

CHAPTER III

METHOD OF RESEARCH

This chapter would present about research design, subject and object of the research, source of the data, research instrument, techniques of data collecting, and data analysis procedure.

A. Research Design

This research is conducted by qualitative research. Based on Burns and Grove (2003) describe a qualitative approach as “a systematic subjective approach is used to describe life experiences and situations to give them meaning”. Then, Yin (2011) mentioned that qualitative research enables the researcher to conduct depth- studies about broad array of topics. In addition, qualitative research provided the greater latitude such as science research, experiments, economic studies, and social.

Meanwhile, the method that is used in this research was argumentative discourse. According to Renkema (1993) described that the purpose of argumentative discourse is to convince the reader or audience to receive claims maintained, either derived from logics or emotions which need evidences to support claim. Ellis (2008) stated that argumentative discourse is a form of interaction in which the individuals maintain incompatible position. Then, Willard (1989 in Ellis) explained more specifically:

“ argumentative discourse directed attention to the arguments of naive social actors engaged in intersubjective social interaction rather than the nature and structure of abstract arguments”.

Furthermore, argumentative discourse deals with the features that provided for the analysis of argumentative texts and discourse “pragmatic” characteristics. It focused on those linguistic elements in a reconstruction that are related to making an adequate analytic overview of the discourse. (Rees, 2001)

B. Subject and Object of Research

1. Subject

The subject of this research is Sir Ken Robinson’s arguments in TED Talk under the title “Bring on the learning Revolution” and “Do school kill creativity?”.

2. Object

The objects of this research are components and structures of argumentation on Sir Ken Robinson in TED Talk. The researcher used Toulmin’s model argument to analyze the components of argument. Meanwhile, Cohen’s theory would use to analyze the structures of argument.

C. Source of The Data

In this research, the sources of data are TED Talk: Ken Robinson on “Bring on the learning Revolution” and “Do school kill creativity?” and both the transcript which downloaded on 22nd July 2018. The video duration of “Bring on

the learning Revolution” is 17 minutes 33 seconds and the “Do school kill creativity?” is 19 minutes and 24 second.

D. Research Instrument

The instrument of this research was the rubric of the Toulmin's model and structure of argument adapted and modified by Knudson (1992) and iRubric.

Table.3.1. Rubric for Toulmin's Model Argumentation				
	Poor	Fair	Good	Excellent
Claim	There is no claim related to the proposition or topic	Claims are unclear and lack specificity although generalizations are related to the proposition or topic	The reader must infer the claim from information but enough information is given so that generalizations are related to the proposition or topic.	Claim is clear, complete generalizations related to the proposition are stated
Data	Either data is not offered	The data are weak, inaccurate,	The data is related to the claim,	The data are complete,

	or offered data having no relevance to the claim	or incomplete data.	but not complete.	accurate, and related to the claim.
Warrant	The warrant does not relevant to claims and data or it is not easily identifiable.	The warrant is unclear, but there is something connecting to claim and data.	The warrant is clearly identifiable, but could use some clarifying.	The warrant is well, easily identifiable, and connects claim and data of the argument efficiently.
Qualifiers	Statements that limit the claim-unacceptable	Statements that limit the claim--attempted	Statements that limit the claim--somewhat	Statements that limit the claim
Rebuttal	There is no recognition of rebuttal offered.	Rebuttal is offering, but it is not specific.	Rebuttal is identified, but it is not specific	There is a systematic identification of rebuttal.
Backing	Evidence that supports the warrant is not identifiable or does not support the warrant.	Evidence that supports the warrant but the connections need to be clearer.	Evidence that supports the warrant, but could use some clarifying to show connection as evidence.	Evidence supports the warrant.

Coherent Structure	The argument is not organized well and is unrelated each other.	The argument is organized, but needs to be clearer.	The argument is organized enough, but could use some clarifying to show the relation each statement.	The argument is organized well and related each other.
Linguistic clue	No use word or phrase that indicates the connection of each statement.	Use the word or phrase to indicate the connection, but still unclear and needs to be developed.	Use word or phrase to connect each statement, but needs to be clarify the usage of the connectives.	Use the correct word or phrases in connecting each statement.
Evidence Relationship	The argument is invalid. The premises and the conclusion are unrelated and illogical.	The argument is valid, but needs to some attempt to make the premises and the conclusion is logic.	The argument is valid and logic, but needs some clarifying to make the premises and the conclusion is logic	The argument are valid and logic.

E. Technique of Data Collecting

As the data in the video form and its transcript as texts, so the researcher used document and record analysis techniques, these techniques were used to collect the data are TED Talk: Ken Robinson on “Bring on the learning Revolution” and “Do School kill creativity?” that have been already downloaded from the You Tube and the transcript from TED website.

Practically, there were three steps of process of collecting data as follows:

1. First, the video is downloaded from You Tube, and then the researcher watched and listen the video for several times to find out the data that will be studied.
2. Second, the researcher read the English transcript that was already downloaded from the TED website and compare with what is spoken in the video.
3. Third, the researcher collects the resources that are needed to process out the data in the form of documents and records.

F. Data Analysis Procedure

According to Yin (2011) there are five steps that were done to analyze the data. They are compiling, disassembling, reassembling, interpreting, and concluding.

1. Compiling

The data would gather by document and record technique. The researcher downloaded the video of Sir Ken Robinson included the transcript as well. Then, the researcher observed the video and the transcript to find out the arguments that he used in his speech.

2. Disassembling

Disassembling may allow the researcher to compile the data into smaller portion by assigned codes to the data. The researcher would categorize the data into several parts and set the code by giving:

- a. The video of Sir Ken Robinson would be written as Video 1 for his first video entitled “Bring on Learning Revolution” and Video 2 for his second video entitled “ Do School Kill Creativity?”
- b. The numbers of argumentation would be written as A1 (Argument 1) for the first argumentation. The A2 (Argument 2) for the second argumentation. A3 (Argument 3) for the third argumentation and so forth.

3. Reassembling

In this part, the researcher rearranged and recombined the argument into several parts based on components argument and structures argument by depicting the argument into list or tabular form graphically.

Table. 3.2					
Checklist table of argument components					
Claim	Data	Warrant	Qualifier	Backing	Rebuttal

Table. 3.3		
Checklist table of argument structures.		
Coherent structure	Pre-order	
	Post-order	
	Hybrid	
Linguistic clues	Re-direction	
	Connectives	
Evidence Relationship		

4. Interpreting

In this part, the researcher would analyze the arguments based on the Toulmin's theory and Cohen's theory. Then, the researcher interpreted the arguments by comparing the theories of the research with findings of the research.

5. Concluding

On this last step, the researcher drawn the conclusion and described it based on interpretation and findings of the research.