# CHAPTER III

# RESEARCH METHODOLOGY

## 3.1 Research Design

This research used the type of research in descriptive form and studied a case with a qualitative approach followed by the purpose of descriptive research to describe things that exist related to the study. As stated by Gall et al. (2003) in the field of education or study, qualitative research branches in many academic terms just like in the study of humanities, social sciences, and also the study of interdisciplinary. In line with that, Miles et al. (2014) addressed that qualitative technique describes how individuals interact, act, and handle events in specific settings. Meanwhile, according to Creswell & Creswell (2018), through qualitative research, meanings can be explored and comprehended by the individuals or organizations assign to a social or human issue. Furthermore, qualitative research as stated by Merriam & Tisdell (2016) has its goal to comprehend circumstances in their uniqueness as components of a certain context and the interactions there.

The researcher applied qualitative research because the data was in a form of phrases and utterances, the Second Presidential Debate 2020 between Donald Trump and Joe Biden as the data source. Observation activity was used as the way to gather the data as proposed by Merriam & Tisdell (2016). The result of this research is presented and displayed descriptively in words since one of the requirements in a qualitative method is a rich writing (Merriam & Tisdell, 2016)

## 3.2  Object of the Research

The aim of this research was to analyze and identify the strategies of turn-taking in the Second 2020 Presidential Debate between Donald Trump and Joe Biden. The object of this research was the strategies of turn-taking according to Stenström (1994)'s theory. The Second 2020 Presidential Debate between Donald Trump and Joe Biden was the data source for this research. Furthermore, the data was derived from the utterances based on the conversation in the debate. As for the data, this research would only include the sentences that function as the strategies of turn-taking. Meanwhile, the whole speech was provided with any detailed information regarding its context to the data as the single unit of discourse.

## 3.3  Method of Collecting Data

Apparently, some methods in collecting the data in discourse analysis included document analysis, interviews, group discussion, ethnography, and others as the data is derived from an extensive variety of utterance types and text or written. In like manner, to collect the data this research used an observational method introduced by Sudaryanto (2015). The expert claimed that the observational approach is a way to gather the data by observing it.

To do the observation to collect the data, there are some requirements that will be experienced by the researcher such as the use of sight and hearing senses. In the sense of sight, it is used to see the whole situation as the context of the debate as the source of this research. The debate video employed as the data source because the event is real and the utterances produced naturally, supported by the

statement of Miles et al. (2014) focusing on naturally occurring, everyday events in natural settings is one of the key features of well-collected qualitative data that gives a clear understanding of what "real life" is like. The other sense was hearing which was performed to find and take note of the script. Particularly, the researcher listened to the conversation of the debate several times in order to get genuine data in a script. The script supported the researcher to mark the data.

Furthermore, the note-taking technique was used when marking the data in order to apply the observational method. Creswell & Creswell (2018) explained that the data might be recorded as memos-note during the research process that offers reflections on the process or help to create codes and themes according to its context. The researcher utilized the note-taking method to explain or to gather data for qualitative research, record what is heard, seen, experienced, and thought. This technique was performed to write down the script of the debate to prove its originality.

Summarily, the researcher concluded several steps to collect the data. The researcher watched the whole debate from the beginning until its end to understand the context and found the data. The researcher then took a note as the script of the conversation into written text to make it easier to analyze and define the data while re-watching the debate. In the end, to reveal the raw data it was highlighted with colors in accordance with the phenomena of strategies in turn-taking under the theory of Stenström (1994) used by the participants in the debate.

## 3.4 Method of Analyzing Data

Discourse analysis is a qualitative and interpretative method of analyzing texts. The researcher analyzed the data with the use of the analytic approach in discourse analysis. As stated by Flick (2014), analytical strategy concentrated on the text's internal structure. Its positioning as a discursive text and how it is constructed are of interest. Furthermore, Flick (2014) explained the idea of a discursive analysis is to develop a better understanding of how language use specifically, word choice, grammatical structures, and different rhetorical techniques affects the creation of diverse versions of events.

Thereto, the researcher employed the process of coding. By giving a mark or a sign in the selected data, it helped the researcher to classify and group the data accordingly. Miles et al. (2014) said that codes are identifiers that provide the descriptive or inferential data gathered during a study a symbolic meaning and believed that coding is analysis. Supported by the explanation of Saldaña (2013) in the analysis of qualitative data, a code is a construct created by the researcher that symbolizes each individual data. The researcher used the codes in the form of coloring to find, pull out, and group the data accordingly with the question of the research.

At the start, the researcher explained some findings related to some relevant utterances that were found in the script of the debate which worked through the text line by line, which contain turn-taking strategies. The researcher began the analysis by presenting a conversation between the participants. From the conversation, the researcher highlighted the specific utterance with turn-taking

strategies. Focusing on such elements allowed the researcher to ultimately use Stenström (1994)'s theory to start the analysis regarding turn-taking strategies. Thus, it can be seen that this part focused on analytic approach as the step in analyzing.

## 3.5 Method of Presenting Research Result

The researcher presented the result in phrases and descriptive writings in this qualitative research. In qualitative research, Miles et al. (2014, p. 114) explained the conclusion that data displays typically come up in what is known as a narrative or analytical text. Analytic narrative highlights the characteristics of the displayed data, gives them meaning, connects them, and enables the analyst to make inferences and enhance interpretations.