CHAPTER 3

METHOD OF DATA COLLECTION AND ANALYSIS

3.1 Type of Research

The writer used qualitative methods and attempts to analyze the types of Adjacency Pairs from the casual conversations between a podcast owner and a doctor through talk show podcasts. Bailey (2014) stated that Paul Felix Lazarsfeld created qualitative research with group discussion method, showed the ideas from psychology to provide an interpretative model, stressed the importance of interpretation. To study how individuals' lives and their "common sense" knowledge of social life help shape social phenomena.

The writer collected all data entirely and in detail. In the social context, ethnomethodology stated that participants must know each other's background to understand and complete social action (Goodwin & Heritage, 1990). This research used ethnomethodology, the study connected with ordinary people's systems of shaping the world of the environment consistent through daily talk and actions.

Schmid (1981, as cited in Krefting, 1991) explained that qualitative research studies the empirical world from the person's perspective. She identified two underlying principles. The first is that behavior influence by the physical, socio-cultural, and psychological environment. These foundations stem from the naturalistic inquiry. The second assumption is that behavior exceeds what the observer investigates. Subjective meanings and perceptions of the subject are significant in qualitative research, and it is the researcher's

responsibility to access them. Qualitative research describes as "culturally specific social science based on researching people in their territory and correlating with them using their language in their terms." Kirk and Miller (1986 p.9 as cited in Krefting, 1991). In this study, the writer used a qualitative method. Leedy & Ormrod (2005, as cited in Njie & Asimiran, 2014) revealed that a qualitative study involving ambition and enthusiasm often requires a long time and further analysis. Qualitative research takes a long time to solve complex phenomena in full detail. Mason (2002, as cited in Njie & Asimiran, 2014) states the purpose of qualitative research by using the type of research. We can explore various types of social world perspectives, including the texture and fabric of everyday life, interpretations, experiences, and imaginations of research participants, ways of social processing, discourse and significance (the meaning it produces).

3.2 Data Collection

3.2.1 Source

The source in this study was a transcript of a conversation that the researcher has made.

3.2.2 Procedure

There are several steps in taking data in this study:

• First, the writer opened a YouTube app and searched for a podcast video from the Deddy Corbuzier channel.

- Then the writer searched for one interesting podcast video and clicked to watch.
- After the writer watched, then it was transcribed.
- Then the transcript is classified on the type of adjacency pairs and found the social action.

3.3 Method of Data Analysis

The writer used the transcript data to analyze and classify adjacency pairs, and the writer used Gail Jefferson Transcription System Symbols (Jefferson, 2004). In the analysis conversation, there are three types, namely Adjacency Pairs, Turn-taking, and Repair. The writer only focused on the Adjacency Pairs then classified in what types of Adjacency Pairs the data would transcribe.

The writer searched the video in the YouTube app to watch and got the result after processing the data. After that, the writer found the most frequently used type of Adjacency pairs between a podcast owner and a doctor when communicating.

Table 1

Jefferson's Transcription System Symbols by Jefferson (2004 as cited in Yachya, 2019)

| Symbol | BE | Name and use |
|----------------------|---------|--|
| [] | CIJAPRA | Square brackets mark the start and end of the overlapping speech, |
| | | aligned with the talk immediately |
| | | above or below. |
| $\uparrow\downarrow$ | | Vertical arrows precede marked |
| | | pitch movement. |
| Underlining | | Emphasis; the extent of underlining |
| | | within individual words locates |
| | | emphasis but also indicates how |
| | | heavy it is. |

| CAPITALS | Speech that is louder than |
|---------------|--|
| | surrounding speech. |
| °↑I know it,° | Raised circles ('degree' signs) |
| | enclose quieter speech. |
| (0.4) | Numbers in round brackets measure |
| | pauses in seconds. |
| (.) | A micro-pause, hear-able but too |
| | short to measure. |
| she wan::ted | Colons show degrees of elongation |
| ERSTIAS K | of the prior sound; the more colons, |
| | the more elongation, roughly one |
| | colon per |
| | sylla <mark>ble len</mark> gth. |
| Hhh | Aspiration (out-breaths); |
| .hhh | proportionally as for colons. |
| .hhh | Inspiration (in-breaths). |
| Yeh, | Commas mark weak rising or |
| | continuing intonation, sometimes |
| | enunciating lists, or signaling that the |
| | speaker may have more to say. |
| Yeh? | Question marks signal stronger, |
| | 'questioning' intonation, irrespective |
| | of grammar. |

(stops) mark falling, Yeh. Periods stopping intonation, irrespective of grammar, and whether the speaker stops talking. Hyphens mark a cut-off of the bu-upreceding sound. 'greater than' and 'lesser than' signs >he said< enclose speeded-up talk. 'Equals' signs mark immediate Solid = WeRSI T A S R 'latching' of straight talk, whether Had one or more speakers, with no interval. S OPCIJAPR N