

## CHAPTER III

### RESEARCH METHODS

#### A. Research Design

Here the researcher conducts this study to reach new information and new understanding. In this research the researcher was conducted a research using content analysis qualitative design by applying field research because the researcher here took the data from classroom discussions, especially in argumentative speaking class, in this class the students are free to argue even they are having theoretical framework about the topic or not, so the data used in this research was utterance of lecturer and students, and the numerical data was not used. This transcribed dialogue was from the conversation among lecturer to students, students to students and students to the lecturer in discussion class (see appendix 1), and also the researcher took the field note during the process of discussion (see appendix 2).

This study applies qualitative content analysis design, according to Mayring (2000 :2) qualitative content analysis is an approach of empirical, methodological controlled analysis of texts within their context of communication, following content analytic rules and step by step models, without rash quantification and Krippendorff (1980) defined content analysis as a research technique for making replicable and valid inferences from data to their context. As for Weber (1985) it is a research methodology that utilizes a set of procedures to make valid inferences from the text. These inferences are about senders of message, the message itself, or the audience of message. According to Stone, content analysis refers to any procedure for assessing the relative extent to which specified references, attitudes, or themes permeate a given message or document.. These definitions illustrate that qualitative analysis emphasizes an integrated view of speech/texts and their specific contexts.

Qualitative content analysis goes beyond merely counting words or extracting objective content from texts to examine meanings, themes and patterns that may be manifest or latent in a particular text.that might be the best answer to the research problem. This research uses a qualitative content analysis approach because of some factors. The data gained from the utterances of the teacher who handled the material in the process of his / or her explanation about the material in the process of discussion, moreover also the students in a classroom discussion in the form of words and utterances, this research is not to verify the theory but to understand what kind of communicative function that mostly used by the students and the lecturer during the process of discussion, the researcher also wants to know the politeness strategy are performed by the lecturer and students in the classroom discussion, then researcher uses naturalistic observation because this research takes place in natural settings in the argumentative speaking classroom discussion. It is chosen due to qualitative research has the natural setting, as the direct source of data and the researcher is the key instrument (Bogdan & Biklen, 1982).

This research uses a qualitative content analysis approach because of some factors. The subject are observed from the utterances of student to student, student to teacher, and teacher to student when they have classroom discussion on presenting student's argument in argumentative class. This design are used to find what are the communicative function that mostly used by them during the process of discussion and also to find Face threatening acts and politeness strategies performed by lecturer and university students in classroom discussion.

## **B. Data and Data Source**

The data is very important for the researchers to answer the research problem. The data that takes by the researcher is the words and the utterances that happened between

student to student, student to lecturer, and lecturer to the student, it has taken from transcript of recorded of their utterance in their discussion. The data are taken taken from observation using audio recorder and strengthen with field note of fourth semester students of English department program at State Islamic Institute of Tulungagung who are presenting their course argumentative speaking class in the academic year 2015 / 2016.

The researcher took the data from classroom discussion dialogue in argumentative speaking class. There are 36 students which were divided into 6 groups, the lecturer asked them to present their arguments toward their group related to the topic, then the topic were different in the first and the second meeting, the first meeting they discussed about *bad habit* and the second meeting they discussed about *television good and bad effect*. Because argumentative speaking class has 3 sks, this course need 3 hours every meeting, here the researcher participated in two meeting on Saturday, March 12<sup>nd</sup>, 2016 and on Saturday, March 25<sup>th</sup>, 2016. The classroom discussion was started on 07.00-10.00 am every meetings.

The researcher has participated in two meetings in order to get more data. Here the researcher recorded students utterances using video recorder in discussion class and also the researcher took field note. As we know that qualitative used natural data, so the researcher used naturally occurring data in classroom discussion between the speakers of the dialogue especially the lecturer and students of english department in the fourth semester at State Islamic Institute of Tulungagung in the argumentative class. After collecting the data, the researcher analyzed the data of conversational fragments in classroom discussion on what the communicative functions that have found and what face threatening acts that has found then what politeness strategies that has found using Brown and Levinson's theory. Then the researcher takes the data from the transcript of their utterance that contains some communicative functions such as act of ordering, act of requesting, act of reminding and more that uttered by student to student, students to lecturer, and lecturer to student. Moreover,

the researcher took the data from the transcript of the utterances that happened by student to student, students to teacher, and teacher to student that contain kind of communicative functions and the utterance of performing FTAs and politeness strategy. The utterances are analyzed and classified based on what kind of communicative functions, FTAs and politeness strategies which are performed. The data source is the interaction process that contained utterances which conveyed by student to student, students to lecturer, and lecturer to student during the discussion in the classroom.

### **C. Data Collection**

In the process of collecting data, the researchers use recording of fourth semester students of English department program at State Islamic Institute of Tulungagung who are presenting their course that is argumentative speaking class then the researchers transcribed it (see appendix 1) and took a field note (see appendix 2).

Moreover, all the data collected then numbered each paragraph then the researchers highlighted and classified it based on what communicative functions that occurred during the process of discussion, and what the politeness strategy that used by lecturer and students in their discussion.

In the process of collecting the data the researcher focused on directive communicative function, personal communicative function and interpersonal communicative function specifically on lecturer and students' advices, comments, requests, suggestions, and refusal.

### **D. Data Verification**

The technique which is applied to establish the rightness of the data is triangulation. Triangulation is typically perceived to be a strategy for improving the validity of the data. Denzin (1994) identifies four basic types of triangulation, such as the following :

1. Data triangulation involves time, space, and person.

2. Investigator triangulation involves multiple researchers in an investigation.
3. Theory triangulation involves using more than one theoretical scheme in the interpretation of the phenomena.
4. Methodological triangulation involves using more than one method to gather data, such as interviews, observations, questionnaires, and documents. This study used methodological triangulation. Multiple data gathering were conducted to get the data valid, such as observations and interviews. This is intended to create overlapping and therefore cross-validating data in the study.

#### **E. Data Analysis**

According to Barbara M. Wildemuth and Yen Zhang (2005:3) in analyzing the data we must do the following steps. The steps are preparing the data, defining the unit of analysis, developing categories and a coding scheme, testing coding scheme on a sample of text, coding all the text, assessing coding consistency, drawing conclusions from coded data, and reporting the research.

In this research, in analyzing the data the researchers do the following steps. The first step is organizing data, in which the researcher prepared the data by transcribing the recorded dialogue in the discussion and interview. After transcribing the recorded dialogue, the next step is coding the data, the process of which will make the data readable. The coding were divided into two categories, the first coding is coding the communicative functions based on the theoretical framework of D.J Tedick (2002), then the next coding is coding of politeness strategies based on the theoretical framework of Brown and Levinson (1987). In the process of coding the data the researcher coded those data into categories, for example : the data containing interaction between student to student, student to teacher, and teacher to student that contains directive communicative function. The researcher also applied coding for the

utterances containing FTA either positive or negative FTA and politeness strategies which are applied.

While based on the field note, the researcher want to commit coding by relying on categories ; the context while the speakers were performing those strategies.

The third step after the process of organizing, the researcher will assess the coding consistency and summarizing the data. Ary et al (2002) states as follows: “The next step in data analysis is to summarize; here you begin to see what is in the data. Examine all entries with the same code, and then merge this categories into patterns by finding links and connections among categories. This process further integrates the data, and you can begin to make some statements about relationships and themes in the data”.

In this research, the researcher will examine the numbered data and connected among categories of what the communicative function used by student and lecturer and what politeness strategy they used and the reason why they do it, and what is students' communicative function that they used in uttering something have a relation with their habitual on participating themselves doing the discussion in the classroom discussion. The last step was interpreting data analysis or what we found in the research. The process of interpreting the data, the researcher wanted to extract the information from the data. In Ary's book is explained that in the interpretation process, the researcher goes beyond the data to extract meaning and insights from the data. The researcher tells what the finding that is important, why it is important, and what can be learned from it to the future reader, writer, or researcher.