

CHAPTER III

RESEARCH METHODOLOGY

This chapter comprises the methodology of the research, which includes research problems, research method, subject of the research, and techniques of the data collection. The chapter also explains the process of data collection and procedures of analyzing the data.

3.1 Research Problems

In children communication, there is a potential for misunderstanding especially in coping with interrogative constructions. In order to investigate a child's understanding on interrogative constructions, the research problems are formulated in the following questions:

1. How does a child understand interrogative constructions in communication?
2. How does the child respond to those interrogative constructions?

3.2 Research Method

The methodology applied in this research is descriptive qualitative. Descriptive method tries to give descriptive explanation of a problem (Vredenberg, 1984). It is used to investigate the data without giving any treatment to variables in the research.

Since this research focused on a child's behavior, so qualitative is the best method for this research. In addition, according to Musianto (2008), qualitative approach is usually used in a research that does not need any statistics or numerical count, for example research about life, biography, someone's behavior, organization role or feedback of a relationship.

It is a case study since it can give deep understanding of a particular phenomenon, as Berg (2007:283) states "a case study is a method involving systematically gathering enough information about a particular person, social setting, event or group to permit the researcher to effectively understand how the subject operates or functions."

3.3 Subject of the Research

In order to investigate a child's understanding on interrogative constructions, this research mainly focused on a thirty two-month child named Gallista. It was a case study, since language acquisition in children develops in their first three years. Their first three years are the milestone of their development. It is very interesting thing to investigate language development of a child, especially in mastering her mother tongue.

Gallista was a normal child when her mother bore her. She was born on May 4th, 2006. She is the only child that her parents have. Her family is a small family consists of mother, father and a daughter. Her parents are young parents since her mother is twenty-seven years old and her father is thirty. This little family lives in Padakasih-Cimahi. Gallista's mother is not a work mother.

Gallista is an active child, and her interaction with her surrounding is good. According to her mother, Gallista starts to coo when she was two months and start to say her first word when she was eleven months. She understands the words and can say the words she often hears. In her age, she has already said the words clearly. Gallista speaks a lot with people around her even though she is not playing outside the house a lot. She usually speaks with all members of the family, father, mother, neighbors, guests, and everyone who asks her. Gallista likes to play many games. Her mother facilitates her with many kinds of games, education toys, and many books. She likes to play with a kitchen set toy a lot. The data was taken while she was playing with four different people. They were her mother, the researcher, an older child (about ten years old child), and an equal age child.

3.4 Technique of data Collection

In collecting the data needed for this research paper, an audio recorder was used as the main instrument. The data of the research was taken by recording the conversations of Gallista with the four people. The period of each setting was about fifteen to thirty minutes each day. This research was conducted for about a month.

The recording process was taken when the child communicated with the four people while they were playing together. There were four setting in this data collection. The first was when the child was playing with her mother or parents, the second was when the child was playing with researcher, the third setting was

taken when the child was playing with an older child, and the fourth was when the child was playing the equal age child. While the recording was carried out, the researcher took some notes as additional data.

After the recording was carried out, the data was written into transcription. Then the transcription became the main source for the research. Soon after the transcription was transcribed, the next step was analyzing the data.

3.5 Data Analysis

3.5.1 Transcribing the Recorded Data

The recorded data were transcribed into written text to be analyzed. Each utterance of the speakers in the data recorded was written in a conversation form. It needed many times to get the messages of the conversation.

3.5.2 Analyzing the Data

The written transcription, as the data sources was analyzed. Several categories of the data were classified. Since the paper focused on a child's understanding on interrogative constructions, the categories were divided into several characteristics of a child's response in different settings used Reich's theories of responses. There were two categories interrogative constructions, i.e. real questions and rhetorical questions.

The next step was analyzing the number of occurrence from the collected data that show a child's understanding on interrogative constructions in conversation by using the formula of percentage.

After the data was categorized, the writer identified several responses used the kinds of responses which is developed by Reich (1986), which are contingent response, imitative response, noncontingent response, specific request for repetition, and specific request for confirmation. The writer also identified differences related to the social aspects and the relationship between the subject of the research and the four people involved in the communication.

