

CHAPTER 3

RESEARCH METHODS

This chapter presents a detailed description of the methods used in the research. It also elaborates source of the data, techniques of data collection and procedures of data analysis.

3.1 Research Design

The present study employed a descriptive qualitative method since it focused on real life situations. It analyzed how children with ASD produced utterances that observe or break Gricean maxims. This is in line with Cohen, Manion, and Morrison (2000, p. 306) who assert that a qualitative research “draws the researcher into the phenomenological complexity of participants’ worlds; here situation unfolds, and connections, causes and correlations can be observed as they occur over time.” It means that it becomes clear for us to recognize the happenings in participants’ real world along with the causes that contribute to the happenings. Williams (2007) also adds that a characteristic of a qualitative research is investigations of social occurrences from the perspective of the ones being studied. This is in line with the aim of the research, which is to obtain the descriptions of experiences and situations of children with ASD as the ones who were being studied. Furthermore, this research employed a descriptive qualitative method because the data were in the forms of words (textual data) not numbers or images. In contrast to numbers or calculations, textual data were described, analyzed, and interpreted to answer the research questions.

In addition, this study was also a case study because it aimed at discovering and analyzing thoroughly the communication between children with ASD and other people. This study also provided reports and descriptions of real occurrences. This is in line with Cohen et al., (2000, p. 181) who state that a case study “provides a unique example of real people in real situations, enabling readers to understand ideas

more clearly than simply by presenting them with abstract theories or principles.” Hitchcock and Hughes (as cited in Cohen et al., 2000) also add that a case study is a combination of descriptions and analysis of events, in which the focus of a case study is on an individual, individuals or groups of individuals and the objective is to understand their beliefs or ideas of occurrences. This is in accordance with the main objective of the research, which was to analyze utterances using theory of Grice’s Cooperative Principle, involving children with ASD as the individuals or focus of the research.

3.2 Participants of the Research

The participants of the present research were two children with ASD who were currently students at elementary schools for special needs in Bandung. They were from two different schools. As there was only one child with ASD in the first school, thus, it was necessary to look for another child in another school to be used as a comparison. The schools were chosen since the researcher had an access to the schools and had been permitted to conduct a research involving the students.

Moreover, the two participants were a female and a male, and they were referred to as Anggi and Fahri (pseudonyms of their real name). Anggi and Fahri were both from the third grade and they were purposively selected to thoroughly learn about them, more specifically in terms of their communication. For additional information, Fahri lacks consonants, which explains his imperfect sound production during speech.

3.3 Data Collection Techniques

The data were collected by conducting audio recording, observation, and interview. Creswell (2009, p. 175) states that in qualitative research, the researchers “typically gather multiple forms of data, such as interviews, observations, and documents, rather than relying on a single data source. In line with Creswell (2009), this present study

conducted observation, interview, and audio recording to enrich and ensure its sources of data, which is for the purpose of data reliability and validity.

Also, during the observation and interview, writing field notes was carried out as it helped to re-track unclear or missing data. In field notes, important things to write down were details of date, place, and time of the observation and interview, and short descriptions of the conversations (Chiser-Strater & Sunstein in Ellis, 2010).

3.3.1 Audio Recording

In order to collect accurate data, utterances produced by the participants during the observation and interview were recorded. More specifically, the type of recording used is audio recording since the analysis focused on the oral communication. This is in agreement with Gibson and Brown (2009, p. 160) who state that “in general terms, audio data is appropriate where the analysis is concentrating particularly on verbal conversation.” Additionally, non-verbal activities which help describe the conversation better are also obtained by conducting observation, which is explained further in the following paragraphs.

3.3.2 Observation

As one of the techniques used in collecting the data, observation was conducted to gain as many natural data as possible because it helped to watch thoroughly how participants communicate with other people, in this case, with their teachers and friends. This is in line with Williams (2007, p. 67) who argues that “in the observational study method, the researcher observes a particular aspect of human behavior with as much objectivity as possible.” Thus, the need to conduct an observation was to watch behavior or gestures they make as they communicate with their interlocutors (such as nodding, shaking head).

The observation was held in the schools, the places where the participants and the naturally occurring activities of the participants were present. This is in agreement with Creswell (2009, p. 175) who states that “qualitative researchers tend to collect

the data in the field at the site where the participants experience the issue or problem under study.”

The type of observation that was selected was non-participant observation. It was selected because the research aimed to gain data that consist of occurrences or events which happen normally without any involvement from the researcher. This is in agreement with Cohen et al., (2000, pp. 186-187) that non-participant observers “stand aloof from the group activities they are investigating and eschew group membership.” Thus, during the observations, the researcher acted only as an observer and did not play a role or get involved in the situations. The observation obtained data from daily conversations that they normally have, and it took place in the schools. The observation was conducted for four days. After observations were conducted, the research continued to collect the data by conducting interview.

3.3.3 Interview

The other technique used in gathering the data was interview. The type of interview that was used was open-ended interview. This type of interview was chosen because the research attempted to ask the same questions in the same order to all participants, by which these question lead to comparability of answers from each person (Cohen et al., 2000, p. 271). In the interviews, the questions were asked in Bahasa Indonesia because it is the language that the participants generally speak. The questions were about the participants’ lives and daily activities, both in their school and their home. The interviews took place in the schools when the two participants were having recess. The interview questions consisted of simple yes/no and WH questions considering the participants are children. The questions were:

1. *Halo, apa kabar?*
2. *Kamu udah makan belum?*
3. *Gimana rasanya sekolah di sini?*
4. *Guru-gurunya baik-baik nggak?*
5. *Kamu punya banyak temen nggak di sini?*

6. *Paling suka pelajaran apa di sekolah?*
7. *Kamu suka olahraga?*
8. *Di sekolah ada pelajaran olahraga nggak?*
9. *Kamu kalau istirahat suka main nggak sama temen-temen?*
10. *Sekolah pulang jam berapa?*
11. *Kalau di rumah, kamu paling suka ngapain?*
12. *Kamu suka nyanyi nggak?*
13. *Kalau terapi, hari apa aja?*

The purpose of posing these questions was to get to know more about the participants. Furthermore, the answers provided by the participants in the interview can be proven by clarifying or asking their teachers and mothers, which then also helped to examine whether the maxims are observed or broken. After observation and interview were conducted, the data collection continued to the next step which was transcribing the conversations.

3.3.4 Transcribing the conversations

The verbal conversations which have been collected by audio-taping were then transcribed to be used for data analysis. This is in line with Silverman (2013, p. 57) who states “audiotapes of naturally occurring interaction are usually transcribed prior to (and as part of) the analysis.” In transcribing the conversations gained from audio recording during observation and interview, this study used transcription conventions from Jefferson (as described in Atkinson and Heritage, 1984). Features used in transcribing the conversations were as follows:

Table 3.1

Transcription Symbols Used in the Transcriptions

Symbol	Name	Meaning
<i>((italic text))</i>	Double parentheses	Non-verbal activity
:::	Colon(s)	Words that are stretched out
--	Hyphen	Interruption in utterance
(# of seconds)	Timed pause	The time of pause(s) in speech, in seconds
/	Slash	Half or unfinished sentences

The main concern of the transcriptions is on words (utterances) that were spoken. Additionally, the researcher ensured that the transcriptions of the recorded data covered several things, such as pauses, gestures, and moods of the speakers (Cohen et al., 2000). In line with Cohen et al. (2000), ensuring that the transcriptions cover those things and do not contain any mistakes is aimed at increasing the reliability and validity of the research (Gibbs, as cited in Creswell, 2009). After all the data have been transcribed, the research continued to the next method, which was data analysis, as explained in the following section.

3.4 Data Analysis

The data, which have been collected from audio recording, observation and interview (which are in the form of transcription), were analyzed by using theory of Cooperative Principle by Grice (1975). The analysis consisted of five steps. Firstly, it was started by identifying what maxims are observed and what maxims are *not* observed by the participants. After that, the analysis was continued by categorizing the broken maxims into the types of non-observance of maxims. Then, the analysis proceeded to discovering the possible reasons behind the cases of non-observance of maxims. After that, the analysis was continued by interpreting the findings by relating them to the theories and previous studies. Lastly, the analysis was ended by drawing conclusions. The first step i.e. identifying the maxims which were observed and *not* observed is explained in the following section.

3.1.1 Identifying the observed and *not* observed maxims

In this section, utterances provided by Anggi and Fahri were analyzed by identifying what maxims were observed and what maxims were broken. Every utterance was written down in order to clarify and provide explanation for why it was categorized as observing or breaking the maxims. There were two tables; one for Anggi and one for Fahri. The tables are presented as follows:

Table 3.2

Identification of Observed and Not Observed Maxims by Anggi

Audio Recording and Observation Data			
No.	Utterances	Observed maxims	Not observed maxims
1	<i>T : Pagi::: udah makan belum?</i> <i>P1 : Udah, sosis</i>	Quality Manner Relation	Quantity
2	<i>T : Mau ke Giant ngapain?</i> <i>P1 : Momobilan, belanja</i>	Relation Manner	Quality Quantity
3	<i>T : Belanja apa?</i> <i>P1 : Ye::: asik ke Giant!</i>	Manner	Quality Quantity Relation
4	<i>T : Iya pergi ke sini naik apa dianterinnya?</i> <i>Naik sepeda atau motor?</i> <i>P1 : Sepeda aja?</i>	Quality Quantity Manner	Relation
Interview Data			
No.	Utterances	Observed maxims	Not observed maxims
1	<i>R : Halo, apa kabar?</i> <i>P1 : Apa kabar. Baik</i>	Quality Relation Manner	Quantity
2	<i>R : Paling suka pelajaran apa di sekolah?</i> <i>P1 : di sekolah ya. Yang (# of 2 seconds) kaya gini, kaya gini</i>	Quantity Relation	Quality Manner
3	<i>R : Kamu suka olahraga?</i> <i>P1 : Olahraga. Suka main</i>	Quality Quantity Relation	Manner
4	<i>R : Kalau terapi, setiap hari apa aja?</i> <i>P1 : Bu Salma lagi istirahat</i>	Quality Manner	Relation Quantity

Table 3.3

Identification of Observed and Not Observed Maxims by Fahri

Audio Recording and Observation Data			
No.	Utterances	Observed maxims	Not observed maxims
1	<i>T : Jam sep:::lu:::h. Kamu udah makan?</i> <i>P2 : u-ah. Po- 'i, the ge-ah (Udah, pop mie, the gelas)</i>	Relation Manner	Quality Quantity
2	<i>T : rasanya a:::sem. Kamu kemarin masuk sekolah nggak?</i> <i>P2 : ma-uk (masuk)</i>	Quantity Manner Relation	Quality

3	<i>M : Tadi belajar apa?</i> <i>P2 : i-ing ma-i-ing (dinding marinding)</i> <i>((referring to a song))</i>	Quality	Quantity Relation Manner
4	<i>T : tadi dikasih uang nggak?</i> <i>P2 : di-a-ih uang (dikasih uang)</i>	Quality Quantity Relation Manner	
Interview Data			
No.	Utterances	Observed maxims	Not observed maxims
1	<i>R : Di sekolah ada pelajaran olahraga nggak?</i> <i>P2 : a-da</i>	Quality Quantity Relation Manner	
2	<i>R : Kalau terapi, setiap hari apa aja?</i> <i>P2 : a-di te-a-pi (tadi terapi)</i>	Quality Relation Manner	Quantity
3	<i>R : Sekolah pulang nya jam berapa?</i> <i>P2 : puang puang puang (pulang pulang pulang)</i>	Relation	Quality Quantity Manner

After identifying what maxims are observed and what maxims are *not* observed, the analysis continued with analyzing the types of non-observance of maxims that were committed.

3.1.2 Categorizing into the types of non-observance of maxims

Unlike the observed maxims, the maxims which were *not* observed were analyzed further. The utterances which break maxims were written down and then categorized into what types of non-observance they belong to, which was either flouting, infringing, violating, opting out, or suspending. To strengthen the findings, explanations for why utterances belong to certain types of maxims non-observance were also provided. Similar to the section of identifying maxims, there were also tables in this section. The tables consisted of columns for the five types of maxims non-observance, with (✓) labeling the type of non-observance that was committed. In order not to confuse the identification between the non-observance of maxims by the two participants (Anggi and Fahri), the tables of each participant were made into two different tables. The tables are as follows:

Table 3.4

Types of Non-Observance of Maxims Committed by Anggi

Audio Recording and Observation Data							
No	Utterances	Not observed maxims	Types of Non-observance of Maxims				
			Flouting	Violating	Infringing	Suspending	Opting out
1	<i>T : Pagi::: udah makan belum?</i> <i>Anggi: Udah, sosis</i>	Quantity	✓				
2	<i>T : Mau ke Giant ngapain?</i> <i>Anggi: Momobilan, belanja</i> <i>T : Belanja apa?</i> <i>Anggi: Ye::: asik ke Giant!</i>	Quality Quantity Relation	✓				
Interview Data							
No	Utterances	Not observed maxims	Types of Non-observance of Maxims				
			Flouting	Violating	Infringing	Suspending	Opting out
1	<i>R : Kalau terapi, setiap hari apa aja?</i> <i>Anggi: Bu Salma lagi istirahat</i>	Quantity Relation	✓				
2	<i>R : Paling suka pelajaran apa di sekolah?</i> <i>Anggi: di sekolah ya. Yang (.) kaya gini, kaya gini</i>	Quality Manner	✓				

Table 3.5

Types of Non-Observance of Maxims Committed by Fahri

Audio Recording and Observation Data							
No	Utterances	Not observed maxims	Types of Non-observance of Maxims				
			Flouting	Violating	Infringing	Suspending	Opting out
1	<i>M : Tadi belajar apa?</i> <i>Fahri: i-ing ma-i-ing (dinding marinding) ((referring to a song))</i>	Quantity Relation Manner	✓				
2	<i>T : rasanya a:::sem. Kamu kemarin masuk sekolah nggak?</i> <i>Fahri: ma-uk (masuk)</i>	Quality		✓			
Interview Data							
No	Utterances	Not observed maxims	Types of Non-observance of Maxims				
			Flouting	Violating	Infringing	Suspending	Opting out

1	<i>R : Kalau terapi, setiap hari apa aja?</i> <i>Fahri: a-di te-a-pi (tadi terapi)</i>	Quantity	✓
2	<i>R : kalau di rumah, paling suka ngapain?</i> <i>Fahri:hm? (.) mi i kaf (minecraft)</i>	Quantity Manner	✓

The maxims were observed and *not* observed due to certain reasons. This was the next step in the data analysis, which was discovering the possible reasons underlying the observance and non-observance of maxims, as discussed in the following paragraphs:

3.1.3 Discovering reasons underlying the non-observance of the maxims

After analyzing what types of non-observance of maxims there were, the data analysis continued by discovering the possible reasons which underlying the non-observance of maxims. The reasons varied, for example, reasons for infringing maxims as proposed by Thomas, and other reasons such as reasons triggered by the characteristics of children with ASD.

3.1.4 Interpreting the findings

After discovering the possible reasons underlying the cases of non-observance of maxims, the data analysis continued to the next step, which is interpreting the findings. The findings were interpreted by referring and relating them to the theories of Gricean maxims, previous studies, and also to knowledge of the characteristics of children with ASD.

3.1.5 Drawing conclusions

After the previous four steps were finished, conclusions from the whole findings were drawn and presented in chapter five.

