CHAPTER III

RESEARCH METHOD

3.1. Research Design

The writer used qualitative research design for this present study. It was applied to the text based while in the present study the text based itself was the novel. It also presented the sample discussion by relating to the data collection and commenting the analysis in order to find the result (Creswell, 2014: 232-233). Additionally, the writer involved a content analysis as the part of qualitative design. According to Hancock (1998: 17), content analysis was a kind of categorizational procedure which contained of classification, summarisation, and tabulation purpose. Relating to the statement, the present study also conducted the identification by classifying the data. In this case, the term of coding was necessary. By rely on the identification of some codes, it helped the writer to identify the informative messages implicitly.

Considering that the research design applied the identification by classifying and coding, thus the explanation in the study was descriptive. Referring to Knupfer & McLellan (2001: 1197), this method organized the description of sequences explanation which was grouped in data collection. The description was also appeared in narrative form. By this organizing tool, it could aid the writer to express the idea on comprehending the data analysis.

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3.2. Data and Data Source

The writer took the novel as the data source. She involved children book author, Charles L. Dodgson by his pen name Lewis Carroll. The Carroll's work that had been adopted for this present study was *Alice Thorugh the Looking-glass* novel. This novel was firstly published in 1871. The writer downloaded the novel from www.gasl.org/refbib/Carroll__Alice_1st.pdf in PDF format on 13 November, 2015. Within this file, the writer found that it contained the original text which percisely with its printed book. This was profitable for the research quality which did not ommit the characteristic of the writing style inside.

In addition, the data analysis for the present study was the text within the novel itself. The writer applied two different part on taking the data. On the first statement of problem the writer took the whole part of the novel. The aim of choosing the overall text was for preventing the missing of the data while punctuation, italicisation, capitalisation spread in the whole text randomly. In contrary, for the second case which discussed the grammaticalization, the writer limited the data by focusing on four first chapters of the novel. These chapters was capable enough for representing the grammatical structure of the author.

3.3. Research Instrument

This research involved the writer as the main research instrument. Referred to Creswell (2014: 234), the qualitative research capably used the researcher as the key instrument. In this case, the researcher worked to collect the data by examining documents, observing behavior, or interviewing the participants. In addition, for gathering the information the researcher needed a

supporting instrument. The instrument itself was a laptop which helped the researcher put many information and also the analysis for conducting the research. As the result, these two instruments contribution could intensively collect, analyze and explore the graphological aspect and grammaticalization based on the novel easily.

3.4. Technique of Data Collection

1. The first step to do for the writer was having the text of the *Alice Through the Looking-glass* novel. She found and downloaded it from www.gasl.org/refbib/Carroll__Alice_1st.pdf in PDF format on 13 November, 2015.

2. The writer read the novel intensively in order to get an understanding about the inferred meaning in the proper sentences.

3. The writer read the novel by choosing the whole content of the text. But in the other case, the writer limited the data for grammaticalization by taking several sentences in the first chapter of the novel till fulfilled the requirement.

4. The writer specifically collected the data from finding punctuation, italicisation, capitalisation, till grammaticalization which appeared in the text by underlining the related sentences or phrases. The way she underlined the data was:

ber two : you pulled Snowdrop away by the
tail just as I had put down the saucer of milk
before her ! What, you were thirsty, were you ?
How do you know she wasn't thirsty too ?
Now for number three : you unwound every
bit of the worsted while I wasn't looking !

Figure 3.1. The Example of Collecting the Data

Relating with the example above, it showed that the underline could collect many types of the data such as punctuation, capitalisation, and grammatical structure. Meanwhile, for the specific codes would be explained in the technique of data analysis below.

3.5. Technique of Data Analysis

The way for analysing this research based on these following steps:

1. Identifying the data

- Graphological aspects

    For answering this part of research question, the writer divided graphological aspects into three sections: punctuation, italicisation, and capitalisation. In each sections, it also needed to explain one by one about the function and its interpretation toward the content of the novel. To fulfill the three requirement types of data therefore the writer needed to put the signs. It helped the writer to differenciate and identify the various data easily. The first thing was the punctuation. This type of analysis contained of many aspects. It was identified by highlighting with different colors in each aspect such as the table below:

Highlight Colors	Punctuation Aspects
████	Comma [,]
████	Semicolon and colon [; and :]
████	Quotation mark [" "]
████	Apostrophe [']
████	Full stop [.]
████	Question and exclamation mark [? and !]
████	Hyphen and dash [- and –]
████	Parenthesis [( )]
████	Ommision/ellipsis [. . .]

Table 3.1. Highlight Color Table for Punctuation Analysis

For an addition, there was an example of highlighting the punctuation:

Figure 3.2. Example of Highlighting the Punctuation Mark

The rest one in graphological aspect was capitalisation and italicisation. These two categories were identified by giving specific signs. For capitalisation, the sign used *slash* (/) while capitalisation used *brackets* ([ ]). The example of identification would be like these:

Figure 3.3. Example of Identifying the Italicisation

pleasantly, and said, "That's easily managed. You can be the [White Queen's Pawn,] if you like, as Lily's too young to play ; and you're in the [Second Square] to begin with : when you get to the Eighth Square you'll be a Queen——"

Figure 3.4. Example of Identifying the Capitalisation

- Grammaticalization

    For answering this second research question, the writer gave a simple identification on the way of analysing the grammatical structure. As the grammatical analysis focused only on two categories of grammaticalization based on Halliday in Mattiesen (2014), the identification divided into these types of coding:

Abbreviation (Code)	Grammaticalization Elements
+	Positive sentence
−	Negative sentence
sing	Singular verb
plu	Plural verb
dep	Dependent clause
ind	Independent clause

Table 3.2. Grammaticalization Elements

Coding	Tenses
SP	Simple Past
PC	Past Continuous
PP	Past Perfect
PPC	Past Perfect Continuous
SPr	Simple Present

PrC	Present Continuous
PrP	Present Perfect
PrPC	Present Perfect Continuous
SF	Simple future
FC	Future Continuous
FP	Future Perfect
FPC	Future Perfect Continuous

Table 3.3. Type of Sentences

the example of identification related to the tables above could be seen in this
sentence:

She glanced rather shyly at the real Queen
as she said this, but her companion only smiled
pleasantly, and said, "That's easily managed.
(dep/sing/+/SP)

Figure 3.5. Example of Identifying the Grammaticalization

2. Classifying the data

This second step was classifying the data to make the writer analyze and
give the conclusion easily. It also differentiated in two main topics that were
graphological aspect and grammaticalization. The writer classified the data in a
form of table as the following format (table 3.4. and 3.5.). The first table was for
the punctuation then continued by italicisation and capitalisation.

Page/ Line	The Data	Type of Punctuation
P. 30/ L. 10	Cried a Daisy: "that's why its branches are called boughs!"	Quotation marks
. . .	. . .	. . .
. . .	. . .	. . .
. . .	. . .	. . .
. . .	. . .	. . .

Table 3.4. Data Classification of Punctuation Mark

Page/Line	The Data	Italicisation	Capitalisation
P. 85/L. 6	my nice <u>RATTLE!</u>		✓
P. 83/L. 11	"But it may rain *<u>outside</u>?*"	✓	
. . .	. . .	. . .	. . .
. . .	. . .	. . .	. . .
. . .	. . .	. . .	. . .

Table 3.5. Data Classification of Italicisation and Capitalisation

Meanwhile the data classification for grammatical structures was listed using this
illustration table:

Clause	Page/Line	Positive/negative	Singular/ plural	Type of sentence
Independent Clause	P. 65/ L. 14-15	+	singular	Simple Past
	. . .	. . .	. . .	. . .
	. . .	. . .	. . .	. . .
Dependent Clause	P. 64/ L. 9-10	+	singular	Past Perfect
	. . .	. . .	. . .	. . .
	. . .	. . .	. . .	. . .

Table 3.6. Data Classification of Grammaticalization

3.   Analyzing the Data

The aim of pictures and illustration tables above was for helping the writer
to get the data easily and intensively. Thus afterward, the writer could be able to
analyze the data deeply by giving an explanation of interpretation of each sign,
word, or sentence.