

CHAPTER 3

RESEARCH METHODOLOGY

3.1. Method of Data Collection

The nature of CA research is grounded theory. The grounded theory itself is defined as the theory that emerges after data collection. In other words, the data contain important theories that allow the author to explain the theory after analyzing the data. This means that social reality can only be found through the interactions and relationships of other participants in the context of the existing talks. The data for CA research is very important for researchers because the data will determine the results of the analysis. Therefore, the author used qualitative descriptive method as the type of research for this thesis because of the existence of recording which constitutes material for data analysis. The purpose of this study is to investigate overlaps proposed by Sacks, Schegloff, and Jefferson (1974) in the daily conversations among female students. Instead of emphasizing the numeral and quantity analysis which characterizes quantitative approach, the author used the transcript of conversation which is the daily conversation among women as the data source.

This study is qualitative study because the data were collected by recording people who are having daily conversation. The author focused her research on the theory of overlapping, which became the main basis in this study. Overlapping occurs because there are interruptions between the existing participants (Emanuel & Schegloff, 2000). There are three kinds of overlap used to analyze the data; they are terminals overlap,

Continuers, and conditional access to the turn. The three overlap types classified the overlap found in the transcript.

According to Creswell (2014, p. 190) there are four basic types of data collection procedures in qualitative research which are observation, interviews, audio and visual, and documents. In this research, the writer used public documents in a form of the conversation records as a data source. The researcher focused on the transcript of conversation to obtain data on overlaps and compare the conversation among female students.

3.2. Participant

The participants of this study were female students of the Faculty of Language and Arts from batch 2012. Their average age was around 20 years old. Based on the recordings, the context of the talks in interaction was about everyday businesses or interests.

3.3. Instrument

The instrument of this research was the transcript data of record. The author transcribed the recording into raw data and analyzed it by focusing on overlapping theory as a feature of turn-taking. In other words, the data of the research was not in completely independent of researches

3.4. Procedure

a. Recruiting the participants

Faculty of Language and Arts at Soegijapranata University was the place chosen by the author to pick up the participants in this study. However, the place which became the background of the recording was in a mall, a restaurant or café, but some of participants were the female students in Faculty of Language and Arts batch 2012 who became the

participants of the recording. Some conversation was omitted. The author has also asked their permission to record the conversation.

b. Times and Numbers of Recording

Recording is usually 1 to 5 minutes, depending on what conversations the participants were talking about. It also depends on the existence of the interference from the place that the background of the existing record. In the recording data the author there were 12 recordings taken by the author. In each recording there were some different numbers of participants. There were 3 until 7 persons in each recording.

c. Choosing the recording

In this case, there were 15 recordings that could be used by the author but there were only 12 recordings obtained as the material to analyze because there were some recordings that were not clear and there was no material to analyze in this study.

3.5. Data Analysis

The author started the data analysis by listening to the recording first. This is the first step any CA researcher has to understand the full context in the conversation. That is why this step is needed so that the author can do the analysis. The participant may repeat this step more than once if participant missed some context in the conversation. The authors will have difficulty in analyzing the existing transcripts. In this step, the writer must thoroughly and carefully look in order to understand and analyze the transcripts well.

This system was developed by Gail Jefferson. Here is the list of the most-used symbol for transcribing according to Gail Jefferson, which is shared by Abigail Locke (Locke, 2003) :

[]	Square brackets mark the start and end of overlapping speech, aligned with the talk immediately above or below.
↑↓	Vertical arrows precede marked pitch movement.
<u>Underlining</u>	Emphasis; the extent of underlining within individual words local emphasis, but also indicates how heavy it is.
CAPITALS	Speech that is obviously louder than surrounding speech.
°↑I know it,°	Raised circles (“degree” signs) enclose obviously quieter speech.
(0.4)	Numbers in round brackets measure pauses in seconds.
(.)	A micropause, hearable but too short to measure.
she wan::ted	Colons show degrees of elongation of the prior sound; the more colons the more elongation, roughly one colon per syllable length.
Hhh	Aspiration (out-breaths); proportionally as for colons.
.hhh	Inspiration (in-breaths).
Yeh, Yeh?	Commas mark weak rising or continuing intonation, as used sometimes in enunciating lists, or signaling that the speaker may have more to say. Question marks signal stronger, “questioning” intonation, irrespective of grammar.
Yeh.	Periods (stops) mark falling, stopping intonation, irrespective of grammar, and of whether the speaker actually stops talking.
bu-u-	Hyphens mark a cut-off of the preceding sound.
>he said<	“greater than” and “lesser than” signs enclose speeded up talk.
Solid = We had	“Equals” signs mark immediate “latching” of successive talk, whether by one or more speakers, with no interval.

The author only used one symbol for overlapping because the author only focused on overlapping research. After the author had made transcripts that was written and typed, the author processed the existing data and divided them into 3 types. She classified any overlaps found in the transcript data into each type.

There are 3 types of overlap dividers in the transcript data. The first one is the terminal overlap, the second is the Continuers, and the last one is conditional access to the turn. Each overlap section is given an example of a conversation from the data transcript. Then after that, the author concluded the results of the existing analysis.

