CHAPTER 3

RESEARCH METHODS

This chapter contained of the definition of research design, research instrument, research subject, data and data source, technique data collection and technique data analysis. The main purpose of this chapter is to explain the methodology and steps how to collecting and analyzing the data.

3.1 Research Design

This research belongs to qualitative research employing descriptive method. This was due to the fact that the purpose of this research was describing the facts or phenomena systematically and accurately. In line with this opinion, Nazir (1988) has suggested that descriptive research aims at describing facts, characteristics, and the relationship among the phenomena being observed systematically, factually, and accurately (1988: 63). Meanwhile, qualitative research was defined as a research that focuses on note, which describes the real situation briefly in order to support the data. The collected data were derived especially in the form of words, sentences or pictures that had more meaning than number or quantity/frequency (Sutopo, 2002: 35)

In this descriptive method, the researcher served the analysis by using the words, sentences and utterances to know use of dialect and also the effect on personality character produced by main characters that consist of three characters in the novel by Harper Lee.

3.2 Research Instruments

The main instrument of this research was the researcher herself because the researcher would be analyzed the main characters (Scout, Jem and Atticus) dialect in "To Kill a Mockingbird" novel by Harper Lee, the data were in the form of utterance. In addition, the researcher herself became the research instrument who actively and directly participates in data collection and data analysis.

3.3 Data and data Sources

The source of data of this research come from the novel from Harper Lee entitled "To Kill a Mockingbird". This research focused on the analysis of dialect used by main characters (Scout, Jem and Atticus) in "To Kill a Mockingbird" novel. Meanwhile, the data were the words, sentences and utterances by main characters (Scout, Jem and Atticus) in "To Kill a Mockingbird" which reflect the lack of understanding of five-year-old girl about something happen at the time. The researcher chooses the words, sentences and utterances by the main characters (Scout, Jem and Atticus) as the data because they are have good relationship as father and the children and the researcher interest to take Atticus' family as the object and also the novel has a great story that tells about racial segregation of Black people or can

called as nigger in 1960's and the way of Atticus to help the nigger as the lawyer to show the rightness one in the court.

3.4 Data Collection

The data of this research had been collected from the novel of Harper Lee entitled "To Kill a Mockingbird". The novel consist of 31 chapter in 149 pages, for getting the analysis the researcher looking for the utterances, word and sentence that consist of phonology feature, grammatical features and vocabulary variation used by Scout Finch, Jeremy Finch and Atticus.

The researcher would collect the data from the main characters (Scout, Jem and Atticus) are dialect in "To Kill a Mockingbird" by Harper Lee.

- a. First, reading and understanding the novel thoroughly.
- b. Second, the researcher uses the features in Southern dialect by Cynthia Bernstein in Nagle and Sanders (2003, 106-118) and Walt Wolfram in Nagle and Sanders (2003, 151-158) in classifying data. It is divided into three types, they are: phonology features, grammatical features and vocabulary variation.
- c. Third, finding and collecting the utterances and the setting in "To Kill a Mockingbird" novel of Harper Lee uttered by the main characters (Scout, Jem and Atticus) to answered problem statement number one and two. Both of them are the way the researcher find and collect the utterance.

In the following explanation, the researcher shows how the way to collecting the data.

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"To Kill a Mockingblrd" By Neile Harper Lee 18
state had in mind for me.
As the year passed, released from school thirty minutes before Jem, who had to stay until three o'clock, I ran by the Radley Place as fast as I could, not stopping until I reached the safety of our front porch. One afternoon as I raced by, something caught my eye and caught it in such a way that I took a deep breath, a long look around, and
Two live oaks stood at the edge of the Radley lot; their roots reached out into the side-
road and made it bumpy. Something about one of the trees attracted my attention.
Some tinfoil was sticking in a knot-hole just above my eye level, winking at me in the
afternoon sun. I stood on tiptoe, hastily looked around once more, reached into the hole.
and withdrew two pieces of chewing gum minus their outer wrappers.

My first impulse was to get it into my mouth as quickly as possible, but I remembered where I was. I ran home, and on our front porch I examined my loot. The gum looked
fresh. I sniffed it and it smelled all right. I licked it and waited for a while. When I did not die I crammed it into my mouth: Wrigley's Double-Mint.

When Jem came home he asked me where I got such a wad. I told him I found it.

"Don't eat things you find. Scout."

"This wasn't on the ground, it was in a tree."
      Jem growled.
"Well it was," I said. "It was sticking in that tree yonder, the one comin' from school."
"Spit it out right now!"
I spat it out. The tang was fading, anyway. "I've been chewin" it all afternoon and I ain't dead yet, not even sick."
Jem stamped his foot. "Don't you know you're not supposed to even touch the trees over there? You'll get killed if you do!"
"You touched the house once!"
    "That was different! You go gargle—right now, you hear me?"
"Ain't neither, it'll take the taste outs my mouth."
"You don't in' I'll tell Calpumia on you!"
Rather than risk a tangle with Calpumia, I did as Jem told me. For some reason, my
Rather than risk a tangle with Calpurnia, I did as Jem told me. For some reason, my first year of school had wrought a great change in our relationship: Calpurnia's tyranny, unfairness, and meddling in my business had faded to gentie grumblings of general disapproval. On my part, I went to much trouble, sometimes, not to provoke her. Summer was on the way; Jem and I awaited it with impatience. Summer was our best season: It was sleeping on the back screened porch in oots, or trying to sleep in the treehouse; summer was everything good to eat, it was a thousand colors in a parched landscape; but most of all, summer was Dill.

The authorities released us early the last day of school, and Jem and I walked home together. "Recken old Dillil be coming home tomorrow." I said
together. "Reckon old Dill'il be coming home tomorrow," I said.
"Probably day after," said Jem. "Mis'sippi turns 'em loose a day later."
As we came to the live oaks at the Radley Place I raised my finger to point for the hundredth time to the knot-hole where I had found the chewing gum, trying to make Jem
believe I had found it there, and found myself pointing at another piece of tinfoil. "I see it, Scout! I see it-"
Jem looked around, reached up, and gingerly pocketed a tiny shiny package. We ra
home, and on the front porch we looked at a small box patchworked with bits of tinfoli
collected from chewing-gum wrappers. It was the kind of box wedding rings came in, purple velvet with a minute catch. Jem flicked open the tiny catch, inside were two scrubbed and polished pennies, one on top of the other. Jem examined them, "Indian-heads," he said. "Nineteen-six and Scout, one of em's nineteen-hundred.
  These are real old."
       "Nineteen-hundred," I echoed, "Say-
      "Hush a minute, I'm thinkin;."
"Jem, you reckon that's somebody's hidin' place?"
"Naw, don't anybody much but us pass by there, unless it's some grown person's-"
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Figure 3.1 Finding and collecting utterances

The data above divided into 3 types, the red line is phonology feature, the blue line is grammatical feature and the last, green line is vocabulary variation.

d. Fourth, finding and collecting utterances by other characters of the dialogues involves the main characters (Scout, Jem and Atticus).

3.5 Technique of Data Analysis

a. Making a table to classify the data according to the classification. Ther are two step to classifying the data. Firstly, the researcher classifying into general phonology feature, grammatical pattern and vocabulary variation.

Table 3.1 General Classify Patterns of Main Character's Dialect

	Scout	Comin', chewin', hidin'		
Phonology Feature	Jem	Outa, n', thinkin', naw		
	Atticus			
Grammatical Pattern	Scout			
	Jem	Ain't		
	Atticus			
Vocabulary Variation	Scout	Yonder, reckon		
	Jem			
	Atticus			

Secondly, the researcher classifiying into specific classification of phonology features, consist of -in ending, [d] dropping and contracting the pronunciation. Grammatical features consist of yall, fixin' to and ain't. Vocabulary variation consists of unique choice of words. The aim of making table was to make to easy classifying and also easily to count of each patterns used by main characters. So, the researcher also easily to know how often each of characters used the features in the whole of the novel.

Table 3.2 Specific Classifiy Patterns of The Main Character's Dialect

Phonology	-in ending	Scout	Comin', chewin', hidin'	
Feature		Jem	thinkin'	
A		Atticus		
f	[d] dropping	Scout		
1		Jem		
t		Atticus		
	Contracting the	Scout		
e	pronunciation	Jem	Outa, n', naw	
		Atticus		
Grammatiçal	Yall	Scout		
Features		Jem		
2	Y	Atticus		
t	Fixin' to	Scout		
		Jem		
h		Atticus		
	Ain't	Scout		
a		Jem	Ain't	
		Atticus		
Vocabularty	Unique choice	Scout	Yonder, reckon	
Variation	of words	Jem		
,		Atticus		

b. Precentaging all the phonology features, grammatical features and vocabulary variation of the main characters that appear in the whole of the novel by using following formula to know how often the use of the features from every main characters.

$$\frac{x}{y} \times 100 = Percentage$$

x = Frequency y = Sum of the frequency

	Patterns	Frequency	Precentage
Phonology	-in ending	Scout = 3	23,07 %
Feature		Jem = 4	
		Atticus = 0	
		ritteds = 0	
	[d] dropping	Scout = 0	
		Jem = 0	
		Atticus = 0	
	Contracting the	Scout = 0	
	pronunciation	Jem = 3	
		Atticus = 0	
Grammatical	Yall	Scout = 0	
Features		Jem = 0	
		Atticus = 0	
	Fi <mark>x</mark> in <mark>' to</mark>	Scout = 0	
		Jem = 0	
		Atticus = 0	
	Ain't	Scout = 0	
	Ain t		
		Atticus = 0	3/2
Vocabulary	Unique choice of	Scout = 2	
Variation	words	Jem = 0	
		Atticus = 0	
		13	100%

Example:
$$\frac{3}{13}$$
 x $100 = 23,07 \%$

c. Categorizing contracted pronunciation by the main characters (Scout, Jem and Atticus) into Standard English using Urbandictionary.com.

Character	Contracted	Standard	
	Pronunciation	Pronunciation	
Scout			
Jem	Ain't	Is not	
Atticus			

d. Categorizing vocabulary variation and finding the literal meaning and use of the word using Urbandictionary.com.

Character	Vocabulary Variation	Literal Meaning	Used to
Scout	Yonder	Over there	To point out the direction.
	reckon	Think or believe	Guess or suppose.
Jem			
Atticus			

- e. Analyzing and interpreting the data and answer the questions raised in the problem statements.
- f. Drawing conclusion.

After analyzing the data based on the related theory, the writer drew the conclusion about the patterns of Southern dialect that consist of phonology features, grammatical features and vocabulary variation.