

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research method. It discusses the method in conducting this study. The discussion covers the research type, research design, source of the data, data collection procedure and data analysis.

A. Research Type

The research type was qualitative research. In qualitative research, the researcher survey, observation, collected the data and analysis the data.

Qualitative research introduce treatments or manipulate variables, or impose the researcher's operational definitions of variables on the participants. Rather, it lets the meaning emerge from the participants. It was more flexible in that it can adjust to the setting. Concepts, data collection tools, and data collection methods can be adjusted as the research progresses.¹

Denzin and Lincoln (2005) described qualitative research as involving “... an interpretive naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them.”²

Observation was useful for students there were confusion about English clitics and giving the significant difference of English clitic from novel.

¹ <https://www.csulb.edu/~msaintg/ppa696/696quali.htm> , November 2nd, 2016. 15.20

² Qualitative research Denzin and Lincoln (2005) p. 3

B. Research Design

In this study, the design was qualitative research method which used case study with the analysis data. In the qualitative approach, it focuses with the problem demand researcher with systematic system. Therefore, as:

1. Carla Willig (2008) asserts, case studies “are not characterized by the methods used to collect and analyze data, but rather its focus on a particular unit of analysis: a case” (p. 74). However, what constitutes a "case" is not so easily laid out. Case studies tend to be bounded in some discrete way by examining a specific or a set of individual(s), organization(s), school(s), department(s), or event(s). The nuances of what makes for a good "case" and what does not are contested and sometimes subtle.
2. Robert E. Stake (2005) argues that the topic of the case can be an individual, but not the means by which the individual engages in a particular practice. He writes, “A doctor may be a case. But his or her doctoring probably lacks the specificity, the boundedness to be a case”.
3. Thomas, "Case studies are analyses of persons, events, decisions, periods, projects, policies, institutions, or other systems that are studied holistically by one or more method. The case that is the *subject* of the inquiry will be an instance of a class of phenomena that provides an analytical frame — an *object* — within which the study is conducted and which the case illuminates and explicates."

4. J. Creswell, data collection in a case study occurs over a "sustained period of time".

Nevertheless, the principles in doing case study research contrast strongly with those in doing case studies for teaching. The teaching case studies need not adhere strictly to the use of evidence, as they can be manipulated to satisfy pedagogical needs. The generalizations from teaching case studies also may relate to pedagogical issues rather than the substance of the case being studied. Unfortunately, the contrast between the two types of case studies have not always been appreciated. For this reason, many people had poor impressions of the validity and generalizability of case study research. The present article will hopefully help to rectify these impressions.

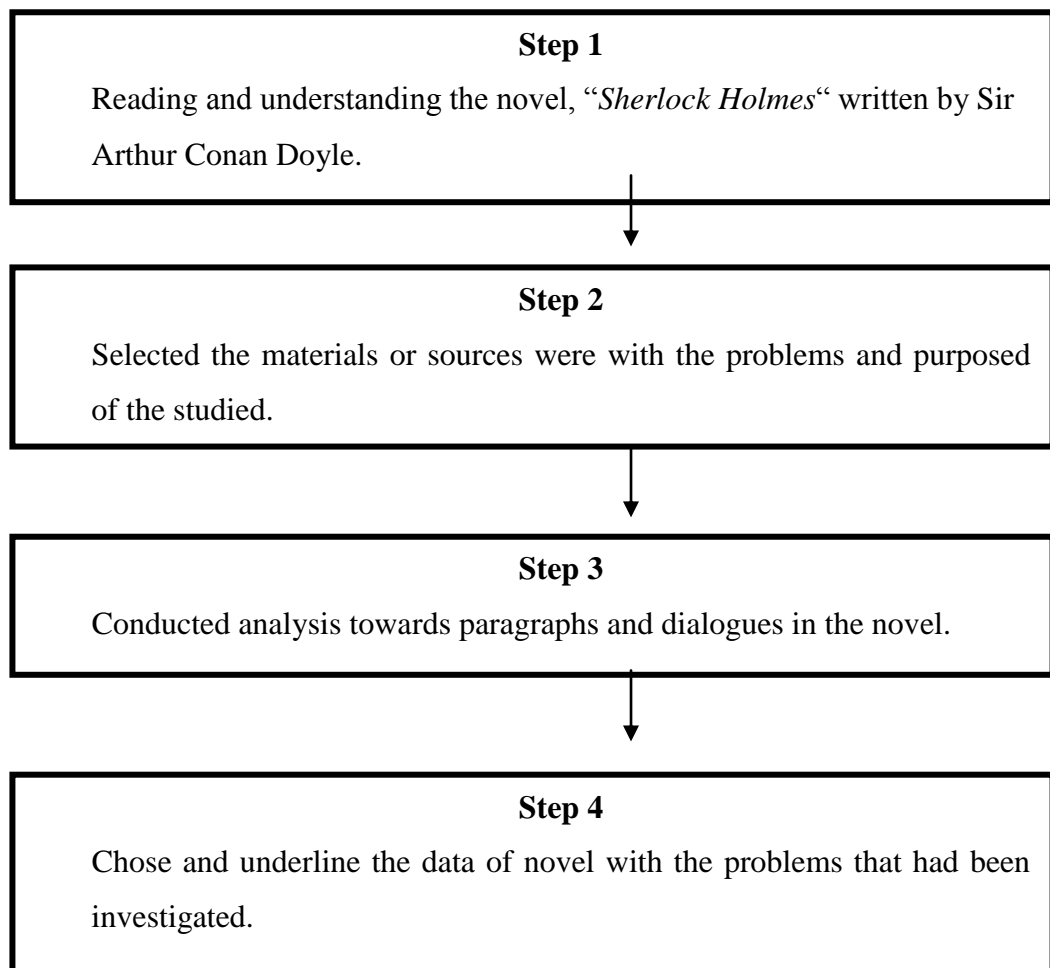
C. Source of The Data

The researcher get the data from the data sources as the research data in the form of conversational fragments. The researcher had chosen ‘‘Sherlock Holmes’’ novel as the sources data whereas the data for the research comprised the sentences and dialogues among the type and function of English clitics and it could provide much information related to giving significant difference of clitics and declaring confusion of students in English clitics.

D. Data Collection Procedure

The data of the study were paragraph and dialogue quoted from the novel. They had been collected based on the purpose of the study. In brief, the writer need to select carefully the data needed in “*Sherlock Holmes*. “ The notes used by the researcher for the analysis.

There are some steps, which are to used to collect the data of this study. They were as follows :



E. Data Analysis

The activity to understand and comprehend the literary work needs a suitable approaches. In this discussion, the writer used a structural analytical approaches as the data analysis.

The data of the study were sentences and word in the novel. The steps to analyze data are as follows:

1. Reviewing the data that will be collected.
2. Determining the type and function of clitics.
3. Composing the theories that would be used for the analysis.
4. Drawing the conclusion based on the data analysis.