

## **CHAPTER III**

### **METHOD OF THE STUDY**

#### **3.1. Research Approach**

The method that was applied in this study is qualitative, which focuses on not only how the sample or small collection of cases, units, or activities illuminates social life but also focus on the specific techniques that will yield highly representative samples ( Neuman, 1999, pp. 195-196 ). The writer did not use any statistical tool to analyze the data. The writer chose qualitative because the writer wanted to describe the use of swear words by 6th grade of Elementary School students, the reason of using it, and how boys and girls use swear words in their conversation.

#### **3.2. Location and Population**

The writer took the data from one of non-formal courses in Surabaya. This course is well known in Indonesia. The course spreads in almost every city in Indonesia. A big city, such as Surabaya, has more than 5 offices. The writer chose one office of well-known non-formal course in Surabaya. As the population of this study, the writer chose all 6th grade students of this course which are divided into some classes.

### 3.3. Sampling

The writer used the purposive sampling technique in choosing the sample. This research is appropriate to the first situation that Neuman (1999, p. 198) stated for situation in using this sampling, which is to select informative and unique cases. He stated that there are three situations that is suitable with this kind of sampling: first, it is used to select informative and unique cases. Second, it is used to select members of specialized or a difficult-to-reach population. Third, it is used to identify particular types of cases for in-depth investigation. As we know that topic of this research is a taboo and negative thing to discuss, so the writer seems this sampling technique made the writer got the data easily. The purposive sampling technique was used in choosing the respondents based on the following criteria:

1. They are 6th grade of Elementary School student.
2. They join course in this non-formal course.
3. They join the Mathematics class on Tuesday, December 11th, 2012 at 3.30 – 6.40 p. m.
4. They use swear words in their speaking.
5. They come from multilingual culture; Javanese, Chinese, and mixture of both.
6. They lived in Surabaya.
7. Their parents are businessmen and businesswomen.

8. They study in various types of school, such as Christian Elementary School, Islamic Elementary School, Public Elementary School, and Private Elementary School.

Here, the writer chose only two Mathematics sessions or classes of 6th grade, as the suggestion from Mathematics teacher, which the first one consists of 9 students, 4 girls and 5 boys. Actually there are 15 students in the class, but 6 of them were absent. The session two consists of 12 students; 6 girls and 6 boys. Actually there are 15 students in the class, but 3 of them were absent.

#### **3.4. Technique of Data Collection**

In collecting the data, the writer did several steps. The first one was having approval from the head of non-formal course. In doing this first step, the writer needed to ask for covering letter from the department. It was needed in order to make sure that the writer really from the English Department student of Airlangga University and wanted to take the data for the thesis. After having approval, the writer and mathematics teacher arranged the schedule of observation. The writer took the mathematics class because the writer thought that the lesson would make up the emotion of the students. We need to pay attention in answering Mathematics' questions because when we made only a little mistake, either in calculating the answer or using the wrong formula, it will make a big different result. Then they probably use swear words when they made mistake. In this case, the writer needed to talk with the mathematics teacher in order to get the information which appropriate class to get the data. The observation was on Tuesday, December 11th, 2012. The data was taken from 3.30 – 6.40 p.m. in a

classroom. After having the schedule, the writer recorded the data and took a note. At that time, the writer told the students that the writer would like to take the data from them by voice recording. The writer just sat next to the teacher's desk and recorded all of their conversation in a classroom naturally. This recording was only taken by voice recording, because it would make the conversation more naturally than audio visual recording. No instructions and obligations were given by the writer to the teacher or children regarded to the topic of conversation in the classroom.

The data recording in this study needed at least twenty minutes length for each recording during the Mathematics session. The recordings were not limited on the length of each recording because the writer waited for the swear word spoken by the children in the classroom. There was a probability when the writer recorded the children's utterances, they would not produce swear words. Therefore, the writer needed to take the recording several times. Then, the writer distributed the questionnaire to the students in order to know the reasons of using swear words. The last step, the writer transcribed the conversation in the recordings orthographically.

Shortly, the procedures of collecting the data as follows:

- Having approval from the head of non-formal course,
- Arranging the schedule of observation,
- Recording the data and taking notes,
- Distributing the questionnaire, and
- Transcribing the conversations orthographically.

### 3.5. Technique of Data Analysis

After the writer got the data, the writer analyzed the data. The writer did some steps in analyzing the data. Describing the use of swear words that occurred became the first step of analyzing the data. In this step, the writer listed all the swear words that were used by the students in the classroom when they were doing mathematics task. The next step is categorizing swear words that occurred. In this step, the writer used the theory of taboo words classification according to Andersson (in Karjalainen 2002) because all the classifications are pointed to the negative taboo usage included swear word. Then, the writer analyzed the swear words that were used by children and reason of using it. The last step is classifying the use of swear words by male and female students.

Shortly, the procedures of analyzing the data as follows:

- Describing the use of swear words and listed all swear words used by the students,
- Categorizing swear words that occurred,
- Analyzing the swear words that were used by the students, and
- Classifying the use of swear words by male and female students.