

CHAPTER III

METHODOLOGY OF RESEARCH

3.1. Research Design

There are two kinds of research method commonly used by the researcher, qualitative and quantitative research. The distinction between qualitative research and quantitative research are qualitative basically framed in term of using words and opened-end question. Typically example: case study. While quantitative is basically framed in term of using numbers, closed-end question. Typically example: experiment research (Creswell, 2013:32).

Beside two basic research methods, Creswell also proposed another research approach, mixed methods research. Mixed methods research is an approach to inquiry combine two research method, qualitative and quantitative to collect data, integrate the two forms data using distinct designs that may involve philosophical assumptions and theoretical frameworks. This combination provides more complete understanding (Creswell, 2013:32).

According to the three approaches to research by Creswell, the researcher used mixed methods research combining qualitative data and quantitative data as well. Qualitative method in this research dominated the research methodology, because the researcher used documentation and observation as instrument data collection, and the data were changed into transcript, typically characteristic of qualitative method. This research also used numbers, percentage as the result,

typically characteristic of quantitative method. This was needed to provide complete research and valid finding result.

3.2. Subject of the Study

The subject of this study was the students and the English teacher of eighth grade at SMP Muhammadiyah 03 Semarang. There were one class that will be the representative of eighth grade in SMP Muhammadiyah 03 Semarang specifically VIII C. The VIII C was chosen as purposive sampling to gain some specific purposes (Sugiono, 2011:118-119). The VIII C was chosen because the class had multiple diverse students compared with another class. Based on that situation, VIII C was the right one to be chosen as the subject of the study, because it represented another class in SMP Muhammadiyah 03 Semarang. Another subject of the study was the teacher who was teaching English subject to the students of eighth grade of SMP Muhammadiyah 03 Semarang.

3.3. Method and Instrument Data Collection

The purpose of data collection is to uncover the fact related to the variables (Ardiyani, 2015:20). This research used mix method, with the domination of descriptive qualitative. Classroom observation, documentation, library research, interview, and questionnaire were chosen as instrument data collection.

1) Classroom Observation

Observation is technique to collect the data and an observer observes directly to the object of the research (Riduwan, 2004:104). Basically, observation technique is used to see and observe the changing of social phenomena that grow and develop, and also to separate the important thing to be used in the research or not to be used (Margono, 2007:159). In other words, the purpose of the observation is by observing the object directly. The researcher can directly separate between things that are necessary and which are not needed.

The researcher observed classroom situation which was focused on the teacher language used to manage the classroom and students' responses. Hakanson and Ellis cited in Cai (2014:4) said that teacher's language in managing classroom is very important and politeness is regarded as a most favorable strategy in interpersonal relationship.

In the observation, the field notes that were used could be seen in Appendix 1. The purpose of the observation was to reveal the politeness used between students and teacher and reveal the factor causing the politeness.

2) Documentation

Arikunto (2006:231) stated that documentation method is technique to find data about something and all variables that are classified into notes, transcript, books, newspapers, magazines, epygraphys, notes of meeting, agendas etc. In this study the researcher used video recorder to collect data during the EFL classroom interaction in SMP Muhammadiyah 03 Semarang.

The video was changed into transcription and was analysed into classification of maxim.

3) Library Research

A series of activities related to the data collection of literature methods, reading, recording and processing of materials research with only by reading a text or books, journals, or website. The function of library research is to set up a research framework to gather information of similar research, deepen the theoretical study or sharpen the methodology (Zed, 2008:1-4).

The researcher used the library research in the process of gaining information of the basic theory of politeness and references of the other similar research.

4) Interview

Interview is the meeting of two people to exchange information and ideas through questions and answers, so it can be constructed meaning in a particular topic (Esterberg in Sugiyono, 2013: 231).

In this research, the researcher asked the teacher about her/his perspectives of politeness usage in the teaching activities, his perspectives about the importance the use of politeness towards learning process, and to gain information about students' background and characteristic. The interview was done after the documentation.

5) Questionnaire

Questionnaire is the technique to collect data by giving a set of question or written statements to the respondents to answer (Sugiyono, 2010:199). In this

research the researcher revealed the students opinion about the politeness and the implication towards the classroom interaction, and how far their understanding about politeness.

3.4. Data Analysis

Bogdan et al. (1982) in Sugiono (2009:244) explains that data analysis is the process of systemically searching and arranging the interview transcripts, field notes, and other material that accumulate to increase your own understanding of them and enable you to present what you have to discover to others. This research used Leech's theory of politeness principles with six maxims as indicator.

The format analysis of this research was checklist. The table checklist had function to classify the utterances that had been transcript before, based on six maxims of Leech's theory. The format analysis of table checklist could be seen in Table 3.1.

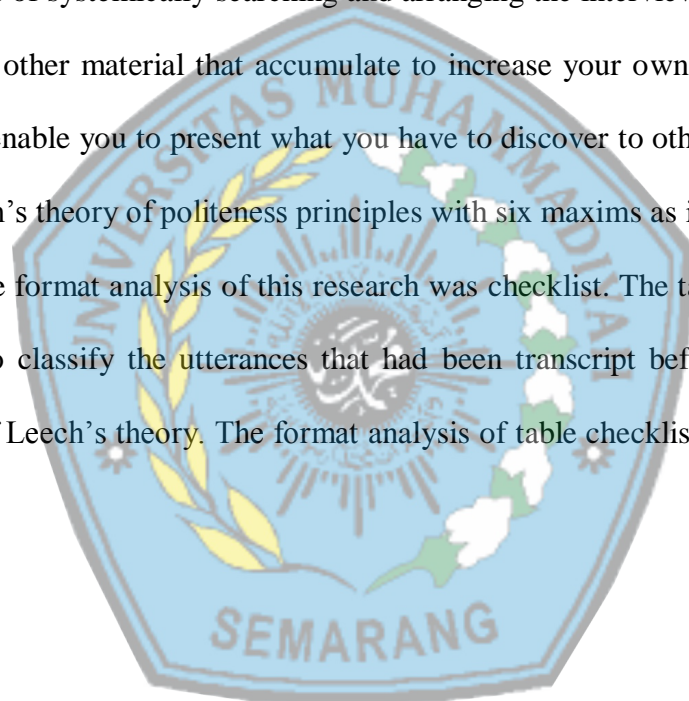


Table 3.1

Format Analysis of Politeness Principles

Stages	Utterances	Tact		Generosity		Approbation		Modesty		Agreement		Sympathy		Other
		F	V	F	V	F	V	F	V	F	V	F	V	
		Opening												
Main activity														
Closing														
Sub total														

Notes:

F: Fulfillment

V: Violation

Based on the data in Table 3.1 the researcher also provided the data result generally. All of the utterances happened in the classroom interaction was separated into three general data result. There were violation, fulfillment and other. The format of table result could be seen in Table 3.2

Table 3.2
Data Result Format

No	Indicators Result	Total	Percentage
1.	Violation		
2.	Fulfillment		
3.	Other		
Total of utterances			100%

The utterances were coded first into number, then it was classified by giving checklist which maxim was the utterances, and it was classified into violation group, fulfilment group or other. The total of utterances, total of fulfilment each maxim, the total of violation each maxim, and others were counted to find the percentage. To converse the result, the researcher used the following formula

$$P\% = \frac{\sum q}{\sum r} 100\%$$

P%: The suitable percentage

$\sum q$: The suitable frequency

$\sum r$: The total of item

(Arikunto, 2009:236)

The suitable percentage represented the percentages of fulfilment and violation. There were three part of counting the result, they were violation result, fulfilment result, and other utterances result. The first was violation result, the suitable frequency represented the number of utterances that was violated based

on the six maxims of politeness principles, and the total item was the total of all utterances used in the classroom interaction. To count the percentage of fulfilment result and other utterances used the same way.

3.5. Research Procedure

The researcher used three steps to do the research:

1) Finding related theories

In this stage, the researcher found the related review through literature review. The researcher gained information about politeness, chose the theory from Leech after compared with the other theories, learnt from the same topics or research and collected information about EFL classroom interaction.

2) Collecting the data

The next step was collecting the data. The data were obtained from video recorder, interview, questionnaires and observation.

3) Analysing the data

The last step was analysing the data. After collecting the data from video recorder, the researcher changed the data into transcription. The transcription was coded and classified into table checklist by analysing the each maxim based on the Leech theory. After that the data were counted into percentage and provided into table, then the researcher analyzed each category of maxim, analysing the classroom observation, questionnaire

and interview to reveal the cause of violation or fulfillment of politeness and the implication towards classroom interaction.

