

CHAPTER III

RESEARCH METHOD

This chapter consists of research design, data and data source, data collection, and data analysis

3.1 Research Design

This study is classified into descriptive qualitative since the data were in the form of utterances. The data were analyzed descriptively based on transcripts in the communication between the Student and the Teacher.

Descriptive qualitative method is an appropriate design used in conducting this study, which is aimed describing speech style constructed by student and teacher. This method is flexible to answer the statement of the problems offered in the first chapter. Besides, the data are interpreted and displayed descriptively and systematically based on the supporting theory.

3.2 Data and Data Source

The data source of this study was the recording of the daily conversation from three class in the first class of senior high school in Pondok Modern Darussalam Gontor 1 Ponorogo in the high, middle and low class level. The researcher chose the students of the first class in senior high school of Pondok Modern Darussalam Gontor 1 Ponorogo because the researcher wanted to identify

the speech styles that were used by the students in the higher, middle, and lower class level on Pondok Modern Darussalam Gontor 1 Ponorogo.

The data of this study were the speech styles used in 30 conversations between the student with the teacher and the student with their friends in high, middle, and low class while having Arabic class discussion. The level of the classed is classified by Pondok Modern Darussalam Gontor 1 Ponorogo based on the students score on Mathematics, English, Bahasa Indonesia, Tajwid, and Imla' (the base of Arabic language) The 30 conversation was divided into three. Those were, 10 conversations from the high level class, 10 conversations from the middle level class and the conversations from the low level class. Each of those 10 conversations consisted of 5 conversation between students and their friends, and 5 conversations between students to their teacher.

3.3 Data Collection

In this study, the researcher used three steps in collecting the data. Those steps will be explained as follow;

1. Recording the conversations produced by the student in the class.

Firstly, the researcher recorded the Arabic Class discussion on the high, middle and low class. In this step, the researcher recorded each of those three classes for 30 minutes by using the recorder.

2. Transcribing the recorded utterances.

After getting the recording of the students and teacher conversations in Arabic class discussion, the researcher transcribed some conversations produced by the students with their friends and the students to their teacher.

3. Grouping the conversation

In this step, the researcher grouping the conversation between students and their friend and students to their teacher of each class. The data were 30 conversation which taken from 3 classes. They were number 1-10 from class B (high level class), 11-20 from class E (middle level class) and 21-30 (low level class). Each of those ten conversations (each class) were included into 5 conversations between student and teacher and 5 conversations between student and his friend. The researcher decided the conversations chosen partially. It was chosen based on the topic. So, one conversation had one topic.

3.4 Data Analysis

There were five steps used by the researcher in analysing the data, they were:

1. Translating the conversation from Arabic conversation into English

In this steps, the researcher translated the 30 conversations which were produced by the students in Arabic into English. To make the data easier to be analyzed, the researcher used this following table.

Arabic	English

To make sure that the translation is correct and valid, the researcher asked Drs. Hasanuddin, M.A., an Arabic teacher and Headmaster of SMA Muhammadiyah 2 Sidoarjo and Dhani Harsayahdi, one of Arabic and English teacher in Pondok Modern Darussalam Gontor 1 Ponorogo as expert checkers.

2. Analyzing the utterances.

In this steps, the researcher analyzed the utterances in the conversations produced between students and their friends and students to their teacher using the theory from Ryding (2005) and Holmes (1992) about the types of speech styles.

3. Identifying the dominant used style

In this steps, the researcher looked for the dominant style used by the students with their friends and students to their teacher in high, middle, and low class level in Pondok Modern Darussalam Gontor 1 when having Arabic class discussion.

4. Interpreting the factors influence the uses of speech style

In this steps, the researcher identified the factors influencing the students in using speech style based on the theory of Ryding (2005) and Holmes (1992).

5. Drawing the Conclusion.

After doing the all the steps above, the researcher drawing the conclusion about the speech style used by the student in Pondok Modern Darussalam Gontor 1 Ponorogo and the factors cause them.