

CHAPTER III

METHOD OF THE STUDY

This chapter consists of four parts, namely, research approach, participants of the study, technique of data collection, and technique of data analysis. In general, this chapter is used to explain what methods used by the writer in conducting her research.

3.1 Research Approach

This study uses qualitative method because the writer describes something. In this study, the writer describes speech disfluency that occurred in children, especially in second grade Indonesian elementary school students, when they were giving argumentation in front of the class. According to Bogdan and Taylor (1975 in Moleong 2005) qualitative method is a research procedure that delivers the descriptive data in written or spoken form of words from the people or behavior that can be observed. This study observed the speech disfluency that might be made by the second grade Indonesian elementary school students when they were giving argumentation. The writer described types of disfluency that occurred in second grade Indonesian elementary school students and the differences between the boys and the girls in producing speech disfluency. Moleong (2005) stated that qualitative research is a research that aimed to comprehend the phenomenon of what happen of the research subject holistically and by the description in form of words and languages, in special context naturally and benefitted various natural

methods. In that case, the participants in this study speech in natural setting or spontaneous speech.

3.2 Population and Sample

The writer chose the second grade elementary school students of SDI Raden Patah Surabaya. The writer chose second grade elementary school students as her participants because the students in that age were including to concrete operational stage who were able to use their logical mind when they were giving their argumentation. The writer chose SDI Raden Patah Surabaya because this school as the winner of telling story on 2012 in subdistrict area.

Since the population was too large, so the writer needed to take a sample by purposive sampling technique. The purposive sampling technique used in choosing the participants based on the following criteria:

1. They are elementary school students in SDI Raden Patah Surabaya (class of 2011/2012)
2. They are second grade of SDI Raden Patah Surabaya especially class of 2A because the students in that class are more talkative than 2B
3. They are not shy when giving the argumentation in front of the class

3.3 Participants of the Study

This study observed the second grade Indonesian elementary school students in SD Islam Raden Patah Surabaya. The writer chose one class in SDI Raden Patah to be observed, namely 2A class. From that class, the writer chose

ten students based on the criteria that have been explained before, who are then divided randomly into five boys and five girls to become the participants. The division is aimed to get the result of the differences of speech disfluency based on gender. Those ten students deliver their argumentation in front of the class.

3.4 Technique of Data Collection

To get the data, the writer observed and recorded the students in 2A class. There are some steps in collecting the data. First of all, the writer asked permission to the headmaster by covering letter from Faculty of Humanities, Arlangga University that the writer wanted to conduct observation in the intended school to get the data for her thesis. The writer also asked permission to the teacher class because the writer wanted to observe her students as the participants in her research. The second step is the writer chose ten students based on the criteria that have been explained before who are then divided randomly into five boys and five girls as the participants in this research. Afterward, the teacher read a story in front of the class. After the teacher finished reading the story to the students, those ten students as the participants moved forward in front of the class one by one. The students delivered their argumentation or critical thinking about the story that was read by the teacher by answering questions in front of the class. The students delivered their argumentation by helping the teacher as the moderator. When the students gave their argumentation, the writer recorded and observed the class.

3.5 Technique of Data Analysis

The writer conducted several steps in analyzing the data. First of all, the writer transcribed the recording orthographically. From the orthographical transcription of recording, the writer identified and classified the speech disfluency that occurs in the participants. As the explanation previously discussed, Ram and Savithri (2007) divided the types of speech disfluency into eight types: sound repetition, single - syllabic word repetition, multi-syllabic word repetition, phrase repetition, interjection, revision, broken word, and prolongation. For prolongation type, phonetic transcription needs to conduct to know more detail about prolongation produced by the participants. After classifying and identifying the data, the writer connected the speech disfluency that occurred in this data with syntactical category. To analyze the syntactical category, the writer used the theory from Alwi et.al. (2003) because the participants selected in this study are all Indonesian children. Finally, the writer tried to find out the differences between the boys and the girls in producing speech disfluency and to determine the greater number of speech disfluency by the participants.

CHAPTER IV DISCUSSION