

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter describes how the study was conducted in four respects 1) the subjects 2) the materials, 3) the procedures and 4) the data analysis.

#### **3.1 SUBJECTS**

To enhance the heterogeneous quality of data based on different styles of joke riddle conservation, the students from all levels of two main secondary schools in two different districts in Chonburi, namely Chonburi Sukhabot School and Phanatpittayakharn School, were selected.

#### **3.2 MATERIALS**

This research basically used the questionnaire as its main instrument and at the same time it used an in-depth interview and observations as its supporting tools. The questionnaire comprised four parts. Part 1 was designed to get respondents' demographic data while part 2 – 4 were designed to check respondents' knowledge, interest and expectations about the joke riddle.

#### **3.3 PROCEDURES**

##### ***3.3.1 Research Design***

This study applied two probability simple random sampling techniques. Firstly, the target group was stratified into two sampling groups, under conservative and adaptive strategy for each school. Secondly, the table of random number method was used to get the students' ID number (no. 4 and 27 were appointed) to avoid bias. The total number of respondents from each school depended on the number of classrooms.

Among all the respondents, it was not certain how many of them would be eligible to provide information since, in a worst case scenario, some of them might not know the joke riddle at all. It was an intention to collect data from the eligible groups of no less than 96 respondents per school to acquire 95% confidence and accepting 10% margin of error (ภานินทร์ ศิลป์จารุ, 2551, น. 47). Therefore, the researcher worked around the average of between 5-10% margin of error according to Yamane's

sampling table and came up with the final sampling number of 220 questionnaires plus 15% extra in order to gain as much confidence as possible. The total number was then finalized as 258 questionnaires.

### ***3.3.2 Data Collection***

The data was collected through questionnaires, interviews and observations. Even though the researcher targeted only 258 respondents, an in-depth interview of two additional experienced respondents was applied to ensure high quality data, also, there were two non-participant observations in the real 'joke riddling' situations..

This study was conducted in a sequence. Firstly, there were two observations for a broad overview of the current situation in two events: one at a Buffalo Racing Festival October, 2008 and another at Chonburi Sukhabot School on December 23<sup>rd</sup>, 2008. Then, the two in-depth interviews with joke masters were conducted in both target schools.

Finally, questionnaire data collection was conducted during 29<sup>th</sup> December 2008 – 3<sup>rd</sup> January 2009 as the main source of data collection in this research. During the field study period, photographs were taken to illustrate the paper effectively.

## **3.4 DATA ANALYSIS**

### ***3.4.1 Secondary Sources Data***

Before the actual field work commenced, the researcher had worked on secondary sources such as literature review, internet research, as well as discussions with local joke riddle experts to collect the preliminary concept of the current situation of joke riddling in Chonburi. The information was reviewed and taken into account in how the questionnaires should be properly designed.

### ***3.4.2 Primary Sources Data***

A. Questionnaire: The data collected from questionnaires could be divided into 4 parts: 1) demographic data, 2) attitude about the joke riddle, 3) knowledge of the joke riddle, and 4) expectations towards the joke riddle. As soon as the data collection process was completed, the questionnaire answers were encoded and analyzed by using SPSS (The Statistical Package for Social Sciences) version 15.0.

The descriptive statistics including frequencies, percentages, arithmetic mean ( $\bar{x}$ ), SD were used to explain respondents' data in part 1 and part 3. Part 2 of the questionnaire employed 3 points scale adapted from Likert Scale to measure the level of students' understanding of the Joke Riddle's value with the meaning of the rating scale as 1 for 'disagree', 2 for 'not sure', and 3 for 'agree'.

B. Interview: The data collected from exclusive interviews with one joke master of each school was laid out comparatively to investigate the similarities and differences of the two target schools under different conservation strategies.

C. Observation: The data collected from two observations reflected the actual essence of joke riddle conservation in different situations.