

## CHAPTER III

### RESEARCH METHODOLOGY

This section contains explanations about the research methodology used in this study. This section also provides details including the research design used in this study, participants of the study, research timeline of the study, data sources, data collection procedure and analysis, and research ethics.

#### **3.1 Research Design**

This study aimed to describe Indonesians and American request strategies in both Indonesian and English and its relation to their intercultural competence by determining their difficulties and the approach they used in acquiring intercultural competence. This study used a qualitative case study design to investigate the real-life events during the research. According to Hamied (2017), qualitative research is an empirical research which believes that knowledge is gained by conducting an observation so that the answer to the question is based on what happens in real life by doing an observation. This study also adopts a qualitative method which emphasizes individual's reality as it is mentioned by Hamied (2017) that qualitative constructivism deals with the differences of results of different people which means that each individual may respond differently depending on their perspectives since they have different perceptions towards certain situations. So, in this study, every participant may have different responses towards the same situation due to the cultural and belief differences. In accordance with that theory, this study chose to use qualitative research in order to get a real-life answer and to understand how people create and construct meaning in their lives since each individual may have a different perspective and response towards a particular situation.

A case study was also used in this study since a case study is able to provide multiple pieces of evidence in different situations as it is explained by Yin (1994) that a case study is an empirical inquiry which uses observation and experimentation to get the answer. Yin also explained that a case study is usually used in qualitative study in

order to investigate a phenomenon providing multiple evidence, different situations, and development of theoretical prepositions. In short, a case study qualitative design in this study is used to investigate the possible multiple evidence that might occur during an observation or experimentation since each individual may respond differently and may have different perspectives. Yin (1994) also stated that a case study has a distinctive place in evaluation research as follows: (i) to explain the link in real-life, (ii) to describe real-life context and an intervention, (iii) to illustrate particular topics, (iv) to explore some situations, and (v) the case study can be a study of an evaluation study. Yin (1994) also explained that case study also focuses on ‘how’ or ‘why’ research questions which almost all of the research questions in this study were formulated with ‘how’ questions and it deals with examining contemporary events and it cannot be manipulated. The case study also deals with direct observation, artifacts, interviews, and document analysis. In conclusion, a case study is conducted in this study to explain the real-life events that happen during the study. Hamied (2017) also added that the main purpose of a case study is to get deep understanding by answering the research questions descriptively and explanatorily. So, since this study is required to identify Indonesians and Americans request strategy in both Indonesian and English and relation to their intercultural competence, a qualitative case study design was chosen in order to get multiple evidence within different situations and to identify how each individual responded to each situation.

This research also chose triangulation in the case study design in order to make sure that data are valid and bias can be minimalized. The researcher conducted and chose a qualitative research method because the answer of the study depends on the truth created by the participants of the study. The researcher began with giving Discourse Completion Task (DCT) situations to the participants and conducted observations and began to see the patterns of the answer, categorizing and grouping the patterns, and then develop the conclusion based on the data. Then, the observations were conducted in order to see and identify request strategies that appear in the real life situations. Finally, informal interviews were conducted in order to find the answers

related to their personal experiences in learning the target language culture.

### 3.2. Participants

This study involved five Indonesian participants and five American participants who were able to speak Indonesian and English fluently. The participants were chosen purposively which means that they were selected to be the participants of the study because of who they are and what they know (Hamied, 2017) and also chosen based on convenience sampling since the researcher had relationship or connection with all participants. Alwasilah (2023) stated that in order to get representativeness of background, activities, or individual, choosing the participants purposively is the way to get that uniqueness. Fraenkel (2012) also added that purposive participants are chosen based on the researcher's judgement and on what the study needed. The participants were also chosen based on convenience sampling since the researcher had access to reach the participants (Golzar et al, 2022). All participants were chosen purposively based on their experience and their ability of speaking another language. The participants were also chosen based on their past experience or language test such as past or recent IELTS/TOEFL score for Indonesian citizens, or experience in living in an English speaking country. Meanwhile, Americans were chosen based on how long they have been living in Indonesia and how long they have been learning and speaking Indonesian. In this study, the main participants are Indonesians multilingual who are able to speak English fluently and Americans multilingual who are capable of speaking Indonesian fluently.

In accordance with that, the participants are considered in stage 4 or 5 of a good speaker according to Bashir, et al (2011). In this study, the researcher was just a part of the community group where the participants were hanging out or discussing something. Code names were given to all participants to avoid confusion such as PI1 (Participant Indonesian 1), PI2 (Participants Indonesian 2), PA1 (Participant American 1), PA2 (Participant American 2), and so on. Their experience and ability of speaking another language were described as below:

Table 3.1.  
*Participants' Profile*

<b>PI (Participant Indonesian)</b>	<b>Experience and Ability</b>	<b>PA (Participant American)</b>	<b>Experience and Ability</b>
1	She was a Fulbright FLTA Grantee in 2021 and her latest IELTS score is 8.0 and TOEFL IBT 103. Currently, she is working at UPT Bahasa Universitas Negeri Gorontalo as an instructor and translator	1	He has been working at BPK Penabur Bandung as a teacher and has been living in Bandung, Indonesia for six years. He also speaks German.
2	He had been working in Australia as a language assistant for a year with recent IELTS score of 8 and now he is a lecturer in UPI Bandung	2	He has been living in Indonesia for seven years and currently he is working at BPK Penabur Bandung and the first time he came to Indonesia was because of the Fulbright program. He also speaks Arabic and Spanish.
3	She had been living in Australia for two years for work and United States of America for one year joining Fulbright	3	She has been living in Bandung, Indonesia for four years and working as an English instructor at Wall Street English

	program with recent TOEFL IBT score of 86		and has been studying Indonesian for 4 years. She also speaks Spanish
4	He was FLTA Fulbright grantee in 2021 and had been living in the USA for a year. His latest IELTS score is 7.5 and TOEFL IBT 86 and currently, he is working at Yayasan Berdayakan Anak Bangsa and BIPA teacher KBRI Washington DC as Operational Director of	4	He has been studying Indonesian language for five years in the United States of America and now he is in Jakarta joining the Fulbright scholarship program to finish his doctoral research about Indonesian history. He also speaks German, Polish, and Russian.
5	He had been living in Australia for one year using working holiday visa with recent IELTS score of 6.5	5	He has been studying Indonesian for 3 years in the United states of America, now he is in Malang doing his Indonesian intensive learning program. He also speaks German.

### 3.3. Research Timeline

The study conducted several activities at certain time and these following activities are presented below:

Table 3.2.  
*Research Timeline*

No.	Day and Date	Steps	Activities
1.	10 <sup>th</sup> – 13 <sup>th</sup> March 2023	Collecting participants' profile	The researcher asked several questions regarding their experience in living overseas, their job, and their language test score (if they have)
2.	14 <sup>th</sup> March 2023	Designing DCT	The researcher designed DCT request situation
3.	16 <sup>th</sup> March 2023	Distributing DCT to 10 participants	The participants were given 4 days to finish their DCT
4.	30 <sup>th</sup> March 2023	Analysing participants DCT	The researcher analyzed the DCT
5.	1st May 2023	Observing American Participant 1, 2, and 4 and also Indonesian Participant 2, 3, and 5 in the same place.	All American and Indonesian participants here know each other and they are getting along together as a group of friends hanging out in the same place, so they were observed together at the same time.
6.	3rd May 2023	Observing American participant 3 and 5 and also Indonesian participant 1 and 4	All American and Indonesian participants here know each other and they are getting along together as a group of friends hanging out in the same place, so they were observed together at the same time.

7.	4th May 2023	Interviewing American participants	Interviewing all American participants about their experience toward the language they are learning. The interview was conducted in a cafe
8.	10th May 2023	Interviewing Indonesian participants	Interviewing all Indonesian participants about their experience toward the language they are learning. The interview was conducted in a cafe
9.	15th May 2023	processing and analyzing data	The researcher analyzed DCT, observation sheets, and transcribed the interview results

### 3.4. Data Collection Techniques

In order to collect the data, this study used a Discourse Completion Task (DCT), observations, and semi-structured interviews. The use of DCT in this study is to collect cross-cultural participants' politeness in particular situations. The DCT helped the researcher to get the answer of research questions based on the particular situation needed. Meanwhile the observations in this study are conducted in order to support the result from DCT using observation sheets. The researcher arranged a meeting with each participant and then conducted an observation during the meeting and then noted and wrote any types of request strategy that might appear during the meeting. The request strategy that was expected to appear was not limited to anyone which means the researcher noted the request strategy that the participants produced to anyone. Lastly, semi-structured interviews were conducted in this study in order to answer the third and the fourth research questions about how they learn the target language culture and their difficulties in adopting the target language culture.

These three instruments were used in this study in order to get valid data and minimize bias as what Hamied (2017) claimed and these instruments are called triangulation. Triangulation also means that various types of data collection methods were collected based on the same phenomenon and in a qualitative study, observation

and interview are usually included (Carter et al, 2014; Yin, 2011). To sum up, this study used a triangulation method using discourse completion task (DCT), observations, and informal interviews in order to support each instrument's result based on the same phenomenon.

#### **3.4.1 Discourse Completion Task (DCT)**

Discourse Completion Task (DCT) was used in this study since DCT gives several benefits such as fixed situations needed and the situations can be managed by the researcher practically since DCT does not take long time to conduct. In line with the researcher's justification, according to Billmyer & Varghese (2000), DCT is practically useful for politeness study especially in cross-cultural and inter-language contexts because it has several advantages such as allowing for making generalization, providing large amounts of comparable data in an unlimited number of languages, and acceptable in culture and comparing politeness norms across cultures. Since this study focuses on politeness in making a request in cross-cultural situations and it is easier and more practical and efficient for researchers to make generalizations, DCT was selected as one of the methods used in this study. In line with that, Wojtaszek (2016) mentioned several reasons in using DCT; (i) DCT is used in order to find an extensive range of naturally occurring situations in which particular speech acts could be performed, (ii) DCT is used to meet the requirement of representativeness, (iii) The procedure has consistency of findings and prospective comparability of the results, and (iv) DCT is practicable and it reduces very minimum time and effort in processing data collection. He also stated that DCT is constructed in a specific way in which all participants act in the same situations, background knowledge, social roles, and it is also more practical, easy, simple, and the data can be collected in a short time. These are also the main reasons for the researcher to choose DCT in the first place. However, there is some criticism towards DCT. Sweeney and Hua (2015) stated that there are two main criticisms towards DCT such as the possibility of massive variation or design that can raise several doubts over efficacy and comparability and the second criticism is that the authenticity and validity. Cyluk (2013) also claimed that DCT does not

yield reliable and valid results. So, in order to minimize DCT weakness potential, the researcher did not depend on DCT result only, in fact the DCT results were also supported by observations and the result from DCT would be compared with the result from observations. The researcher believes that applying multi instruments of data collection is able to minimize DCT weaknesses.

This study conducted a DCT that was designed based on the daily basis, work-life, and academic life of the participants and it consists of ten situations which also includes power and distance. The DCT was formulated in English. A request situation in this study consists of responses to several situations and it is categorized based on the speakers' social distance and social power in order to get various types of request strategy based on distance and power. In the process of designing DCT situations, the researcher considered two variables that affected the request strategy that was used; relative social distance and power. Social and power are important to consider in this study since both Indonesian and American have different values toward social distance and power. Low and high context-culture beliefs also can affect the way the participants make a request in both Indonesian and English as what it is stated by Moge (2023) in which Indonesians tend to be more high-context culture since someone's reputation, social status, title, age, seniority, and position need to be considered and also they are more implicit, indirect, and not straightforward, while Americans tend to be more low-context culture since titles or body language are secondary and they value more on written valid contracts, worded in detail and legalized, and characterized by explicit and verbal messages and tend to use direct speech style. It also can help the researcher to determine whether the participants get to understand the target language values and achieve intercultural competence or not. According to Hudson, et al (1995), relative power is the power of the speaker that will affect the hearer to do a particular job and speaker who has a higher rank or social position is marked with +P, while speaker who has a lower position is marked with -P. They also added that when speaker and hearer do not know each other is marked with +D and -D is when speaker and hearer know each other. However, in this study,

the DCT situations were formulated only based on power and distance by Hudson, et al (1995).

Table 3.3.

*Frameworks for Power and Distance*

Relative Power	<p>The degree to which the speaker can impose his or her will on the hearer due to a higher rank within an organization, professional status, or the hearer's need to have a particular duty or job performed.</p> <p>(+P) Speaker has a higher rank, title, or social position, or is in control of the assets in the situation.</p> <p>(=P) Speaker is of approximately the same rank, title, or social position</p> <p>(-P) Speaker has a lower/lesser rank, title or social position, or is not in control of the assets in the situation.</p>
Social Distance	<p>The distance between the speaker and the hearer. In effect, the degree of familiarity and solidarity they share as represented through in-group or out-group membership.</p> <p>(+D) Speaker and hearer do not know or identify with each other. They are strangers interacting due to social/life circumstances.</p> <p>(-D) Speaker and hearer know and or identify with each other. There is an affiliation between the speaker and hearer; they share solidarity in the sense that they could be described as working toward a common goal or interest.</p>

(Adapted from Hudson, et al., 1995)

Based on the table above, this researcher had designed a DCT request situation based on relative power and social distance since it is important to see the different kind of request strategy that related to power and social distance between the speaker and the hearer. There were 10 situations and the participants had to choose which one they would say and there were four options to answer each question. However, the researcher needed to exclude the 8<sup>th</sup> situation since the situation was not answered as what the researcher expected. Since there were two languages that were investigated, one situation could reveal different kinds of request strategies in different languages. Relative power and social distance were the main focus in designing DCT situations since it is adapted from Hudson, et al (1995). DCT situations are presented below:

Table 3.4.  
*DCT situations*

No.	Power/Social Distance	Situation	What would you say in English	What would you say in Indonesian
1.	-D =P	Your close friend had not returned your book as he'd promised to		
2	+D =P	You ask for help when you were in the middle of nowhere and your car broke down		
3.	-D +P	Your student got a wrong book from the library		
4.	-D =P	your close friend played music too loudly and you wanted to rest		
5.	-D =P	You did not like the coffee that your coworker made because it was too sweet		
6.	-D -P	You asked your Professor for the make-up exam		
7.	+D +P	You were in a restaurant and asked for some sugar to the waiter		
8.	-D =P	Your friend broke your phone		

9.	-D -P	You got the score you did not expect and asked the Professor about it.		
10.	-D =P	You came to your coworker's house and you ask for some water		

### 3.4.2. Observation

Observation was conducted in this study to support DCT results. The observation was conducted to see the real life request strategy that was used by participants in real life situations. The observation took place in the setting where a phenomenon of interest occurs in a café where usually people hang out and have discussion. The observer observed any request that might appear during the conversation randomly using the observation sheets and did not use any recording since the setting was too crowded and loud, in addition the participants were blended with non-participants which made it difficult to record the situation that might appear during the conversation and meetings. The observations were used to add more information regarding request strategies which participants produced and support DCT results. Field notes were used in this study in order to help the researcher in the observation process so that it gave the researcher the context and specific incidents and behaviors. Merriam (2009) classified several elements in observation such as; activities and interactions, participants (people and people's role), physical setting (environment, context, settings, and allocation), conversation, subtle factors (physical clues, symbolic meaning, non-verbal communication, and informal/unplanned activities), and the researcher behavior.

The researcher was also involved in this study as 'an observer as participant' due to the researcher's involvement during the conversation. Cohen and Manion (2000) determined that observation enables researchers to collect data from human interactional program settings. According to that matter, the observation in this study was conducted to see the participants' interaction with

other speakers of English in terms of making a request in a real-life situation. The researcher observed each participant to detect any request emerge in the conversation considering distance and power as well as the DCT situations. Field notes were also used in order to describe the participants' behavior using direct quotation or comments. The following tables show the observation sheets and how the observer observed the situation.

Table 3.5.

*Observation Sheets*

Participant	Situation	Request found in English	Request found in Indonesian
PA1			
PA2			
PA3			
PA4			
PA5			
PI1			
PI2			
PI3			
PI4			
P5			

**3.4.3. Interview**

In order to support DCT and observation results, interviews were conducted by the researcher in order to get deep information on how they adapt the target language culture so that they could perform and make a request as the

native speaker of the target language. The interview questions were mainly about how they enhance their intercultural competence in order to communicate with the native speaker of the target language better since misunderstanding sometimes occurs due to the norms and values differences. Since this study also focused on multilingualism and intercultural communication, the researcher was also interested to explore more on the participants' difficulties in adapting the target language's culture and how they adjusted themselves into target language culture so that they could perform and use the language properly especially when making a request. The interview results were also important to see whether they had a positive language attitude or not since it influences the participants' motivation in enhancing their intercultural competence awareness.

In this study, the interviews were conducted based on what the participants thought and felt about their experiences in living in the target language speaking countries including their difficulties in adjusting to new values and factors that influence their intercultural pragmatics. Merriam (2009) claimed that an interview is a conversation between the participants and the researcher focused on questions related to the researcher's study and the interview was also used to describe the participants feelings and interpretations. There are several types of interviews. In terms of structure, there are highly structured/standardized, semi-structured, and unstructured/informal interviews. Highly structured/standardized interview deals with wording of questions and order of questions that are predetermined, written survey form, and demographic data. The semi-structured interview uses less structured questions, more flexible, more specific with guidance, and no order. Unstructured/informal interview deals with open-ended questions, flexibility and exploratory, conversation, ethnography and case study participants, and formulating questions. This study used informal/unstructured interviews since it is more flexible and more like a conversation between researcher and the participants. Merriam (2009) also classified six types of good questions: experience and behavior questions, opinion and values questions, feeling questions, knowledge questions, sensory questions, and background/demographic

questions. There are also types of questions to avoid: multiple questions, leading questions, and yes-or-no questions. Probe is used in an interview to find information or clarity about what the person has just said. So, the questions that were used in this study are more about background, feelings, opinion, and behavior towards the target language culture and behaviors.

### 3.5. Data Analysis

This study is designed to answer these following research questions:

1. How do Indonesians multilingual make a request in Indonesian and English? Are they more direct or indirect?
2. How do Americans multilingual make a request in English and Indonesian? Are they more direct or indirect?
3. What are the factors that influence their request strategies in both Indonesian and English?
4. How do Indonesian and American multilinguals acquire intercultural pragmatics in the context of requesting?

The researcher finally analyzed all data as soon as all data gathered. The researcher started to analyze the data from DCT and observation inspired by the distribution of social variables by Ogiermann (2018) including power and distance in each situations and a modified coding framework for request by Blum-Kulka, et al (1989) and Economidou-Kogetsidis (2011) (See Appendix 1 and 2). The results were categorized based on the degree of directness suggested by Blum-Kulka, et al (1989) and the participants were coded using PI as Participant Indonesian and PA as Participant American and then the number followed the participants' code to add more specifications, for example: the Participant Indonesian number one (PI1) made a direct strategy when they made a request using Indonesian in the first situation by using the verb directly such as '*minta....*', while PI1 used an indirect request strategy when she/he used English by using '*can...?*'. Then, the interview results were transcribed, categorized, and generalized based on two findings. The first interview finding was their difficulties in binding themselves to the target

language culture considering the theories according to Levine and Adelman (1993) and Moffat (2012) and the second interview finding was related to the approach they used in enhancing their multicultural competencies based on Oxford (1990), for example Participant American number 2 (PA2) stated that the difficulties that he/she was facing was the use of ‘*kamu*’ to older people since Indonesians are more high context culture according to Moffat (2012) and the strategy that she/he used was cognitive approach as what has been classified by Oxford (1992) (See Appendix 3).

### 3.5.1 Data analysis regarding the DCT

A DCT situation was used in this study in order to collect the data. First of all, DCT was designed by the researcher based on daily life circumstances and the situations were categorized based on power and distance in order to see a variety of answers in different kinds of power and distance between speaker and listener. Then, participants’ response to the situation is the key of the answer where the researcher categorized their answer based on which request strategies they were using when they used Indonesian and English language using request strategies proposed by Blum-Kulka. Therefore, the data from DCT was expected to answer the first and the second research questions. The following tables showed how the researcher analyzed DCT data.

Table 3.6.

#### *Data Analysis of DCT*

Participants	Situations	Type of Request in Indonesian	Type of Request in English
PI1	1	..	..
PA1	1	..	..
PI 2	1	..	..
PA 2	1	..	..

### 3.5.2 Data analysis regarding the observation

The observation was used to find the types of request strategies that the participants used when they used Indonesian and English in a real situation. However, the researcher only observed some of the participants. The Data was used to complete and answer the first and second research questions. The following tables showed how the researcher analyzed the data from observation.

Table 3.7.

#### *Observation Sheets*

Participant	Situation, Power, & Distance	Type of Requests	Type of Requests
PA1	..	..	..
PA2	..	..	..
PI1	..	..	..
PI2	..	..	..

### 3.5.3. Data analysis regarding the interviews

In order to answer the third and fourth research questions, the data from the interview were collected to answer those research questions. All participants were interviewed about the way they used the strategies and how they acquired cultural knowledge of the second language. The interview results were transcribed, categorized, and generalized to answer the research questions of the study and add more details and information. The results of the interviews of each participant were written descriptively. The table below showed how the researcher analyzed the interviews.

Table 3.8.

#### *Data Analysis of Interviews*

Participants	Difficulties	Approaches
PA1	..	..
PI1	..	..

PA2	..	..
PI2	..	..

### 3.6. Research Ethics

This study was started by choosing participants according to the category that the researcher needed and explained the purpose of the study. Then, the researcher asked for participants' confirmation of approval to conduct observations and answer the DCT situation given. After that, the researcher asked for permissions from all participants to conduct an interview to dig deeper and gain more information about their request strategies and also their struggles when speaking another language or any other cultural difficulties they might experience. The researchers have known all participants as a friend, colleague, or student before this study was conducted which made this study easier to conduct.