CHAPTER III

METHOD OF STUDY

3.1 Research Approach

The method that was used in this study is based on the theory revealed by Punch (1998). Qualitative approach was applied and considered appropriate in this study for several reasons that relate to some elements in qualitative research. First, qualitative research is conducted through an instance contact with the real condition (Punch, 1998, P. 4). The situations are in normal situation as it is not being set up, as a reflection of everyday life of individuals, groups, societies, and or organizations. Thus, qualitative methods are possibly one of the best ways to gain the insider's perspective, the actor's definition of situation, the meaning people attach to things and events since the writer attempts to gain insight the implied meaning and intended purpose of the article's writer through the use of linguistic forms found in *Vogue* and *TeenVogue* magazines. Then, the analysis of the study is done by words in which the writer gathers, categories based on the applied underlying theory.

Second, in qualitative research, the writer is essentially the main "measurement devices" (Punch, 1998, p. 52). In this way, the writer tries to get closer to what is being studied. By doing this, a depth understanding is found, therefore, samples are usually small, and its sampling is guides by theoretical rather than probabilistic consideration.

27

Finally, the writer investigates the use of linguistic forms in detail, not in the form of numbers but in the form of words. Moreover, the data are in the form of words from written text and the analysis proceeds by extracting theme generalizations from evidence and the organizing the data is to present a coherent.

The purpose of the study is to examine the language of English women's magazines and its varieties in the sociolinguistics (language and age) context. The study basically depends on qualitative data collection methods. An adapted *Vogue* and *TeenVogue* magazines was used as the data collection instrument. The data obtained were analyzed using interpreted different the word class that used in *Vogue* and *TeenVogue* magazines.

3.2 The Source of Data

The sources of data were taken in several *Vogue* and *TeenVogue* magazines that divided by several months. The writer chooses *Vogue* and *TeenVogue* magazines because the foundation of *Vogue***'s** leadership and authority is the brand's unique role as a cultural barometer for a global audience.*Vogue* places fashion in the context of culture and the world we live in — how we dress, live and socialize; what we eat, listen to and watch; who leads and inspires us. *Vogue* immerses itself in fashion, always leading readers to what will happen next. Thought-provoking, relevant and always influential, *Vogue* defines the culture of fashion.

The history of *Vogue* started by the first issue of Vogue saw the light in 1892 in America. In 1909 the magazine was acquired by CondeNaste Publishers. The magazine's volume became thicker and its main focus was turned on women.

Naturally, the price was raised as well. In 1916, when the First World War made impossible Vogue deliveries to the Old World, the printing was started in England. This decision proved to be successful and 1920 the first issue of French Vogue was released. In1932 the American Vogue for the first time ever had placed a color photography on its cover (earlier it was exclusively given for drawings). Since that time the World's best photographers - Irwin Penn and Guy Burden, Richard Avedon and Norman Parkinson, Helmut Newton and Peter Lindberg - became Vogue's contributors.

In 1960s the American Vogue under the leadership of Diana Vriland had become the symbol of a new era – more creative, emancipated and sexy. Another important period in American Vogue history began in 1988, when Anna Wintour became its Chief Editor. Her talent, will and efficiency, reflected in The Devil Wears Prada movie, had finally turned Vogue into Nr1 Fashion Magazine of the World, not just reflecting fashion trends, but effectively shaping them (Anna Wintour biography on <u>Vogue.ru</u>). First issue of Russian Vogue was released in September 1998. In August 1998, when economic crisis broke out in Russia, the advertisements of a new magazine with Keith Moss and Amber Valetta on its cover, and the headline logo "Finally in Russia" was perceived by many as a bad joke. Overcoming all perils, Vogue had emerged not just as Russia's leading fashion magazine, but as a flagship of national glossy media, a benchmark of a glossy monthly magazine of absolutely different, international class.

3.3 Technique of Data Collection

The basic criteria for choosing monthlies magazines (*Vogue* and *TeenVoguge)* magazines were to cover language and style feature in advertisements along with typical women's issues including fashion, beauty and lifestyle. The following magazines were collected;

1. *Vogue*   *issues May 2014*

2. *Vogue*   *issues November 2014*

3. *TeenVogue*   *issues May 2014*

4. *TeenVogue*   *issues   April 2014*

5. *TeenVogue*   *issues November 2014*

Altogether, the research sample contains 5 magazines. These magazines stand for two different categories whereof *TeenVogue*magazines are magazinesaimed at younger women, and *Vogue* magazines that are more quality magazines aimed at mature women. The research will take account of common features as well as essential differences between the language in adults and younger women. The following section is devoted to the profiles of the two selected magazines and their content aspects. To collect the most sufficient data, as the first step, the writer searched for some women's magazines (but in different age, the writer chose (*Vogue* and *TeenVogue*Magazines) one magazine is in adult and for teenage magazines. Then the writer chose the magazines which contain many articles that she thought to be adequate in representing the data. The last step, considering the number of the topic of articles, the selected only for women's magazines (for

adult and teenage magazines) in which they have the same topics in *Vogue* and *TeenVogue.*

Briefly, the procedures in collecting the data are:

1. Searching some women's magazines (in different age, for adult and teenage magazines)

2. Choosing *Vogue* and *TeenVogue* magazines monthly edition

3. Grouping the articles in *Vogue* and *TeenVogue* based on their topics

4. Selecting the articles in *Vogue* and *TeenVogue* that have the same topics to be the main data.

3.4 Technique of Data Analysis

After collecting and selecting the data, the writer used some steps analyze the data. First, the writer focused on the selected data and read the phrase by phrase, sentence by sentence. Second, the writer identified classified the linguistic in articles of *Vogue* and *TeenVogue* by using the definition and the theoretical of informal language by Murray (2007). Third, the writer selected the one or several articles from *Vogue* and *TeenVogue* for each topic randomly but appropriate based on linguistic forms and reflecting different on age, then presented the data in the form of tables. Then, the writer makes groups appropriate the linguistic that found in *Vogue* and *TeenVogue* magazines reflecting difference based on age. The frequency of each type of informal language that used in both magazines then transferred to tables in order to clearly portray the usage. And finally, the writer makes analyze the reflecting differences the uses of linguistic forms were identified in the articles of *Vogue* and *TeenVogue* magazines.

The qualitative data collected through *Vogue* and *TeenVogue* magazines were analyzed with the following research area: Linguistic area, which will be focused on: the informal language used in women's magazines, sentence types, sentence structure, and word-formation. Social phenomena transformed by language that will analyze the language in relation the language in relation to age, the relationship between the author and the readers on the social distance and status scale.

In short, the procedures of the data analysis are follows:

1. Reading the article data (phrase by phrase, sentence by sentence)

2. Identifying and classifying linguistic forms found in *Vogue* and *TeenVogue* magazines.

3. Putting the types of linguistics forms found in tables.

4. Make analyses reflecting different sense of linguistic forms found based on age.

Identifying and analyzing reflecting differences to confirm features of informal language variation influenced by Linguistic forms and Sociolinguistic (age factor) aspects in *Vogue* and *TeenVogue* magazines