#### **CHAPTER III**

### **RESEARCH METHODS**

In this chapter, the researcher discussed the research approach, the method of the study, the source of data, the procedures of data collection, and the procedures of data analysis.

#### 3.1 Research Design

As this research was conducted in analyzing a specific element, which is the refusal expression in a novel by Harper Lee, *To Kill a Mockingbird*, the type of this research was descriptive research. It can be called descriptive because it described a linguistic phenomenon. The researcher tried to explain the phenomenon under the study. As stated by Ary (1990: 381): "Descriptive research studies are designed to obtain information concerning the current status of phenomena". It explained that a descriptive research is used to give more information or explanation of the utterance which is used by the main character in the novel.

## 3.2 Instruments

As a descriptive interview and investigate the data (novel), the key instrument of the present study was the researcher herself. Such study of refusal expressions and the novel itself. Therefore, she spent a great deal of her time reading and understanding the related theories and concepts before collecting and analyzing the data. Thus, she acted as an instrument and a data collector at the same time. The researcher was the main instrument,

because it was impossible to investigate directly without any interpretation from the researcher herself.

#### 3.3 Data and Data Sources

In this present research, the data were utterances that are considered as refusal expressions that were performed by the main characters in a novel. According to Subroto, the source of data of qualitative research appears in the form of discourse, sentences, clauses, phrases or words (1992: 35). Based on these statement, the data source of this research was be in the form of a novel by Harper Lee entitled *To Kill a Mockingbird*.

This novel told about a small family of three; Atticus Finch, an attorney, and his two children, Scout and Jem. As the novel proceeds certain characters are linked with the three main characters to form a dramatic story of events, attitudes, prejudices and values. The novel is set is the quiet town of Maycomb; but the serenity is only superficial. The town is comprised of three communities: the white folk, the black community, and the 'white trash'. Outwardly there is peace among the three, but underneath prevails a combination of hostility, racial prejudices, and friendlessness.

The main plot of the novel revolves around the trial in which Atticus defends Tom Robinson, a black, who has been accused of having molested a white girl, Mayella Ewell. She is part of the 'white-trash'

community. The children follow the case proceedings avidly and are inconsolable when their father loses the case.

The case is lost simply because it was still impossible (despite statutory laws protecting them) for a black man to attain victory over a white in the South. This amply reveals the deeply ingrained racial prejudices still prevalent among the white society which cannot give an equal status to a black.

The story of the mockingbird recited by Atticus is linked to the theme of the novel. It is considered a sin to kill a mockingbird, since it is a harmless bird which only sings to please others. Boo Radley and Tom Robinson are also harmless people. By letting Tom die, the sin of killing a mockingbird has been committed. But by not revealing the facts of Boo's heroism in rescuing the children, the sin is avoided, and Boo is left to his seclusion. Tom's death is a defeat of justice and an insult to humanity, and the readers can judge for themselves how much of a sin it is.

The maturing of Scout and Jim is portrayed as well as the exemplary character of Atticus, who is without any racial prejudices or biased views. He is a highly ethical character, who chooses to fight against the 'old traditions' of his owncommunity.

#### 3.4 Data Collection

The researcher used documentation technique in collecting the data. There are some following steps used by the researcher in collecting the data:

## 1. Choosing a novel

The first step which was done by the researcher is choosing a novel. It is aimed to get which novel is suitable to be analyzed. The researcher tries to find out any kind of title which consists of refusal expressions. So the chosen novel can be used as source of data which be analyzed further.

#### 2. Reading the novel

After selecting the novel carefully, the researcher started to read the novel accurately. The researcher read the novel many times first and comprehend it until she really understand all the aspects of the story. This is done because the researcher wants to understand about refusal that contain in the novel.

### 3. Noticing the utterances

During the reading process, the researcher noticed all of utterances that contain refusal expressions performed by the main characters in the novel. After rechecking the data and revising some part, the researcher found the main characters refusal expressions that became the data of this research.

Table 3.1 the example of noticing the utterances that contain of refusal expressions

| No of<br>Data | Utterances   | Speaker |
|---------------|--|---------|
| 1             | "Ain't scared, just respectful," Jem said. (11)  | Jem     |
| 2             | "It's just that I <u>can't</u> think of a way to make him come out without him gettin' us." (12)   | Jem     |
| 3             | "No sir," I murmured, and made a final stand: "But if I keep on goin' to school, we can't ever read any more" (29)   | Jem     |
| 4             | "No sir," said Jem, reddening. (39)  | Scout   |
| 5             | "Yeah Jem, but <u>I don't wanta</u> study cows, I-" (16)   | Scout   |
| 6             | "No," said Atticus, "putting his life's history on display for the edification of the neighborhood." (48)  | Atticus |
| 7             | "He ain't company, Cal, he's just a Cunningham" (23)   | Scout   |
| 8             | "No I can't," said Atticus. "I have to make a living. Besides, they'd put me in jail if I kept you at home—dose of magnesia for you tonight and school tomorrow." (28) | Atticus |
| 9             | "You can't do that, Scout," Atticus said. (28)   | Atticus |
| 10            | "I don't see why I have to when he doesn't." (28)  | Scout   |

In table 3.1, utterances that in the bold font and underlined are the example of refusal expressions. In those utterances, refusal expressions were appear in different forms, such as direct, indirect, and adjunct to refusal. In this part, the researcher only noticed the utterances contained refusal expressions. Then, the researcher filtered all the utterances contained refusal expressions, rechecked all the utterances and revised some part that did not include in refusal expressions.

# 3.5 Data Analysis

To analyze the data, the researcher used content analysis to understand about the novel clearly. Content analysis consists of two kinds: latent and communication contents. Latent content is the content of the document and text while communication content is the message of communication happens (Ratna: 48-49). In latent content, we analyze "what does x mean?". In communication content, we analyze "what do you mean by x?". Therefore the analysis will be deeper as it considers about every meaning of communication related to refusal expressions. The data analysis is done by some steps, they are; indentifying the utterances, classifying the data, determining of the types of refusal, describing the context of situation of its refusal, and drawing a conclusion. The clearer steps of data analysis as follows:

## a. Identifying the utterances that containing of refusal expressions;

The first step in data analysis was identifying the utterances that containing the refusal expressions. After the researcher collected the data, she identified the utterances that containing refusal expression by giving an underline in different color. We can see the example in picture 3.1.

Picture 3.1 The example of identifying utterances containing refusal expressions.

Atticus, that's bad, I said. In Maycomb County, hunting out of season was a misdemeanor at law, a capital felony in the eyes of the populace.

"It's against the law, all right," said my father, "and it's certainly bad, but when a man spends his relief checks on green whiskey his children have a way of crying from hunger pains. I don't know of any landowner around here who begrudges those children any game their father can hit."

"Mr. Ewell shouldn't do that-"

"Of course he shouldn't, but he'll never change his ways. Are you going to take out your disapproval on his children?"

'No sir,' I murmured, and made a final stand: "But if I keep on goin' to school, we can't ever read any more..."

**Red underline** = Indirect refusal

Yellow underline = Direct refusal

## b. Classifying the data into each type of refusal expressions;

After identifying the utterances, the researcher classified the utterances that have been identified in the first step into each type of refusal expressions. In table 3.2 below is the way of the researcher in classifying the data into each type of refusal.

Table 3.2 Data classification of types of refusal expressions

| No | Utterances                  | Types of refusal expressions        |  |
|----|-----------------------------|-------------------------------------|--|
| 1. | "No you ain't, you'll just  | Indirect refusals → avoidance,      |  |
|    | make noise." (56)           | verbal, repetition of part request  |  |
| 2. | Yeah Jem, but I don't wanta | Adjunct to refusals → grattitude/   |  |
|    | study cows, (p. 16)         | appreciation                        |  |
| 3. | "We weren't makin' fun of   | Indirect refusals → excuse, reason, |  |
|    | him, we weren't laughin' at | explanation                         |  |
|    | him," said Jem, "we were    |                                     |  |
|    | just-" (48)                 |                                     |  |
| 4. | No, I can't. (p. 28)        | Direct refusals → non perormative   |  |
| 5. | "Jee crawling hova, Jem!    | Indirect refusals → attempt to      |  |
|    | Who do you think you are?"  | dissuade interlocutor, criticize to |  |
|    | (137)                       | request                             |  |

# c. Determining of the kind of refusal expressions used in every classification and their frequencies;

The next step that also done by the researcher in analyzing the data was determined of the kinds of refusal used in every classification and their frequencies. In this part, the researcher determined each type of refusal and counted their frequencies. In table 3.2, the researcher showed the frequencies and the percentage of each type of refusal expressions performed by the main characters in *To Kill a Mockingbird*, a novel by Harper Lee.

Table 3.2 Types of refusal expressions and their frequencies.

| Types of Refu       | sal   | Frequency | Percentage |
|---------------------|---|-----------|------------|
| Direct<br>Refusal   | Non-performative                                    | 43        | 33, 5%     |
| Indirect<br>Refusal | Excuse, reason, explanation                         | 20        | 15, 6%     |
|                     | Statement of alternative                            | 13        | 10, 2%     |
|                     | Statement of principle                              | 9         | 7, 2%      |
|                     | Attemp to dissuade interlocutor                     | 25        | 19, 5%     |
|                     | Avoidance   | 8         | 6, 2%      |
| Adjunct to refusal  | Statement of positive opinion/ feeling of agreement | 3         | 2, 4%      |
|                     | Grattitude/appreciation                             | 7         | 5, 4%      |
| Total               |   | 128       | 100        |

# d. Describing in what context of situation each type of refusal expression used by the main characters in the novel;

After determining the types of refusal expression into each of classification, the researcher described the context of situation of its refusal expressions. We can see the example below.

(Example): In the topic of debating, Scout tends to use direct refusal in the form of non-performative statement. In this category, the participant mostly use direct refusal is the equal power, such as Scout to Jem. Their power is equal because of their age is close.

### e. Drawing a conclusion based on the result of analysis.

After describing how the types of refusal expression used by the main characters in the novel, and in what context of situation it is used, the researcher made a conclusion based on the result of the analysis.