Chapter III

Research Methodology

3.0 Introductory Remarks

This chapter presents the research methodology of the study. It provides general framework, data sources, data collection, and data analysis of the present study.

3.1 Aims of The Research

As explained in Chapter I, the study aims to discover two problems; (1) kinds of speech act that performed in the final round of Miss Universe and (2) the self images showed by Miss Universe's finalists. Thus, the data are examined and analyzed to answer both problems. In general, the present study is devoted to answer the statement of problems as follow:

1. What kinds of speech act did the finalists perform in the final round of Miss Universe?

2. What self images did they bring forward through their utterances?

3.2 General Framework

The present study employs a qualitative descriptive approach. Creswell (1998:15) defines qualitative research as an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or

human problem. Qualitative research focuses on specific situation or people and emphasizes on words rather than numbers (Maxwell, 1996 in Nurhasanah, 2008). Moreover, Denzin and Lincoln (1987) state that it uses natural settings to interpret phenomena by involving any methods. In this case, the methods which usually applied are interview, observation, and documents (Moleong, 2008:5). From those explanations, Moleong (2008:6) synthesizes into:

> Qualitative research is a research which aimed to comprehend any phenomena happened towards the research subject such as behavior, perception, motivation, actions, and etc holistically in a descriptive way in forms of words and language, in a natural specific context and using any natural method.

Specifically, the purpose of qualitative research is to understand a social or human problem in a complex holistic picture formed with words (Creswell, 1994 in Nurhasanah, 2008). Furthermore, Moleong (2008:8) proposes eleven characteristics of qualitative research and six of them are relevant to the present study as stated below:

1. Qualitative research has the natural settings: ontologically, an object must be seen on its natural context. If it is separated with its context then the degree of entity and unity of the object will be decreasing.

2. Human beings as the instrument: the researcher or the researcher with helps from other people is the primary data collector. Only human beings who can get in touch with respondent or other objects and understands relationship among facts revealed on field.

3. Qualitative method: using qualitative methods such as observation, interview, and documents study.

4. Analyze data inductively: this process requires the researcher to identify any reality on field and other aspects that influence each other.

5. Descriptive: The data collected is in the form of words of pictures rather than number. The data may come from interview transcript, field notes, photograph, videotape, private document, notes or memos, and other formal documents.

6. Concern with process rather than result

Prior to characteristic above, the researcher believes that qualitative approach is appropriate to apply on this research. In order to reveal speech act and self images of MU finalists, the data are presented descriptively. Fraenkel and Wallen (1993:23 in Saptarini, 2009) explain descriptive method as a method used to explain, analyze, and classify something through various techniques, survey, interview, questionnaires, observation and text. Moreover, it is aimed to describe current condition without them being influenced by the investigator.

Particularly, the present study is also *a case study* since it discusses phenomena of speech act and self images of 25 MU 04-087 finalists. Creswell (1998) elaborates a case study as one of five qualitative traditions of inquiry besides *a biography*, *a phenomenological study*, *a grounded theory study*, and *an ethnography*. A case study is an exploration of a "bounded system" or a case (multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context (Creswell, 1998:61). Meanwhile, this *bounded system* is bounded by time and place, and it is the case being studied — a program, an event, an activity, or individuals. In this

case, Miss Universe 2004-2008 is the case being studied in the present study. When more than one case is studied, then it is referred to as a collective case study (Stake, 1995 in Creswell, 1998:62). The data is gained from multiple sources of information such as observations, interviews, documents, and audio-visual materials. In this case, Yin (1989 in Creswell 1998:63) recommends six types of information: documentation, archival records, interviews, direct observations, participant observations, and physical artifacts. The details of case study qualitative inquiry are presented on Table 3.2 below:

Table 3.2
Case Study Inquiry

Dimension	Case Study
Focus	Developing on in-depth analysis of a single case or multiple cases
Discipline origin	Political sciences, sociology, evaluation, urban studies, other social sciences
Data collection	Multiple sources, documents, archival records, interviews, observations, physical artifacts
Data analysis	Description, themes, assertions
Narrative forms	In-depth study of a "case" or "cases"

(Taken from Creswell, 1998:65)

However, although the research applies a qualitative descriptive method which emphasizes presenting the data in form of words rather than numbers, but it is supported by data presentation in such tables (Arikunto, 2002:53 in Utami, 2005). Moreover, Alwasilah (2002:179) emphasizes that a qualitative research requires quantitative supports. This is what Becker as cited by Maxwell (1996) as *quasi-statistics*. Furthermore, Maxwell, 1996 and Guba & Lincoln, 1989 in Alwasilah, 2002:179 suggest:

Pemakaian angka-angka ini bukan hanya mengetes atau mendukung klaim keterlibatan statistik, tapi juga membantu anda menghitung bukti-bukti dari lapangan yang mungkin berpotensi sebagai data atau temuan yang mengancam validitas penelitian.

3.3   Data Sources

According to Lofland and Lofland (1984:47 cited in Moleong, 2008:157), the primary data sources in qualitative research are *words* and *actions*. The words or actions taken from an observation or interview then noted down in written notes or through video/audio tapes, photograph, or movie (Moleong, 2008:157). In addition, the present study involves two elements as its source data; the videotapes records as the primary data and the people involved on the video as the subject. The explanation of both elements is presented below:

3.3.1   Videotapes Records

In order to gain the data of Miss Universe finalists, the researcher uses some video records which were downloaded from www.youtube.com as the primary source. The reason for choosing YouTube is because its reputation as the largest video website in the world in recent years. In fact, it is accessed by millions of internet goers every day to find, watch, upload, and download the video for various purposes. Based on that fact, the reliability and validity of YouTube videos are guaranteed. It makes the researcher easier to seek and download the video that needed. In line with the proposition, audio-visual materials (including materials such as photographs, compact disks, and videotapes) are included on four basic

types of information to collect besides observations, interviews, and documents (Creswell, 1998:120).

Additionally, the downloaded videos were the Top 5 final questions of Miss Universe 2004-2008 in accord with the purpose of the present study. Thus, there are five videos which used as the source of the present study. Those were taken firstly in 2007 in 'flv' format. However, the researcher has updates the links also the format of the videos into 'mp4' in June 16th 2009. The details of those videos are presented in Table 3.3.1 below:

Table 3.3.1
The Details of Downloaded Videos

MU Years	Author	Dates Uploaded	Duration	URL (Last updated at June 16th 2009)
2004	Gulva69	August 02, 2007	7.51	http://www.youtube.com/watch?v=eZAm-Btvhj8
2005	Gulva69	August 20, 2007	8.35	http://www.youtube.com/watch?v=I5aovQgvY0c
2006	Nefrit13	March 17, 2009	5.30	http://www.youtube.com/watch?v=8jolZs5hbQM
2007	Asianbrui 693rs	July 09, 2007	9.25	http://www.youtube.com/watch?v=9RNqrl1ByEs
2008	Cemao	October 28, 2008	5.49	http://www.youtube.com/watch?v=iuFbK40c1DI

3.3.2 Subjects of the Research

The subjects of the present study are 25 Miss Universe's finalists in the last five years (Top 5 finalists in year 2004-2008). Those finalists come from many countries throughout the world that mostly speaks other languages than English. Specifically, the present study will focus on 25 sets of finalists' utterances. In this case, each finalist produced a set of

utterance since they uttered more than an utterance. In the period of 2004-2008, there are 14 finalists who come from Latin American countries such as Venezuela, Puerto Rico, Dominican Republic, Mexico, Paraguay, Brazil, and Colombia who speak Italian, Spanish, or Portuguese (Longman Dictionary of Contemporary English, 2001:1016). Those finalists who also called as "Latinas" are undeniably dominating the pageant in recent years. Besides that, there are 2 finalists from Europe (Switzerland and Russia), 3 from Asia (2 Japanese and Korea), and 1 from Africa (Trinidad and Tobago) who also non-English speakers. To avoid misunderstandings among finalists, panel of judges, and audiences, the Miss Universe committee has prepared some translators who able to speak in many different languages. In this case, the question as well as the answer of non-English finalists will be translated into English. Hence, all parties involved on the pageant would understand the meaning of their answers. On the contrary, finalists from USA, Canada, and Australia were easy to answer the final question since they are English speakers. These conditions make data collection especially transcription process somehow difficult.

In particular, the reason for choosing MU 2004-2008 as the subjects is to discover the recent phenomena of Miss Universe pageant. The researcher particularly intends to observe and analyze the speech act realization as well as self images contained on the Top 5 finalists in recent years. Additionally, in the final question round (interview round), each finalist is obliged to answer the final question for not more than 30 seconds or until the bell rings. Several factors such as nerves, panel of

judges, cheering audiences, and the final question itself sometimes makes the finalist unsuccessful on coping this round. Only the one who can proposes attractive, uncomplicated and brilliant answer moreover "hit" the essence of the question would likely to win the crown of Miss Universe. Therefore, interview round is the most appropriate part to gain the speech act realization also the self images of the finalists. The finalists involved on the present study are presented on Table 3.3.2 below:

Table 3.3.2
Subjects of the Present Study

MU Years	Top 5 Finalists	Country
2004	Yanina González	Paraguay
	Shandi Finnessey	USA
	Alba Reyes	Puerto Rico
	Jennifer Hawkins	Australia
	Danielle Jones	Trinidad & Tobago
2005	Laura Elizondo	Mexico
	Cynthia Olavarria	Puerto Rico
	Renata Soñé	Dominican Republic
	Natalie Glebova	Canada
	Monica Spear	Venezuela
2006	Lauriane Gilliéron	Switzerland
	Lourdes Arévalos	Paraguay
	Kurara Chibana	Japan
	Tara Conner	USA
	Zuleyka Rivera	Puerto Rico
2007	Ly Jonaitis	Venezuela
	Honey Lee	Korea
	Natália Guimarães	Brazil
	Rachel Smith	USA
	Riyo Mori	Japan
2008	Taliana Vargas	Colombia
	Dayana Mendoza	Venezuela
	Marianne Cruz Gonzales	Dominican Republic
	Elisa Najera	Mexico
	Vera Krasova	Russia

3.4   Data Collection

The present study uses *purposeful sampling strategy* to discover speech acts and self images of MU 04-08 Top 5 finalists. Patton (1990 in Alwasilah, 2002:146) proposes a qualitative research applying *purposeful sampling strategy* or *criterion-based selection* (LeCompte & Preissle, 1993). Purposeful sampling is a strategy to make particular person, settings, or events (unique, special, weird, odd) strictly selected to give some important information that cannot be obtained by other strategy (Alwasilah, 2002:146). It is aimed to elaborate specific case existed inside the unique context (Moleong, 2008:224).

However, the data gained through transcription process. This method is used to comprehend how respondent organizing utterances (Silverman, 1993:9 in Alwasilah, 2002:157). In this case, the answers of MU 2004-2008 finalists in the video are listened carefully time after time then noted down without edited. This includes greetings and closings of those finalists which commonly located in the beginning and the end of their answers. As stated previously in section 3.3.2, transcription is somehow difficult considering the language differences of the subjects. In general, there were at least four difficulties in transcription process; (1) the low quality audio of MU videos which were downloaded. (2) USA finalists spoke too fast and unclear so that the researcher did not hear the exact word spoken. (3) Non-English speaking finalists who answered the final question in English spoke unclear in particular words. (4) The translators who mostly came from non-English speaking country also spoke unclear in particular words while translating the

source languages into English. For detail transcription of the present study, see Appendix A.

3.5   Data Analysis

The data obtained from transcription process then analyzed to answer two statements of problems in section 3.1 above. Next, two terminologies are involved to discover speech act and self images of MU 04-08 finalists in accord with the aims of the present study. In addition, the researcher uses speech act categories of Searle (1979:12-19) consists of assertives, directives, commisives, expressives, and declaratives to determine speech act category of each finalist. The first step of analyzing the data is shown below:

- **Example [3a]**

  Lauriane Gilliéron (Switzerland 06)
  "My biggest fear is to lose my family *(1. Assertives).* Because I think in the world there is nothing more important than family" *(2. Assertives).*

Every set of utterance is broken down into chunks of utterance. Next, every chunk is analyzed and grouped based on Searle speech act categorization (1979:12-19) as seen in example above. After all 25 sets of utterances are grouped; each speech act category is counted and distributed on the table according to its own categories.

- **Example 3[b]**

Table _____
Data Grouping Speech Acts MU _____

No	Finalists	Categories										Total Utterances	%
		Ass	%	Dir	%	Com	%	Exp	%	Dec	%		
1.	Country A												
2.	Country B												
3.	Country C												
4.	Country D												
5.	Country E												
	∑		100		100		100		100		100		100
	Total %											100	

Note: Ass = Assertives, Dir = Directives, Com = Commisives, Exp = Expressives, and Dec = Declaratives.

In addition, displaying findings in tables, charts, diagrams, and figures is appropriate with data analysis strategies suggests by Bogdan and Biklen (1992) and Wolcott (1994b). In order to make an easier distribution process, the researcher applies coding strategy which also based on Searle speech act categorization. In qualitative research, the goal of coding is not to produce counts of things but to "fracture" the data and rearrange it into categories that facilitate comparison between things in the same category and between categories (Strauss, 1987:29). As seen in Example 3[b] the speech act categories are given code: *Ass* = assertives, *Dir*= Directives, *Com*= Commisives, *Exp*= Expressives, and *Dec*= Declaratives. In displaying the finalists, the researcher displays the name of their country rather than the name of each finalist in order to save the column space on the table. Then, after all data are grouped into the tables of speech acts 2004-2008, the next step is distributing temporary result on those tables into the accumulative table of speech act MU 2004-2008.

- **Example [3c]**

Table _____
Data Grouping Speech Acts MU 2004-2008

No	Finalists	Categories										Total Utterances	%
		Ass	%	Dir	%	Com	%	Exp	%	Dec	%		
1.	Country A												
2.	Country B												
3.	Country C												
4.	Country D												
5.	Country E												
	∑		100		100		100		100		100		100
	Total %											100	
	Rank												

Note*: Ass* = Assertives, *Dir* = Directives, *Com* = Commisives, *Exp* = Expressives, and *Dec* = Declaratives

The accumulative table as shown in Example [3c] above is added with 'rank' column which will show the final result of speech act analysis. Finally, these findings will answer the first statement of problems.

Meanwhile, to find out self images, the researcher should reveal the representation of each finalist firstly using transitivity theory of Eggins (1994:220). Transitivity is consists of six systems; material process, mental process, verbal process, behavioural process, existential process, and relational process. The analysis of transitivity is shown in Example [3d] below:

- **Example [3d]**

Lauriane Gilliéron (Switzerland 06)

"My biggest fear   is   to lose my family. Because   I   think   in the world

Token	Pr:intensive	Value		Senser	Pr:mental	

there   is   nothing more important than family".

Pr:existential	Existent

60

Transitivity analysis is different from speech act analysis. It does not broken down into chunks of utterance but depends on the processes involved on each set of utterances. There will be more than a process in an utterance, so that it has bigger result than speech act analysis. Similarly, the processes are counted then distributed into the table according to its own processes.

- **Example [3f]**

Table _____
Data Grouping Transitivity MU _____

No	Finalists	PROCESSES												Total Processes	%
		Mat	%	Men	%	Vrb	%	Bhv	%	Ext	%	Rlt	%		
1.	Country A														
2.	Country B														
3.	Country C														
4.	Country D														
5.	Country E														
	∑		100		100		100		100		100		100		100
	Total %													100	

Note: Mat = material, Men = mental, Vrb = verbal, Bhv = behavioural, Ext = existential, and Rlt = relational.

The researcher also applies coding strategy which based on six systems of transitivity. In this case, *Mat* = material, *Men* = Mental, *Vrb* = Verbal, *Bhv* = Behavioural, *Ext* = existential, and *Rlt* = relational. The next step is similar to the previous analysis where all temporary result from data grouping tables of 2004-2008 distributed into the accumulative table of transitivity analysis MU 2004-2008 as shown below:

- **Example [3g]**

Table _____
Data Grouping Transitivity MU 2004-2008

No	Finalists	PROCESSES												Total Processes	%
		Mat	%	Men	%	Vrb	%	Bhv	%	Ext	%	Rlt	%		
1.	Country A														
2.	Country B														
3.	Country C														
4.	Country D														
5.	Country E														
	∑		100		100		100		100		100		100		100
	Total %													100	
	Rank														

Note: Mat = material, Men = mental, Vrb = verbal, Bhv = behavioural, Ext = existential, and Rlt = relational.

The 'rank' column is also added to accumulative table of transitivity to find out which process is mostly appeared in MU 04-08. These findings will become main references to answer the second statement of problems. After all analysis are done, the findings of speech act and transitivity then connected with theories such as styles of communication (Hermes, 1999), existentialist feminism (Simone de Beauvoir, 1949) and greetings to analyze deeper and comprehend the phenomena happened in MU 2004-2008.

3.6 Concluding Remarks

This chapter has elaborates qualitative descriptive approach which particularly explain a case study as qualitative inquiry conducted on the present study. The videotapes records and 25 MU finalists in year 2004-2008 were the data sources involved on this research. The purposeful sampling strategy is applied using transcription method to reveal the natural data. Lastly, the data analysis which based on Searle speech act categories

(1979:12-19) and transitivity analysis by Eggins (1994:220) are display in such tables. Furthermore, the data findings and analysis are explained in Chapter IV.