

## CHAPTER III

### RESEARCH METHODS

In this chapter, the writer will to discuss the approach, the method of the study, the source of data, procedures of data collection, and procedures of data analysis.

#### 3.1 Research Approach

In this study the writer applies qualitative approach in supporting and also giving better understanding about the problems of strategies in giving commands applied by Prospero as the main character in *The Tempest* drama by William Shakespeare. Mostly, the quotation and narration of the drama appear in the form of words rather than number as happen in qualitative research. Related to the qualitative approach the writer takes the quotation from Ary, Jacob and Razavieh, (1972: 448) as follows:

The qualitative inquire deals with data in the form of words, rather than number and statistics; but from time to time he or she may also collect data in numerical form. Managing the large volume of data that is generated from interviews, observation, and collection of document is an important consideration in qualitative studies.

Based on the quotation above, the writer believes that the qualitative approach is used as the method in analyzing the data which are in the form of words. There are some ways in collecting the documents that can be taken from many kinds of resource. First is doing identification of object like participant and the site. Second is finding and getting access to the subject. Then the third is

determining the type of data will wanted or provided. Fourth is develop or determining instrument or data collection methods and the last is collecting the data.

### **3.2 Method**

In this analysis, the writer uses descriptive as her method to show the descriptive information of her study. As stated by Ary (1990: 381): “Descriptive research studies are designed to obtain information concerning the current status of phenomena”. It can explain that a descriptive research study is used to give more information or explanation the utterance which is used by the main character. In general content analysis has the aim to answer the question that is connected to the material analyzed. She wants to give an objective description about commanding expression that are used by Prospero in *The Tempest*.

### **3.3 Technique**

Furthermore, in order to find out the descriptive information concerning with commanding act in the drama the writer uses content analysis method as the technique in analyzing the drama. To support the definition above, the writer also takes the other statement in relation to content analysis defined by (Travers, 1969: 224) as follow:

Content analysis refers to a group of technique that has been designed for the analysis of verbal communication. The techniques are appropriate for the analysis of a great range of communications including those to be found in the text book, lectures, informal teacher pupil, interaction, written composition of pupils and the other sources.

In short, content analysis refers to a group of techniques that designed for the analysis of verbal communication and the technique appropriate for analysis of a great range of communication including with many sources. In this case the writer uses the drama as her source of data and she analyzes the commanding act expressed by the main character in the drama. Command mostly occurs while people communicate.

### **3.4 Data and Source of Data**

In this study, the writer takes one of the famous title drama of William Shakespeare The title is *The Tempest*. The writer takes drama as her source of data because it contents a lot of conversation that provides data for her study.

The drama tells about Prospero, the Duke of Milan who had betrayed by his brother Antonio. He and his daughter were thrown away by Antonio to the sea. Prospero has lived for 12 years with his daughter Miranda on a deserted island, where he has become a powerful enchanter and the master of the spirit Ariel and the "monster" Caliban. Prospero has become a powerful enchanter, and his magical skill gives him almost complete control over everyone on the island. He's not shy about using his enchantments either, whether on his enemies or on his daughter, to manipulate events to his liking. Then finally they went aground on an island. There the spirit Ariel and friends, the good spirits and they had refused to execute her wicked commands. Since then Ariel and friends promised to Prospero they would obey to the will of Prospero. In thhe end of the drama, Prospero rather than taking revenge on those who wronged him when he has them at his mercy, he instead choose to give up his magic power and reconcile with his enemies.

From the source of data, the writer obtain the data are utterances that show many commands are used by Prospero in the drama. From the drama the writer can analyze many kinds of commanding act, and how the character express the commanding act.

### **3.5 Procedures of Data Collection**

In course of the procedures of data collection, the writer does the following steps:

#### **1. Choosing the Drama Text**

The first step which is done by the writer is choosing the drama exactly. It is aimed to get which drama is suitable to be analyzed. The writer tries to find out any kind of title which consists of command. So the chosen drama can be used as source of data which will be analyzed further.

#### **2. Reading the Drama Text**

After selecting the drama carefully, the writer starts to read the drama accurately. This is done because the writer wants to understand about the command that contain in that drama.

#### **3. Segmenting the Dialogue into Fragment**

The writer does this step in order that it can be easily observed. The way to segment the conversation into fragment is grouping by one topic that contains in one conversation. Then, this way will help the writer to identify command in the drama. Here are the examples:

Fragment 1:

**PROSPERO:** Now I arise: *Resumes his mantle*

Sit still, and hear the last of our sea-sorrow. Here in this island we arrived; and here Have I, thy schoolmaster, made thee more profit Than other princesses can that have more time. For vainer hours and tutors not so careful.

**MIRANDA:** Heavens thank you for't! And now, I pray you, sir, For still 'tis beating in my mind, your reason For raising this sea-storm?

**PROSPERO:** Know thus far forth. By accident most strange, bountiful Fortune, Now my dear lady, hath mine enemies Brought to this shore; and by my prescience I find my zenith doth depend upon A most auspicious star, whose influence If now I court not but omit, my fortunes Will ever after droop. Here cease more questions: Thou art inclined to sleep; 'tis a good dulness, And give it way: I know thou canst not choose.

#### 4. Identifying Data

After segmenting the conversation into fragments, the writer identifies the conversation which may contain command by bold sentences, underlining the utterances and giving number.

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#### 3.6 Procedures of Data Analysis

After collecting the data, the writer analyzes the data by applying the following steps:

### **1. Classifying the Kinds of Commanding Act**

After identifying the data, the writer classifies the kinds of command. Before classifying the kinds of commanding act, it is important to describe the contextual feature.

Example:

In this conversations there are two participants, they are Prospero and Miranda. The story show about Prospero plant to save her daughter from the indefinite fortunes. He want to Miranda will be princess like other princess can that have more time. He explain to Miranda about her plane, he will make raising storm in the sea. He know that the group from the palace of Milan will through this sea, he want to they ashore in that island. Miranda hope it will really happen.

After identifying commands and the contextual feature, the writer classifies the kinds of command used by Prospero in *The Tempest* darama. Based on the first fragment, Prospero order command to Miranda so the command that used by Prospero is included in command directly.

### **2. Describing How the Kinds of Command Used by the Characters**

After classifying the kinds of Command, the writer describes how Prospero used commands in her utterances.

Example:

Prospero wants to Miranda sleep. He use bald record to command her because Prospero's command directly to Miranda.

### **3. Making Conclusion Based on the Result of the Analysis.**

After describing how the kinds of command used by the characters the writer makes conclusion base on the result of the analysis

**Example:**

Prospero wants to Miranda sleep. He use bald record to command her because Prospero's command directly to Miranda. As the result, Miranda does what Prospero says.