefore, the interactive analysis model was considered appropriate for this study because it allows the researcher to analyze data continuously and systematically throughout the research process. The steps of data analysis in this study were as follows:

### **1. Data Collection**

The first stage involved collecting data through interviews, classroom observations, and documentation. The collected data consisted of interview transcripts, observation notes, photographs of classroom activities, and other supporting documents. At this stage, the researcher gathered information related to various forms of teachers' non-verbal communication, including gestures, facial expressions, eye contact, body movement, and voice intonation used during English teaching and learning activities.

### **2. Data Reduction**

After the data had been collected, the researcher conducted data reduction by selecting, focusing, simplifying, and organizing the data relevant to the research objectives. Information that was not related to teachers' non-verbal communication was excluded from further analysis. According to Miles, Huberman, and Saldaña (2014), data reduction helps researchers focus on important information and identify meaningful patterns within the data. In this study, the data were reduced and categorized based on themes related to the types and use of non-verbal communication in the classroom.

### **3. Data Display**

The next stage was data display. The reduced data were organized and presented in the form of narrative descriptions, tables, and thematic categories to facilitate interpretation. Data presentation

enabled the researcher to identify relationships among findings and to understand how teachers employed various forms of non-verbal communication during classroom interaction. The data were organized into themes such as gestures, facial expressions, eye contact, body movement, and voice intonation.

#### **4. Conclusion Drawing and Verification**

The final stage involved drawing conclusions and verifying the findings. Conclusions were derived from patterns and themes identified during the analysis process. The researcher continuously reviewed and verified the data to ensure consistency between the findings and the actual classroom conditions. Verification was conducted throughout the research process to strengthen the credibility and trustworthiness of the conclusions. To support the analysis process, the researcher used field notes, interview transcripts, observation sheets, and digital documents. These materials helped the researcher organize, categorize, and interpret the collected data more effectively.

To ensure the credibility of the findings, this study employed source triangulation and technique triangulation by comparing information obtained from interviews, observations, and documentation. In addition, member checking was conducted by asking the participants to review the interview results and interpretations to ensure that the findings accurately reflected their experiences and perspectives. According to Denzin and Lincoln (2018), triangulation and member checking are important strategies for enhancing the credibility, dependability, and trustworthiness of qualitative research findings. Therefore, the data analysis procedures applied in this study were expected to produce credible and meaningful findings regarding teachers' non-verbal communication in teaching English to young learners.

## **G. Research Instruments**

In qualitative research, research instruments are tools used to collect detailed and meaningful data regarding the phenomenon under investigation. This study employed several research instruments that were aligned with the data collection techniques, namely interviews, observations, and documentation. According to Sugiyono (2019), in qualitative research, the researcher serves as the primary instrument who directly collects, interprets, and analyzes the data. Similarly, Creswell (2014) states that qualitative research instruments should be flexible and adaptable to the research setting in order to obtain rich and natural data. Therefore, the instruments used in this study were designed to explore teachers' non-verbal communication in teaching English to young learners.

### **1. Interview Guide**

The interview was conducted in a semi-structured format with the English teacher to obtain in-depth information regarding the use of non-verbal communication during English teaching and learning activities. Semi-structured interviews allowed the researcher to explore participants' responses more deeply while maintaining alignment with the research objectives. The interview focused on several aspects, including:

- a) The types of non-verbal communication used by the teacher,
- b) The purposes of using non-verbal communication during classroom instruction,
- c) How non-verbal communication was employed during teaching and learning activities,
- d) Situations in which non-verbal communication was frequently used,
- e) Challenges encountered by the teacher in using non-verbal communication during classroom interaction.

During the interview process, the researcher used an interview guide, a voice recorder, and field notes to facilitate systematic data collection. According to Denzin and Lincoln (2018), interviews enable

researchers to understand participants' experiences and perspectives in depth. Therefore, interviews were considered appropriate for obtaining detailed information regarding the teacher's experiences in using non-verbal communication during English lessons.

## **2. Observation Guide**

Observation was conducted directly during classroom activities to examine the teacher's use of non-verbal communication in a natural setting. According to Denzin and Lincoln (2018), observation is used in qualitative research to understand participants' behaviors and actions within their actual social environment.

Through observation, the researcher examined various forms of teachers' non-verbal communication, including:

- a) Gestures or hand movements,
- b) Facial expressions,
- c) Eye contact,
- d) Voice intonation,
- e) Body movements,
- f) Physical proximity between the teacher and students during classroom interaction.

In addition, the observation focused on:

- a) When non-verbal communication was used during the lesson,
- b) How non-verbal communication supported classroom interaction,
- c) The frequency of non-verbal communication used by the teacher,
- d) Classroom situations in which non-verbal communication appeared,
- e) The relationship between verbal and non-verbal communication during instruction.

The observation instruments consisted of an observation checklist and field notes used to record classroom activities and teachers' non-verbal communication throughout the teaching and learning process.

### **3. Documentation Guide**

Documentation was used to support and strengthen the data obtained through interviews and observations. The documentation collected in this study included photographs of classroom activities, lesson materials, observation records, interview records, and other relevant documents related to the teaching and learning process.

The documentation instrument helped the researcher verify the findings obtained from other data sources and provided additional evidence regarding the implementation of teachers' non-verbal communication in teaching English to young learners.