

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the methodology adopted in conducting this research. The methodology is applied to answer the research questions formulated in Chapter I. It includes further description of research method, stages of the research, data source, data collection, and data analysis.

3.1. Research Method

This study is conducted qualitatively by employing a textual analysis. According to (Alwasilah, 2002: 54), “qualitative research provides an understanding by scrutinizing certain phenomenon in detail which context vitally influences meanings of the phenomenon”. Furthermore, Satori and Komariah (2010) state that in a qualitative research, the researcher should explore the collected data in order to reveal the meaning of the data, which the data is in form of words or pictures rather than numbers.

Miles and Huberman (1992, cited in Satori and Komariah, 2010) suggest four steps in conducting a qualitative research. The steps are data collection, data reduction, data display, and conclusion drawing or verifying. In data collection, the researcher begins the research and collects the data. The next step, which is data reduction, is a step when the researcher sorts, simplifies, transforms, and groups the data. After that the research moves to data display. In this step the data



are presented and analyzed. Then, finally, the researcher draws a conclusion from the analyzed data.

Mckee (2003) argues that performing textual analysis is making an educated guess at some of the most likely interpretations that might be made of a text. Furthermore, Mckee adds that textual analysis help researchers to comprehend the likely interpretations of texts made by people consuming them.

3.2. Research Prosedures

In conducting the research, the writer undertook some steps as presented below:

1. Formulating research question and deciding object of the research.
2. Determining categories for collected data. The categories are verbal irony, situational irony, and dramatical irony as proposed by Littel (2002).
3. Collecting the data from the novel by paying attention to clues signifying irony proposed by Booth (1975).
4. Grouping the collected data into the categories determined before.
5. Evaluating the data which has been grouped into the categories.
6. Interpreting result. This step involves:
 - a. Clarifying the data as irony by explaining the clues contained in the data that signify the data as irony.

- b. Finding out meanings of the types of irony.
7. Drawing conclusions and giving suggestions for the next study or research in literary works.

3.3. Data Source

The data of this research were collected from a novel entitled *The Messenger* by Markus Zusak. The novel talks about friendship and morality. It tells a story of Ed Kennedy, the main character, helping many people in his society but actually he is the one who really needs help.

This novel was chosen as the data source because, as explained in the previous chapter, a young adult fiction is inherently ironic. Therefore, there are more possibilities to find irony in this literary genre. Moreover, this novel was awarded by Children's Book Council of Australia as Book of the Year in 2003.

3.4. Data Collection and Data Analysis

The textual evidences of this research are in forms of utterances and expressions of characters involved in the story and situations which contain clues signifying them as irony proposed by Booth (1975) which have been explained in the previous chapter. Moreover, the writer also pays attention to the context when irony is presented, which as stated by Katz and Lee (1993, cited in Giora and Fein, 1999: 241), "irony comprehension is believed to rely heavily on context". After identifying the irony, the writer then categorized the irony into three types. As stated by Alwasilah (2002: 182), categorizing data is crucial step in a



qualitative research. The irony is categorized into three types as proposed by Littel (2002): verbal irony, situational irony, and dramactical irony. In categorizing the irony, the writer focuses on characteristics of each type. Characteristics of verbal irony are: it is in form of utterance (Littel, 2002) and both speaker and hearer are aware of this type of irony (Wilson and Sperber: 1992, cited in Bryant and Tree, 2002). Characteristics of situational irony are: when one expects certain thing to happen but something else (usually opposite) happens instead and both characters and readers do not expect the outcome (Littel, 2002). Charasteristics of dramatic irony are: there is a contrast between what readers or audiences know and what characters know and the character is unaware of dramatic irony while the reader is aware of it (Littel 2002). The collected data were presented in a table, for example, as below:

Table 3.1 Example of Data Presentation

No.	Textual Evidence	Context
1.	ED: Before I even mention me, I should tell you some other facts: 1. At nineteen, Bob Dylan was a seasoned performer in Greenwich Village, New York. 2. Salvador Dalí had already produced several outstanding artworks of paint and rebellion by the time he was nineteen. 3. Joan of Arc was the most wanted woman in the world at nineteen, having created a revolution. Then there's Ed Kennedy, also nineteen... Just prior to the bank	Ed compares himself to some well known persons who have done great things in nineteen years old, which Ed is also nineteen years old but has not achieved anything.



	<p>holdup, I'd been taking stock of my life. Taxi driver—and I'd fucked my age at that. (You need to be twenty.) No real career. No respect in the community. Nothing. (p. 16).</p>	
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The writer presented the data in three different sections based on the types of irony contained in the data. The data that have been categorized were analysed and discussed by employing some conceptions on the theory of irony proposed by Booth (1975), Martin (1992), Bryant and Tree (2002), Cadden (2000), Jeoung (2002) and Littel (2002). In this step, the writer analyzed how context helps the construction of irony and what meanings produced by the irony presented in the novel.

3.5. Clarrification of Terms

Context : The situation within which something exists or happens, and that can help explain it (Cambridge Advanced Learners' Dictionary – third edition, 2008).

Epigraph : A saying or a part of a poem, play or book put at the beginning of a piece of writing to give the reader some idea of what the piece is about (Cambridge Advanced Learners' Dictionary – third edition, 2008).

Figurative language : Language that communicates ideas beyond the literal meanings of the words (Littel, 2002).



Irony

: Irony is a device of both mind and language for acknowledging the gap between what is expected and what is observed (Gibbs and Colston: 2007).

