

CHAPTER III

RESEARCH METHODOLOGY

This chapter elaborates the research methodology utilized in this study which consists of the research design, data collection, and data analysis.

3.1 Research Design

This study followed a qualitative design and focused on a descriptive case study. The purpose of a qualitative study is to examine and comprehend the meaning that an individual or group of people connects to social or human problems (Creswell, 2013). Other than that, Morse and Field (1996) state that qualitative study enables the researcher to make sense of reality, to describe and explain the social world, and to develop explanatory models and theories. Argument, though generally understood by society, is still an abstract notion to some degree that needs to be described and analyzed. By doing that, the parts that make up an argument can be identified, and people can grasp the meaning of it more easily. In addition to that, it can enable them to effectively use argument in the context of their lives, especially in academic contexts.

The mapping of arguments is especially useful for students or any other person who needs a way to form influencing arguments in a talk. To build a persuasive talk, it will be so useful if one understands the key parts that make a good argument, and that is precisely what this study hopes to achieve. According to Creswell (2007), qualitative research is the ideal method to use when the objective of the study is to explore an issue. It focuses on one or more cases across time through extensive, in-depth data collection involving numerous sources of information.

Methodically, this study used the case study method. According to Hassan (2023), a case study is a form of research methodology that contains an in-depth examination and analysis of a specific problem or example, such as a person, group of people, community, occasion, or circumstance. In this case, what is being treated as the case study is a TED talk video that is available on YouTube. The TED video or speech was analyzed and described in the sense of argument and how the speaker arranges and presents it.

Specifically, this study fell under the category of descriptive case studies. Descriptive case studies are designed to depict the natural events that take place inside the data in question,

what different strategies are used by the reader, and how the reader uses them. The goal set by the researcher is to describe the data as it occurs.

The data were taken from the TED channel on Youtube and chosen from the most watched videos on the channel. By applying the qualitative method, the data were gathered, analyzed, and interpreted to determine how the arguments are constructed and the types of data used in them. Toulmin’s (2003) layout of arguments was employed as the main framework to identify and analyze the data. In addition, as a derivative of the first question, Hitchcock’s (2005) good reasoning is used to identify the types of data used in the arguments from the talks. Both theoretical frameworks are used to answer the research questions stated in the first chapter.

3.2 Data Collection

This study took its main source of data from the official TED channel on YouTube. In taking the data, this study used a purposive sampling method. The sample is conditioned on the video of the talk being in the most watched list by filtering the video in the popular category of the TED YouTube Channel. The videos that are chosen have a speaker whose arguments are well-mapped and have the possibility of being good data for case study research. The list of speakers is shown in the table below.

Table 1

The five chosen popular TED Speakers

No.	Speakers	Title	Viewers	URL
1	Pamela Meyer	How to spot a liar	22 Million	https://www.youtube.com/watch?v=P_6vDLq64gE&t=18s
2	Bill Gates	The next outbreak: We’re not ready	37 Million	https://www.youtube.com/watch?v=6Af6b_wyiwI
3	Robert Waldinger	What makes a good life	24 Million	https://www.youtube.com/watch?v=8KkKuTCFvzI&t=76s

4	Amy Cuddy	Your language shape who you are	body may	23 Million	https://www.youtube.com/watch?v=Ks-Mh1QhMc&t=7s
5	Sir Ken Robinson	Do schools kill creativity?	kill	22 Million	https://www.youtube.com/watch?v=iG9CE55wbtY&t=3s

Further in the study, every talk that has been purposefully selected follows the following steps: 1) watching as needed to spot the arguments; 2) transcribing the talk where it contains the blocks of argument; 3) labeling each block of arguments according to the layouts of arguments proposed by Toulmin (2003); 4) categorizing the type of data used to support the claim in the arguments using Hitchcock's (2005) good reasoning; 5) noting the duration where the elements of the layout of arguments, including the type of data, appear.

3.3 Data Analysis

The data that contain the layout of arguments employed by TED speakers on the TED official YouTube channel were analyzed using Toulmin's (2003) theory about the layout of arguments and Hitchcock's (2005) theory about good reasoning to identify the types of data used in the argument. The analysis was done in line with the research questions that have been mentioned in the first chapter.

Firstly, the selected transcriptions of the talks were analyzed with a focus on the blocks of arguments appearing in the text. The transcribed texts were scanned, and the elements of arguments following Toulmin's (2003) layouts of arguments were identified. After that, the analysis goes on to see which layout of arguments is dominantly preferred by the speakers. Secondly, by focusing on the elements in the blocks of argument that have been identified, the types of data the speakers mostly used to back up their claim were categorized using Hitchcock's (2005) good reasoning. Lastly, all of the collected data was used to provide discussion and conclusion materials.

