

CHAPTER III

RESEARCH METHOD

This chapter elaborates the research method of the study. This chapter describes the formulation of the problem, the method of the study, the respondents of the study, the data collection procedures of the study and the data analysis.

3.1 Formulation of the Problem

This study was aimed to explore kinds of refusal strategies used in family domain. This study was also purposed to discover the differences of refusal strategies performed by parents and children. The problems of the present study were formulated in the following questions.

- 1) What kinds of strategies are commonly used by parents in expressing refusal?
- 2) What kinds of strategies are commonly used by children in expressing refusal?
- 3) In what ways do refusal strategies of parents' differ from those of children's especially with reference to social variables such as speaker-hearer relationship and the nature of request?

3.2 Method of the Study

The study used qualitative methods since the data gathered in from of text were proceed by analyzing. Qualitative methods are intended to investigate life history of people, their daily live behavior (Silverman, 2006:34) or cultural information such as values, opinion, behavior and social context and to identify social factors including social norms, socioeconomic status, gender roles, ethnicity, and religion (Mack, Woodsong, Macqueen, Guest, & Namey, 2005). In the present study, qualitative method was used to reveal the daily behavior of the family member when expressing rejections. According to Frechtling and Westat (2010), case study examines descriptively of a small number of community where the investigator itself be part in community's life. Case study was used to describe the realization of refusal speech acts applied in family domain. Furthermore, in conducting case study, the investigator had full access to join the conversation with the participant, observe ongoing activities, and develop an analysis of individual. Case study is perfectly fit for answering "what" and "how" question of a case (Hancock, 1998:2). By using a case study, in-depth information of the data finally could be obtained.

3.3 Respondents of the Study

This study involved nucleus family including father, mother and 2 children, and also extended family including *uwa* 'aunt' and grandmother. This study observed the refusal strategies used by the father, mother, and 2 children as a nucleus family when communicating with each other as well as with the

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extended family members. The fact that participants of the study were born and lived in Sundanese culture in Indonesia led a condition in which most of the data gained were in Sundanese and Indonesian. Family is believed as a unity in which its members are intended to communicate and interact one with another in various kind of situations. Since the selected respondents were observer's family, the process in selecting sample was considered as convenience type of sample selection. Patton (1980 as cited in Alwasilah, 2011:31) defines that convenience type of sample selection is a selection of sample due to its compatibility to be accessed. Convenience type of sample selection is usually used with purpose to save money, time, place, and energy.

3.4 Data Collection

There are some techniques for collecting data in qualitative methods. Silverman (2006) mentions four major techniques to collect the data namely observation, analyzing texts and documents, interviews and focus groups, and audio and video recording. In line with Silverman, Marshal (2006) classifies four techniques to collect data in qualitative methods namely participating in the setting, observing directly, interviewing in depth, and analyzing documents and material culture. However, to gain the data, the technique applied was observation involving audio recording, transcription, and field note which was started from June until October 2012. To add more, in this present study the observation was categorized as participant observations since the observer collected data by participating in subject of the study's daily life (Mac an Ghail, 1994 as cited in

Smith, 1997). The observer may watch the participants or the situations that observed as well as participate in the observation as the participant (Hammersley and Atkinson, 1983 cited in Smith, 1997). According to Smith (1997), participant observation is useful to produce a 'thick description' of social interaction within natural settings.

Frechtling and Westat (2010) point out some advantages and disadvantages of observation. The first advantage is the honest blunt information about subject of observation. The information produced from observation is considered as honest data since the subject of the observation presents their nature honestly without intervention. The second advantage is the evaluator authorization to enter and understand the situation or the context of the observation. The observation gives the observer authorization to come into the area observed directly. The third advantage is good opportunities for identifying unpredicted outcomes. The last advantage is the natural, unstructured, and flexible setting.

On the other hand, observation has some problems which are seen as disadvantages for the observer. The first problem is money and time consuming. In particular cases, the observation requires the loyalty of the observer to spend some money and time in order to gain valid and credible data. The second problem is the qualification of the observers. The observation may need to be conducted by well-qualified trained observers. The third problem is behavior of participants. The behavior of the participants may be affected from the situation around that may influence the process of the observation. Next problem is perception of the observers. The interpretation of the data may be distorted if the

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observers without purposes put their personal opinion. The last problem is typical behaviors resulted in observation. There are possibilities to find unnatural behaviors of the subject of observation.

In this study, observing the observer's family was deliberately chosen in order to prevent the disadvantages in conducting observation as mentioned. Conducting observation towards observer's family was essential in spending less money and time. Furthermore, the fact that the observer was a part of the subject of the study helped the observer to adapt and attach to the subject of the study and its domain easily. In addition, observer's behavior in collecting the data was unquestionable since the subject of the study has known and trusted the observer to be around them, then subjects of the study showed their natural behavior. In conducting the observation, the observer's knowledge in understanding subjects' behavior in daily life supported and helped the observer in looking and analyzing the data.

Furthermore, recorded observation, transcription, and field notes as the techniques of observation to collect the data were discussed in 3.4.1, 3.4.2 and 3.4.3.

3.4.1 Recorded Observation

The data were recorded by using voice recorder feature in observer's cell phone. The instrument used in recording the data was Samsung Galaxy W mobile phone. In order to collect the data naturally, the observer did not tell the respondents when the process of recorded happened. The recording process was

needed to be accessed if the observer lost track of the data. In short, recorded observation helped observer to re-track the data.

3.4.2 Transcription

After collecting the data through a recorded observation, the data were transcribed. Therefore, the results of the recorded data were in written form. The data gained basically were in Sundanese and Indonesian language, but in order to make the study easy to be understood universally and internationally, then the data were also translated in English. The process of transcribing was aimed to make the data easy to be analyzed.

3.4.3 Field notes

In collecting the data, the observer faced some difficulties in recording the situation. The difficulties were the observer's inability to record the situation and unpreparedness of the recording tool. In order to maintain these problems, the observer did field notes. Field notes consists of the accurate, honestly, and factual observation data and its descriptions. Frechtling and Westat (2010) explained that field notes are useful to provide more in depth background or to help the observer remembers salient events.

3.5 Data Analysis

In this study the data were processed through content analysis procedure. It is a procedure to categorize verbal or behavioral data in order to make some classifications, summarizations and tabulations (Hancock, 1998:17). In using content analysis, the data passed through two levels of analysis. The first level of

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analysis (manifest level of analysis) is descriptive which describes what is actually stated from the data without reading and assuming it (Hancock, 2002). The next level is interpretative (latent level of analysis); the data were interpreted in order to find the meaning that implied behind it (Hancock, 2002). However, in answering the research questions the data were processed through some steps.

3.5.1 Making List of Refusal Statements found in Conversation

The first step in analyzing the documentary data was to make a list of refusal statements found in the conversation participated by family members. Discovering IFID (Illocutionary Force Indicating Device) of statements was helpful to found the existence of refusal in statements. IFID is an expression with a slot for verbs that explicitly name the illocutionary act being performed. Those verbs are called performative verbs. Performative verbs can be spelled out implicitly and explicitly in semantics way of utterances. The utterances ‘Okay, I will come to your party’ conveys the performative phenomenon. The word ‘will’ in the utterance shows commitment or sense of willingness to do action in future. This attitude of word ‘will’ was similar to the attitude of ‘promise’ in the utterances ‘Okay, I [promise] you to come to your party’ in which the word ‘promise’ is identified as performative verb. An IFID can be seen not only from looking out the performative verb, but it can be found in word order, stress, intonation, and voice quality (lowered for warnings/threats), for example ‘You're staying!’ [I tell you X].

3.5.2 Classifying the Refusal Strategies

The next step was classifying the types of refusal strategies applied in the refusal statements. The refusal statements from the respondents were classified into classification of refusal strategies proposed by Aziz (2000). The strategies were classified as follows.

1. Direct NO

The speakers directly show their unwillingness without giving any details and contain refusal words such as 'no', 'unable' or 'not'. For example:

(A response from child #1 when asked to bring some food home)

Ga mau ah. Lain kali aja kalo gitu.
Not want (Particle). Another time (Particle) if that.

'I don't want to do it. If that so, then do it next time.'

2. Hesitation and lack of enthusiasm

This strategy conveys the speakers' unwillingness but their rejects to refuse directly in order to save their face. The speakers show their unwillingness through the lack of enthusiasm expression. For example:

(A response from child #1 when asked to get a permanent job by the grandmother)

Aduhh.. bukan minat nya kayak gitu. Hehehe
Ohmm not interest the like that. Hehehe

'Ohm... [working] like that is not my interest. Hehehe.'

3. Offering an alternative

This strategy comes out when the speakers show willingness but they cannot do it since they already have another agenda, but they offer alternative in fulfilling the interlocutors' need. For example:

(A response from the child #1 when asked to buy some food if she goes overseas)

Kalau gitu, titip ke Evan aja ya?
 If that, entrust to Evan (particle) okay?

'If that so, I entrust Evan to buy it, okay?'

4. Postponement

The speakers do not refuse the interlocutors' request eventually, but they delay their answer. For example:

(A response from the father when asked to carry the observer out)

Ngke we beurang. Tuh geus jam 8, janjian
 Later afternoon. Look done clock 8 appointment
jam 8 ka kantor.
 hour 8 to office.

'Later on, this afternoon. It is already 8 am. I have an appointment at 8 am in the office.'

5. General acceptance with excuse

At first the speakers seem to accept interlocutors' need, but they then perform their refusal by giving some reasons. For example:

(A response from the father asked to change the lamp by grandmother)

Muhun mak, Ida na ngadamel heula. Enggke
 Yes Grandmother Ida the work before. Later

sore paling mun tos di rumah.
 evening maybe if done in home.

‘Yes, grandmother, before that, I have to go work. I will do it later, on evening when I am at home.’

6. Giving reason and explanation

The speakers do not refuse interlocutors’ need directly, but they utter reasons or explanations. The refusal actions are implicitly found in their utterances of reason and explanation. For example:

(A response from father when asked to go to another graveyard in Cibiru by the grandmother)

<i>Tadi</i>		<i>atos</i>	<i>didoakeun</i>	<i>sakanteunan</i>	<i>da.</i>
A while ago		done	being prayed	at the same time	(particle)

<i>Jadi</i>	<i>teu</i>	<i>kedah</i>	<i>ka</i>	<i>Cibiru.</i>	<i>Tebih.</i>
So	not	need	to	Cibiru.	Far

‘A while ago, I prayed for her too at the same time, so we don’t need to go to Cibiru. It’s far away.’

7. Conditional yes

The speakers accept the interlocutors’ requests if some conditions they offer are fulfilled by the interlocutors. For example:

(A response given by the child #1 when she was asked to check the father’s document)

<i>Simpen</i>	<i>ke</i>	<i>‘flash disk’</i>	<i>dulu aja.</i>	<i>Ntar</i>	<i>sekalian</i>
Save	to	flash disk	firstly	. Later	at the same time

diprintin.
is printed.

‘Firstly, you save it in the flash disk because I’ll print it too.’

8. Complaining and criticizing

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Instead of refusing or accepting the interlocutors' request, speakers complain and criticize the interlocutors' request or action. This strategy is seen as a rude refusal. For example:

(A response from the mother when asked to feed up the child)

Ai kamuuuu. Meni hese disuru makan.
(particle) Youuu . How difficult being asked eat.

Udah, makan aja.. Sini ibu ambilin.
Done, eat (particle). Here mother take.

'Hei you... It is difficult to ask you eat. Do eat. Here, I'll take it for you.'

9. Put the blame on third party

The speakers save their face in front of interlocutors by blaming the third party for their inability in fulfilling the interlocutor's need. For example:

(A response from the mother when asked to call the waitress in the father's meeting)

Bilang sama Bapak. Biar bapak yang manggil
Tell with father. So father that call

'Do tell daddy, so he call it for you.'

10. Questioning and justification of a request

This strategy is used by speakers in refusing interlocutors' request as a mean to ensure whether the speakers hear it correctly. Most of the time, the speakers save their face by pretending not to understand the interlocutors' utterances. For example:

(A response from the child #1 in responding the observer's request to give her a job)

Yakin? Serious bisa? Berat loh I ni
 Sure? Seriously able? Heavy (particle) this

tanggung jawab nya.
 responsibility the.

‘Are you sure? Are you seriously being able to do it? It is a big responsibility.’

11. Threatening

Threatening is identified when the speakers threat or criticize the interlocutor offensively for asking the request. For example (taken from Aziz, 2000):

(A response from a tour leader to a participant asking to separate himself from the group)

Kalau kamu memang mau memisahkan diri, kita
 If you indeed want separate self, we

akan tinggalin kamu sendirian!
 will leave you alone!

‘If you insist on separating yourself [from the group], then we will leave you by yourself.’

Then, the refusal statements found in the conversation were presented in a table in order to present the classification of the data in proper form.

Table 3.1 Table of the Classification of Refusal Strategies

No.	Speaker	Hearer	Setting	Locution	Type of Strategy
1.	Father	Observer	Home	<i>Ngke we beurang. Tuh geus jam 8, janjian jam 8 ka kantor.</i> (Later on, this afternoon. It is already 8 am. I have an appointment at 8am in the office.)	Indirect Speech. Postponement

In Table 3.1, locution *ngke we beurang. Tuh geus jam 8, janjian jam 8 ka kantor* ‘later on, in afternoon. It is already 8 am. I have an appointment at 8 am in the office’ uttered by the father is categorized as indirect refusal statement since the father does not say “yes” or “no”. The father shows intention to postpone the observer’s request by offering answer *ngke* ‘later on’. It means that the father wants to fulfill the observer’s request but not immediately now. The utterance *beurang* ‘in afternoon’ indicates time proposed by the father in conducting request. He cannot drop the observer out since he has another appointment as seen in the utterances *tuh geus jam 8* ‘It is already 8 am’ and *janjian jam 8 ka kantor* ‘I have an agreement at 8 am in the office’. These two utterances are seen as the explanation of the reason of his inability to drop the observer. In general, this refusal statement is classified as postponement.

3.5.3 Quantifying the Occurrence of Refusal Strategies

The next step was quantification which was intended to reveal the occurrences of refusal strategies. This process was conducted in order to find the most frequent refusal strategies. The strategies were calculated by using the following formula:

$$P = \frac{F}{N} \times 100 = \%$$

P = Percentage (%)

F = Frequency

N = Total

3.5.4 Discussion

The last step in answering the research question was the discussion process. In analyzing the data, discussion step referred to elaborate descriptively intended meaning of the findings. The discussion focused on the finding of the most frequent refusal strategies and its relations with speakers-hearers relationship and the nature of request. Thus, the conclusion finally could be drawn.

