

## CHAPTER III

### METHOD OF THE STUDY

#### 3.1. Research Approach

In this study, the writer uses the qualitative method in order to accomplish the aims of this study that are: first, to describe the use of preferred and dispreferred response in four action sequences (invitation, offer, request, apology); second, to evaluate the accuracy of the dialogues in the eighth grade Junior High School's English textbooks according to CA theory. Hence, this study is called qualitative research since one characteristic of the qualitative research is descriptive, giving detailed description about the use of preferred and dispreferred response in four action sequences. Furthermore, Neuman (2000, p.148) pointed out that the qualitative research tends to use a case oriented approach that places cases, not variables, centre stage. Moreover, in the qualitative research, a researcher is able to build up the abstract ideas that come before collecting the data. Hence, qualitative research begins with empirical data, followed by ideas and processes of relating ideas and data. Therefore, this method is appropriate for the purpose of this study, namely to describe the use of preferred and dispreferred response in four action sequences (invitation, offer, request, apology). By analyzing the use of preferred and dispreferred response in four action sequences dialogues in the eighth grade Junior High School English textbooks, it will help to

evaluate the accuracy of the dialogues in the eighth grade Junior High School English textbooks according to the structures of talk in CA theory.

### **3.2. Corpus**

The subjects of this study are some English textbooks that are mostly used by the eighth grade Junior High School in Surabaya. First, the writer surveyed each textbook that was used in some Junior High Schools in East Surabaya. Afterwards, the writer chose the same books that were mostly used by the eighth grade Junior High Schools in Surabaya. Finally, the writer chose only three books: Let's Talk, The Bridge English Competence, and Smart Steps. The writer chose those three books due to the fact that those three books are contain several topics which are commonly applied in other English textbooks. Besides, those three books have accomplished the standard of the KTSP curriculum for eighth grade Junior High School. Nevertheless, the writer has to read all the three English textbooks and identify any dialogues that contain the four action sequences: invitation, offer, request, and apology.

### **3.3 Technique of Data Collection**

By using the qualitative research, this research is conducted through an intense context with the real situation. Hence, the writer decided to read all the three English textbooks, and found the action sequences (invitation, offer, request,

and apology), types all the dialogues and classified the dialogues based on those action sequences. Furthermore, the writer analyzed the accuracy of the dialogues based on the CA theory proposed by Schegloff.

### **3.4. Technique of Data Analysis**

After collecting the data, the writer began to analyze the data based on the theories proposed in chapter II. The identifications of the use of preferred and dispreferred response in four action sequences (invitation, offer, request, and apology) were done in the following steps. First, the data in each conversation will be examined in order to find out the significance features to be analyzed. In addition, the data that is going to be analyzed is the written data taken from the English textbooks which contain the information about the conversation features transparently. There are nine dialogues found on those three books. Furthermore, the sequences organizations in the dialogues are being investigated and analyzed. After the data are being analyzed, the writer will compare the conversation from the English textbooks to the data in CA in order to find out the differences of the sequences pattern organizations. Afterwards, the result will be reported in this paper in the form of words. Moreover, the written data is also shown to make the reader recognize the analysis clearly. Finally, the writer will draw a conclusion based on the findings. To sum up, the data are analyzed through some steps below:

1. Discovering the dialogues which contain four action sequences (invitation, offer, request, and apology).
2. Classifying the dialogues through the four action sequences.
3. Analyzing the data.
4. Concluding the findings.