CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter elaborates the investigation of the study by data collection and data analysis. In connection with data collection and data analysis, answers to such questions as who will be involved, where and how to obtain the data, and finally how to analyze them, are the steps to discuss both procedures.

3.2. Formulation of the Problems

The present study investigates the problems that are formulated in the following questions:

a. How are the realizations of responses to implicated uterances found in particularized implicature context performed by Indonesian learning English as a foreign language?

b. To what extent do social variables affect such realization? If any, how?

3.3 Methods of Research

The method used in this study is qualitative. Hoepfl (1997, cited in Nuraida 2005) stated that qualitative research uses a naturalistic approach that seeks to understand phenomena in context –specific settings.

Furthermore, she reveals eight characteristics of qualitative research:

1). Qualitative research uses the natural setting as the source of data;
2). The researcher acts as the 'human instrument' of data collection;

3). Qualitative researchers use inductive data analysis; 4). It reports descriptive , incorporating expressive language; 5). It has an interpretative character; 6). It pays attention to the idiosyncratic as well as pervasive, seeking the uniqueness of each case; 7). It has an emergent design; 8). It is judged using special criteria for trustworthiness.

In addition, descriptive method is a method used in a study which is not searching for something or making the prediction, it only describes the situation or phenomenon. It is in line with Gay L.R (1987) below.

A descriptive method is a method of research that involves collecting data in order to test hypothesis or to answer questions concerning the current status of the subject of the study. The descriptive study determines and reports the way things are.

In summary, this qualitative research reports descriptively, using words rather than statistical procedures, using naturalistic approach, identifying phenomenon in specific situations in order to answer the research questions. Furthermore, this method is conducted trough several steps: collecting, classifying, computing data, making conclusion, and reporting them.

3.4 Respondents of the Study

The sampling method is firstly determined to select the respondents. In linguistic study, Milroy (1987) gives lack of limitation in selecting the sampling methods regardless whether the account is technically representative or not. It is a result of the maturing of sociolinguistics as a field of study. One of the objectives of this research is to investigate the patterns of responses to apology performed by Indonesians who speak English as a foreign language.

This study employs a judgment sampling method. It starts with the identification of the types of speakers to be involved and the proportion that fit the

specified categories. Basically, there are reasons underlying the use of judgment sampling.

> *First*, the samples in linguistic research are in general demonstrably *not* technically representative, and to claim that they are leaves a researcher open to quite proper academic criticism. *Second,* relatively small samples (too small to be considered technically representative) appear to be sufficient for useful accounts of language variation in large cities (Milroy 1987:27).

Since this study investigates pragmatic realizations, the respondents of this study are required to have both linguistic and communicative competence. Hence, the respondents of this study were 20 students from the class of 2006, English Education Department. They were selected based on the assumption that they have already had both 'sufficient' competences. They had already taken some subjects related to the basic language competencies, with the consideration that they were able to produce good grammatically correct sentences and they could perform the sentences or expressions in particular context.

Having considered the type of respondents for this study, the next step was to determine the amount of respondents appropriately. Based on Best and Kahn (1989 in Libugan 1997:36), they stated "in general, the minimum number of subjects believed to be acceptable for the study depends upon the type of research involved." In addition, Arikunto (1997) states that if the subject is bigger than 100, it can take 10-15% from the population. Furthermore, Sankoff in Milroy (1987:21) pointed out:

> "…even for quite complex speech communities, samples of more than about 150 individuals tend to be redundant, bringing increasing data handling problems with diminishing analytical returns…" (1980:51-52).

By 20 respondents, it is appropriate from the total subject about 150 students who enrolled in 2006. Thus, by this amount of respondents, the data analysis would be simpler, more focus, and more convenient (Patton, 1990). They are considered able to express how to give responses to implicated utterances.

3.5 Data Collection Procedures

3.5.1 The preparation

Having set up the respondents characteristics, the next step was distributing questionnaire. Before the situations were created, matrix (see appendix A) was designed as a guideline. The matrix showed the information about the situation, the speaker, the addressee, the setting, the social distance, the power, the ranking of imposition, the weight, and the flouted maxims involved. In order to measure the validity of questionnaire, the try-out questionnaire was held on 19th of May 2009. The questionnaires were distributed to 33% of the real respondents (7 students) of the third year students in English Department. The try-out of DCT was held with the consideration to find the appropriateness for the respondents who have taken English competencies subjects (Listening, reading, speaking, and writing) in estimation that they are able to understand the situation given. For this study, the issue raised is close to the college students' life with the aims to make them more familiar with the situations. In addition, they also have taken language in society subject with expectation they will take an account to the situation given.

3.5.2 Discourse Completion Test

After the matrix completed, the questionnaires called Discourse Completion Test (DCT) constructed. It was the main instrument for collecting data on speaker's language behavior in situated speech. This test was initially proposed by Blum-Kulka in 1982.

On the other hand, there is a dilemma in pragmatics and sociolinguistic studies which use DCT as an instrument. They concerns on the methods used to collect data, the validity of different types of data and, '*...their adequacy to approximate the authentic performance of linguistic action*' (Kasper and Dahl 1991:215). However, other sociolinguistic data collection instruments that provide many advantages as the DCT have not to date. Each discourse in DCT, presents a short description about the situation and specification of the social variables involve in the communication between the respondents and their 'imaginary' interlocutor. The following one is the example of DCT.

> *At the University*
> Ann missed a lecture yesterday and would like to borrow Judith's notes
> Ann: _____
> Judith : Sure, but let me have them back before the lecture next week
>
> (Blum Kulka *et al,* 1989)

DCT used in this study consisted 12 situations in order to cover all flouted maxims happen equally. The respondents then have to complete the incomplete dialogue as much as they wish in the provided blank (see appendix B). Since the study focuses on how the respondents response the implicated utterance, this below is one example of the situation provided.

Situation #1

In your spare time with your close friend, you are talking about someone (T) who seldom attends in classroom lecturing, never submits the tasks, and everybody knows about his laziness.

You : Do you think T will pass the subject?
X : As we know, he is the most diligent student and obviously will get A in this subject!
You : _____

As it has been explained above, a dilemma was found in using DCT as an instrument in pragmatics and sociolinguistic studies. Surely, it cannot be neglected that DCT has some disadvantages. In DCT, the respondents in force have to face the situation that might never be found in their actual lives, and they have to reveal their language behavior although they have not experience those situations. Another problem is the real attitude that cannot be measured by only reading the result of written expression that should be spoken.

Considering those realities, Beebe and Cummings (1985 cited in Aziz 2000:51) summarized the advantages and disadvantages of DCT as can be seen in Table 3.1.

Table 3.1

Advantages and Disadvantages of DCT

(Based on Beebe and Cummings 1985)

DCT is a highly effective tool of	DCT responses do not adequately represent
1. Gathering a large amount of data quickly	1. The actual wording used in real interaction
2. Creating an initial classification of semantic formulas that will occur in natural speech.	2. The range of formulas and strategies use (some, like avoidance, tend to be left out)
3. Studying the stereotypical, perceived requirements for a socially appropriate (though	3. The length of response or the number of turns it takes to fulfill the function

not always polite) response.	
4. Gaining insight into social and psychological factors that are likely to affect speech and performance.	4. The depth of emotion that in turn qualitatively affects the tone, content, and form of linguistic performance.
5. Ascertaining the canonical shape of refusals, apologies, parting, etc., in the minds of the speakers of that language.	5. The number of repetitions and elaborations that occurs.
	6. The actual rate of occurrence of a speech act – e.g., whether or not someone would naturalistically refuse at all in a given situation.

Although the argument raises toward the usage of DCT instrument, this study still applies DCT as main instrument because it also has several adventages. It is in line with Aziz (2000:49) who reveals that DCT lies in the factor of time and effort efficiency by which a very large corpus can be gathered.

3.5.3 Contextual Variables

Contextual variables involved variables that describe each description into situations provided in Discourse Completion Test (DCT). The respondents may take into account those variables before revealing their behavior in the distinct situation. The personal and social variables in communication transaction also involve the participant. Further, the detail of each variable is presented below (from Aziz 2000:67-69).

1) *Setting.* This is the place the transaction takes place along with the types of activity involved. Here, the place may be formal but the activity can be

semi-formal or even informal. There are three types of setting: a) informal e.g. home, b) semi-formal e.g. meeting, c) formal e.g. college.

2) *Social distance.* This refers to the degree of social relationship among the interlocutors. Three types of social distance are: a) close e.g. family and friendship, b) distant e.g. strangers, c) casual e.g. junior-senior relationship.

3) *Relative power.* The power of the speaker to force the hearer to perform the opinions to this term. Power is derived from inequality between the speaker and the hearer. The scalar basis are: a) low e.g. a college student interrupts the lecture and junior rebuts senior's opinion, b) high e.g. customer complain to a waiter, c) equal e.g. a friend noted attentively friend's opinion.

4) *Ranking of imposition.* Aziz (2000:69) defined this term as "the degree of encroachment that may be imposed by a speaker on the hearer in terms of goods or services. The types are low, medium, and high.

5) *Weighing and weightiness.* Brown and Levinson (1987) suggested that to determine the seriousness or the estimate of risk of losing face, the weightiness Wx is calculated as the sum of the D(distance), P(relative power), and R(ranking of imposition) factors. The types are light, medium, and heavy.

Through those social variables, Brown and Levinson calculate the "weightiness", *Wx*, of an FTA, and propose a formula:

$$\mathrm{W}x = \mathrm{D(S,H)} + \mathrm{P(H,S)} + \mathrm{R}x$$

Adapted from Azis (2003: 70-72), the formula assumes that each of the three variables can be measured on a scale of 1 to *n*, with *n* being a relatively small number. In connection with variables as described above, this study adds the other variable involved which is setting (L). Hence, the formulation becomes:

$$W_x = L + D(S,H) + P(H,S) + R$$

From that formulation, each social variable has value for each degree.

- Setting (L) : Informal : 0, Semi formal : 1, and Formal : 2

- Social Distance (D) : Close : 1, Casual : 2, Distant : 3

- Power (P) : Lower : -1, Equal : 0, Higher : 1

- Ranking of Imposition (R) : Low : 1, Mid : 2, High : 3

From those values, the values of weight will vary in the range 1 to 9. Then, the weight will be classified by the following range:

Light : 1-3 points

Medium : 4-6 points

Heavy : 7-9 points

3.5.4 Interviews

Interviews were a complementary instrument of collecting data. It was undertaken to get the clear data related to the responses given in DCT by the respondents. The interviews were conducted after the respondents answered the questionnaires, with the purpose to get more detail.

In the present study, the interview was conducted in respondent's first language, Indonesian, to make them more comfortable in expressing their ideas or opinion towards the questions of interview.

3.6 Data Analysis

The data of the response of DCT were collected and those become the findings in this study. The obtained data were also classified to get the framework of the realizations of responses to implicated utterances. For this study, firstly the data analysis was begun by adopting the theory of *preference structure* conducted by Levinson (1983).

Table 3.2 General patterns of *preferred* and *dispreferred* structures (following Levinson, 1983: 336)

First Part	Second Part	
	Preferred	**Dispreferred**
Request	Acceptance	Refusal
Offer/Invitation	Acceptance	Refusal
Assessment	Agreement	Disagreement
Question	Expected answer	Unexpected answer
Blame	Denial	Admission

By that consideration, this study which concerns in the responses (*second* part) to implicated utterance (by *first* part) adapted the preference structure in classifying the responses obtained from the respondents. Since implicating is

definitely different from explicating (Blakemore 1992:57), the expression of *speech act* as a part of *illocutionary act* cannot be define directly by the words uttered. This study also adapted the data analysis of Farghal's (2001) study about responses to compliment in which he classified the results into some subsets by the grouping between simple and complex responses.

Since this study concern on the implicated utterances in general, the form did not restricted in one *speech act* which is spoken implicitly. What are actually spoken by the speaker will cover all *speech act* in general i.e. request, question, assessment, etc (see table 3.2). Hence, to make all those *preference structures* above can be used generally, *Approval* is named for the preferred response, and *Disapproval* is named for the dispreferred response. Furthermore, from the results there will be found what kind of response can be classified *approval* and *disapproval.*

For those who responded the implicated utterance directly, the responses were classified into *simple response,* and for the responses that have more than one expression are classified as *complex response.* Furthermore, the application of the data analysis are elaborated in the next chapter.

3.7 Concluding Remarks

The procedure of data collection and the way in analyzing them have been discussed in this chapter. This research involved 20 students from the department of English in Indonesia University of Education. The respondents were the students of sixth semester who were enrolled in 2006 and assumed have sufficient communicative competence.

In designing investigative instrument, the issues which are close to the college students' life were arisen. Before the questionnaires in DCT form were created and spread, the matrix was also created as the guideline. In supporting the finding, the interviews were also held. Moreover, in analyzing data, *preference structure* is adopted and adjusted with the results found from the questionnaires.