

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents the research method of the study which is divided into five parts and is organized in the order as follows research design, research subject, research instrument, data collection, and data analysis.

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

By using this research approach, the researcher wanted to explain the ability of English department students in producing and answering the English question tag. This approach relies on the linguistic rather than numerical data and employs meaning rather than statistical forms of data analysis. Hancock, Ockleford, & Windridge (2009) stated that qualitative research focuses on reports of experience or on data which cannot be adequately expressed numerically. It is in line with Creswell's statement. Creswell (2014) believed that qualitative methods rely on text and image data.

A descriptive qualitative design was used in this study as the researcher sought a deeper truth of the production of English question tag and its response by non-native of English especially Indonesian. The descriptive qualitative design is the best design to conduct this study as qualitative research has gained momentum as a mode of inquiry (Ospina, 2004). Inquiry means the researcher tries to make an official effort to collect and examine information about something and to ask

questions in order to gather or collect information. The descriptive qualitative has its aim to make sense of, or interpret phenomena in terms of the meanings people bring to them (Greenhalgh & Taylor, 1997). Here, the researcher wanted to draw on the fact existing among English department students in creating and responding English question tag. The qualitative research is the best approach that fits with the reason explained.

## **B. Research Subject**

This study was aimed to know the production and response of English question tags done by Indonesian. Specifically, the researcher selected the English department students as the subject of the study. Since they have a possibility in communicating with natives of English in some ways. In addition, they may also give the knowledge to their students in answering the question tag since the students only get the material about constructing the formula but not how to answer it.

The study was targeted to know how English department students create and respond English question tag. For narrowing down the number of research subjects, the participants were chosen based on some considerations. The first, they had taken English grammar lesson in advance level. This criterion was selected due the researcher desired to know how the English question tag was produced. This also could answer whether or not they know about the types of English question tag. Second, they had taken a Cross-Cultural Understanding lesson. The reason underlying it was to establish and answer the English question tag, they have to know the natives' habit or on other words, their culture. The 20

English department students of IAIN Tulungagung were picked to answer the research question number 1 and 2.

Moreover, this study had a purpose on checking whether the English department students has already in a right track on creating and responding English question tag like native speakers do. To find out, the researcher interview native speakers of English. The five natives were chosen. They were selected if they have United Kingdom nationality. The previous study has claimed that British natives use question tag the most frequent (Tottie & Hoffmann, 2006; Hoffman, et. al., 2014; and Barron, et. al., 2015). It is believed that the five British natives interviewed were enough to provide answer to the research question number 3 and 4.

### **C. Research Instrument**

The instrument for collecting the data was DCT and interview guide.

#### **1. DCT**

A Discourse Completion Test (DCT) to collect the data was developed. DCT is highly recognized as data collection tool and has been used in an impressive number of studies over the world. DCT was utilized since it offers a very high control of situation of variables (Wojtaszek, 2016). It means that all respondents act in the same social roles, in the same situations and the same background knowledge. This provides replicability of the study design and the high comparability of the gathered data sets.

Wojtaszek (2016) also stated that DCT is able to give entries representing many possible configurations of relevant socio-linguistic and contextual variables, including settings that are usually inaccessible for naturalistic data collection. DCT provides possible situation that the researcher needed in specific. The researcher created their own situation based on their needs. The DCT can be adapted for a particular study purpose and research questions since it can be manipulated at ease.

A typical DCT has a written form and consists of a certain number of situational description followed by a short dialogue containing some empty fragments to be filled by the study subjects, who are asked to imagine that they are acting in particular situational roles and to write down what they would most probably say in such circumstances (Wojtaszek, 2016). In this study, a DCT sheet containing situation regarding producing and responding the English question tag was written.

The researcher developed a DCT sheet to collect the data. The DCT was created based on the researcher's need. The DCT contained 10 situations for collecting the data. It aimed to show how the research subjects produce and respond to English question tag. See Table 3.1 for the blueprint of DCT.

**Table 1 Blueprint of DCT**

NO	S → H	P	D	Situation	Number of Question on DCT
1	E → E = -			A friend (Irene) is asking confirmation for the date submission of English task to her friend (Andy).	1
	E → E = -			Her friend (Andy) is responding by agreeing with her statement.	2
2	H → L - -			Your mother is asking confirmation if you do not need to buy brown sugar.	3
	L → H - -			You are agreeing with your mother statement.	4
3	L → H - +			You are asking confirmation that Mama Suh did not attend the last month meeting due to her busy schedule to the head of the community.	5
	H → L + +			The head of the community is agreeing with your statement.	6
4	L → H - +			You are asking to an administrator about the graduation date.	7
	H → L + +			The administrator is agreeing with your statement.	8
5	E → E = -			You are asking to your roommates that she has not seen cherry blossom.	9
	E → E = -			Your roommates is agreeing with your statement.	10

Number 1, 3, 5, 7, and 9 were intended to give data about how the research subjects created question tag based on certain situation.

Specifically, number 1 and 7 were aimed to give data about how they produced question tags with positive statements; and number 3, 5, and 9 were set to give data about how they developed question tags with negative statements. Meanwhile, number 2, 4, 6, 8, and 10 were set to give

data about how the research subjects respond question tag based on the situation given. Specifically, number 2 and 8 were set to give data about how they answered the question tags with positive statements as it was expected that they would response it in affirmative answer; and number 4, 8, and 10 were set to give data about how they responded the question tag with negative statements as it was expected that they would responded it in negative answer. See Appendix 1 for the DCT sheet & Appendix 2 for the key answer of the DCT sheet.

## 2. Interview Guide

The interview guide is developed to get insight of the research question number 3 (the function of English question tag) and number 4 (the appropriateness of responses to English question tag in particular contents). See Appendix 3 for the Interview Guide.

## **D. Data Collection**

The data collection methods were done by administering DCT and conducting interview.

### 1. Administering DCT

After the research instrument was well established, the instrument was distributed to the research subjects. Then, the subjects of the study were asked to complete the DCT. The data were taken from all English

question tags produced and responded by English department students especially Indonesian in the DCT form that had been distributed.

## 2. Conducting interview

The interview was conducted to provide information about the research question number 3 and 4. It was intended to know the function of question tag in certain situation and whether the respond to particular situation was appropriate.

## **E. Data Analysis**

The researcher applied the data analysis theory by Miles, et. al. (2014).

The steps of doing the data analysis were:

### 1. Data Condensation

Data condensation deals with the process of selecting, focusing, simplifying, and transforming the data. In this study, all of the data that came from completing the DCT by the participants were collected. After all the data were gathered, the data were generated into some categories. All of the question tags were classified into types based on Azar (1986) and Kimps (2018). This step was intended to answer the research question number 1. The unnecessary utterance used by the subject of the research such as exclamation word and others were not included.

To answer the second research question, the researcher collected the data number 2, 4, 6, 8, and 10 of the DCT. Then the data were checked by the answer keys of the DCT. The answer keys were developed using the rules of responding question tag by Azar (1986) and Kimps (2018). The data from interview were collected and categorized within the same issues. This step was intended to answer the research question number 3 and 4.

## 2. Data Display

Data display refers to an organized, compressed assembly of information that allows conclusion drawing. A display may in the form of matrices, graphs, charts, and networks. Here, the data displayed of how the participants created and answered English question tags were in the form of narrative essay. The narrative essay was chosen since it is the most common data display used in qualitative study.

Moreover, the interview data were displayed in narrative essay. The data showed in narrative essay was expected to give clear information about the function of English question tag. It was also possible to give data about the appropriateness of responses in particular situation clearly.

## 3. Drawing and Verifying Conclusions

The last step of data analysis was drawing and verifying a conclusion. The researcher gathered all the ideas and results in



conclusions. The conclusions were presented in the form of a descriptive analysis of the condition of English question tag produced and respond by the English department students as the research subjects. The conclusions about the function of English question tag in particular situation and the appropriateness of responses produced in certain situation were displayed in the form of a descriptive analysis.