

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Method

In running the research, the method used in the investigation is principally the precursor of how a research will conduct. It is the process of following the steps, procedures and strategies for gathering and analysing the data in a research investigation (Polit and Hungler (1999) as quoted from Kinyanjui and published by UNISA (University of South Africa)). Thus, it seems that the process underwent during the research becomes important in a worst way. Accordingly, it would be rationale to use a research method which emphasizes its approach on process than the product alone. Hence, the preferable research method used in this research was descriptive qualitative approach. Meriam's (1988) argument as quoted from Maxwell (1996: 19) and his own argument would strengthen the preference as well, "The interest [in a qualitative study] is in process rather than outcomes" (p.xii); although this does not mean that qualitative research is unconcerned with outcomes, it does emphasize that a major strength of qualitative research is in getting at the processes that led to these outcomes ... ." Therefore, the data was analyzed inductively during the research by which grounded theory and existing theory were both used. In view of that, Alwasilah's (2002: 119) viewpoint below would make the previous sentence sound sensible.

*Dalam penelitian kualitatif tidak ada teori a priori, melainkan grounded theory, yaitu teori yang dikembangkan secara induktif selama penelitian (atau beberapa kasus) berlangsung, dan melalui interaksi yang terus-menerus dengan data di lapangan. Ini berbeda dengan teori yang dikembangkan secara konseptual di awal*

*penelitian lalu dites dengan data empiris. Bagi peneliti kualitatif, baik teori yang ada (existing theory) maupun teori yang berbasis data (grounded theory) sah dan bermanfaat.*

In addition, by using qualitative approach, a researcher was more capable of exploring the chosen data. *Peneliti kualitatif lazimnya berkonsentrasi pada sejumlah orang atau situasi yang relatif sedikit dan perhatiannya terkuras 'habis-habisan' pada analisis kekhasan kelompok atau situasi itu saja* (Alwasilah, 2000: 108). Let alone, different turn-taking systems produce differently structured turns (Sacks *et. al.* as quoted from Coulthard, 1977: 57). And that's why the purposive sampling was applied in this research. In addition, the reason of choosing such sampling is palpably explained by Alwasilah (2002: 105), "*Pemilihan sample secara purposif atau teoretis – bukannya sampel acak atau representative – disebabkan peneliti ingin meningkatkan cakupan dan jarak data yang dicari demi mendapatkan realitas yang berbagai-bagai, sehingga segala temuan akan berlandaskan secara lebih mantap karena prosesnya melibatkan kondisi dan nilai local yang semuanya saling mempengaruhi.*" Accordingly, the interactivity or interrelationship explained in the previous quotation was easily achieved by applying selective coding. The researcher takes the central phenomenon and systematically relates it to other categories, validating those relationships and filling in categories that need further refinement and development (Strauss and Corbin (1990) as quoted from Creswell, 1998: 242). Having applied the selective coding which flew into findings, then descriptions and interpretations were given to reach the objective of the research. Additionally, a quantitative procedure was also applied in this research. Note that data collected in qualitative form can often

be converted into quantitative form (Richards *et. al.* (1992: 302). And, finally, the instrument of the research was the writer herself. This would be in line with Alwasilah's (2002: 104 and 116) standpoint as follows.

*Hanya manusialah yang akan sanggup menyesuaikan diri dan berinteraksi secara tuntas dengan fenomena yang sedang dipelajari. ... Dalam penelitian kualitatif peneliti sendiri berperan sebagai instrument ....*

### **3.2 Data Collection Procedures**

Searching and browsing all supporting references by doing the library and the Internet researches became the forerunner of gaining much information about the theories and the up-to-date news on infomercials. Additionally, asking TVRI Jabar and Banten for having the data, which was transferred into a DVD, was the crucial step, which brought the writer able to do the purposive sampling. The writer took the second segment of the “Hidup Sehat Bersama Waskita Reiky” on purpose because the turn-taking occurred in this second segment was more interesting to investigate than the other segments due to its colourful distribution of turns in exchanging information among interactants. Note that the interactive line, which made viewer able to get involved during the turn-taking between interactants in the studio was on fire, was available to undertake throughout this segment.

During the transcribing process, the writer used CyberLink PowerDVD to transcribe the data by lowering the DVD's speed until 0.5 times of speed in order to be able to write down any audible sounds into the transcription. The writer tried hard to transcribe the data accurately by listening and watching the DVD over and over again until the writer caught the exact audible sounds presented in the data.

And if the effort failed, the writer then honestly wrote the misheard-audible sounds within a bracket, e.g. (probably), or just wrote ( \* \* \* ) when the writer was completely unable to catch the exact audible sounds. These two transcript conventions were adopted from Wray *et. al.* (1998). Additionally, other transcript conventions, which were used in the transcription when the exact audible sounds were successfully caught, were adopted from the same source as well and from other supporting sources like transcript conventions from the Internet and Paltridge (2000).

### 3.3 Data Analysis

The writer categorized the data based on turn-allocational theory proposed by Sacks, Schegloff and Jefferson (2003). The writer also took a notice at the discrepancy, mainly overlap, occurred during the talk exchanges. The occurred overlap then was categorized into four devices, which was adopted from Cumming (2009: 1). The categorizations were presented in the table shown below in which the information of the abbreviated words was given under the table.

**Table 3.1**  
**An Example of Table of Turn-allocational Techniques**  
**and Overlaps in *The Hidup Sehat Bersama Waskita Reiki***

	3 T					O			
	C2STNS		SS	CSC		TP	B	CC	I
	S	BS							

3 T	=	Turn-allocational techniques
C2STNS	=	Current speaker selects the next speaker
S	=	Selects
BS	=	Being selected
CSC	=	Current speaker continues
O	=	Overlap
TP	=	Timing problems
B	=	Backchannel
CC	=	Collaborative completion
I	=	Interruption

The transcribed data were then identified thoroughly turn by turn. Having identified and categorized the transcribed data, the writer then analyzed them by using the available theories in order to bring out the objective of the study and to investigate the relationship between categories, if any. In addition, the percentage of the occurrence of the categorized data was counted by using the formula next below and descriptively and interpretatively described by the writer to support the analysis of data. The analyzed data, as a consequence, became the means of making proper conclusions.

$$P = \frac{F}{N} \times 100 \%$$

P = Percentage

F = Frequency of occurrence

N = Total number of occurrence