

## CHAPTER III

### METHOD OF THE STUDY

#### 3. 1. Research Approach

In analyzing the accuracy of dialogues in the 7<sup>th</sup> grade Junior High School's English textbooks, the writer conducted the research by using descriptive qualitative. In order to arrive at the desire conclusion, it was necessary to evaluate the textbooks and measure the accuracy of the dialogues according to preferred and dispreferred response in CA.

According to Miles and Huberman (1998, p. 149), there are elements of qualitative research are:

- 1). In qualitative research, researcher is essentially the main 'measurement device' in the study.
- 2). Then equal research is conducted through an intense context with the real situation. This situation is in formal situation, as it is not being set up, as a reflection of everyday life of individual if groups, societies and organization.
- 3). The researcher's role is mainly to gain 'holistic' meaning of the context, which is observed. Finally, since the analysis is done with the words can be gathered, sub-clustered, broken into semiotic segment. They can be organized to permit the researcher to contrast, compare, analyze and give pattern upon them.

These three elements can be guideline for the writer to conduct the research.

#### 3. 2. Subjects

The subjects of this study were some textbooks which were used in Junior High School. First the writer surveyed each textbook that was used in those four schools. After that the writer chose the same books that were used in those

schools. Then finally the writer chose only three books; Pelajaran Bahasa Inggris edisi 2, Smart Steps, Brighten Your English. The first textbook Pelajaran Bahasa Inggris edisi 2 was published by Departemen Pendidikan Nasional Direktorat Jenderal Pendidikan Dasar dan Menengah, Direktorat Pendidikan Lanjutan Pertama based on SBI curriculum. There were 13 units (see appendix 1). However, there is no proof-reader mentioned in this textbook. The second book Smart Steps was published by Ganeca Exact Bandung. Ali Akhmadi and Ida Safrida were the authors of this second textbook, and Keisha Morong as the proof-reader. There were 14 units (see appendix 1). The last textbook Brighten Your English was arranged by Tim MGMP Bahasa Inggris Kabupaten Gresik. The team consists of 5 teachers: Abd. Azis, S.Pd, S.Pdi from SMP Negeri I Bungah, Suci Handayani, S.Pd from SMP Negeri I Bungah, Rohidayati, S.Pd from SMP Negeri I Manyar, Budi Sulistijanto, S.Pd from SMP Negeri I Sidayu, and Misbahul Muhib, S.Pd from SMP Negeri 4 Sidayu. There were only 5 units in this textbook (see appendix 1). The writer have to read all the three books and select any dialogues that contain the action sequences; invitation, offer, request, and apology.

### 3.3 Technique of Data Collection

The writer read all the three textbooks, found the action sequences (invitation, offer, request, and apology) and types all the dialogues. After that the writer analyzed the accuracy of the dialogues in Conversation Analysis.

### 3.4 Technique of Data Analysis

After the data complete, the data will be analyzed using Conversation Analysis theory by Schegloff. First, the data will be examined to find the significance features to be written down. The data that is going to be analyzed is the written data taken from the textbooks. Later the written data will contain the information about the conversation features clearly. Then, the sequences organizations in the conversation are being explored and analyzed. After the data are being analyzed, the writer compares the conversation to find the differences of the sequences pattern organization. The result will be reported in this paper in the form of words. The written data is also shown to make the readers comprehend the analysis clearly. Last, the conclusion is drawn based on the findings.

To sum up, the data are analyzed with steps below:

1. Find out the dialogues which contain of four action sequences
2. Grouping the four action sequences
3. Analyzing the data
4. Concluding the findings.