

CHAPTER III

RESEARCH METHOD

Chapter III provides the proposed methodology for conducting the research and description of the research procedure in order to find out the answer to the research questions stated in Chapter I. This chapter presents eight main parts of the investigation: formulation of problems, research design, participants and methods of selection, access to the research, research procedure, data collection technique, data analysis, and plot analysis.

3.1. Formulation of Problems

The research investigated the realization of PMC by the teachers and the students in classroom interaction at one of the senior high schools in Indonesia. The appropriateness between PMC and classroom interaction was analyzed. Furthermore, the motive and intention underlying the action and expressions were also identified.

3.2. Research Design

From the previous section, it can be implied that this research will need a certain design that can help to yield in-depth data from the phenomenon under investigation. Therefore, qualitative research with a case study design was selected. This choice is relevant to attain in-depth data since a case study design enables the researcher to yield the necessary data comprehensively in its natural settings (Cohen et al., 2018; Creswell, 2014; Miles et al., 2014; Merriam, 2009). Moreover, the data collected will be thick in details and rich in descriptions that will assist in achieving the aim.

In employing a case study design, it is not necessary to involve a large number of participants (Cohen et al., 2018). Even if the involved participant is only one, it is still considered to be a case study. However, the consequence of involving an extremely small number of participants like that is that there will be a demand for longer and more time-consuming research and the demand for

more profound results (Cohen et al., 2018; Merriam, 2009). This is the reason why the results from a case study cannot be used for generalization unlike test-based research design (Cohen et al., 2018; Creswell, 2014; Miles et al., 2014; Merriam, 2009).

Besides that, this design allows the utilization of multiple data collection to enhance the validity of the research (Cohen et al., 2018; Creswell, 2014). It is because a case study design is prone to multi-interpretation which can possibly cause a great amount of subjectivity (Atmowardoyo, 2018). Moreover, the phenomenon under investigation – the utilization of PMC in classroom interaction – can be comprehensively understood as it was seen from different methodological perspectives by doing it. This concept is commonly called triangulation (Cohen et al., 2018; Miles et al., 2014).

3.3. Site and Participant

This research was conducted at one of the international private junior high schools in West Bandung, West Java, Indonesia. The site, at the secondary level, was chosen because of several reasons. First, the site uses English in daily activities – including in the EFL online classroom. Because of that, since this study wanted to explore the politeness phenomena and its relation to the learning quality of EFL classrooms, choosing this site is beneficial for the study. Second, even though this site is an international private school, it successfully represents Indonesian context as the students come from a lot of parts of Indonesian. This fact strengthened the choice as the politeness phenomena that wanted to be explored was Indonesian politeness context. The third reason was the researcher's familiarity with the settings. Familiarity with the settings was hoped to indirectly assist the researcher in conducting the research. The familiarity also reduced the unnatural behaviors and the time to make the participants got used to the research settings despite the fact that their behaviors were being studied. Moreover, as the researcher had ever worked there for one year as an English teacher, it was expected that the access would be easier then hopefully would increase the feasibility of the research.

As for the participants, this research involved a seven-grade EFL class consisting of 20 students and one EFL teacher. They became the participants upon the granted permission from the school and their agreement to be involved upon learning all the needed information related to the research. The teachers were chosen based on their ability to express, interact and communicate verbally during classroom interaction since this study focused more on verbal communication. For the classes or the students, they were chosen based on the same reason but with the teacher's consideration as they understood their students best. Besides that, the eight-graders were chosen because they had experienced teaching and learning activities with the teacher before. The researcher thinks this could be a factor in determining the ability to freely express and interact with the teachers in the class.

3.4. Data Collections

Before collecting the necessary data, a preliminary study by doing an observation was employed to familiarize the researcher with the research field. It was also done to enable the researcher to envision the real data collecting situation in the field. This way, it was expected that the data collecting phase could run effectively.

Furthermore, as mentioned before, case study design allows employing multiple data collection techniques (Cohen et al., 2018; Creswell, 2014). Therefore, this study employed two kinds of techniques – observation and interview. Each of the techniques will be described as follows.

3.4.1. Observation

In this research, classroom observation was conducted as one of the techniques to collect the needed data. Observation can be defined as the process of attaining information from primary sources (Merriam, 2009). It is the most common technique for collecting qualitative data. Therefore, this technique is relevant to the research design – case study – to gain data in its natural settings (Atmowardoyo, 2018; Wiersma, 1995).

The observation is planned to be conducted four times for each class. Each observation lasted two teaching hours or around 80 minutes. So, in total, the observation lasted 320 minutes or eight teaching hours for each class. However, due to expected observer bias, there was one extra meeting in the beginning. This strategy, according to Merriam (2009) can reduce the bias by familiarizing the participants with the observation situation. So, approximately, the observation lasted two and a half months at maximum. This amount of observation was considered enough to gain the necessary data.

From both classroom interactions using FIACS and PMC lens, observation is considered to be very crucial. The main reason is that observation is in their natures as both of them require the researcher to capture the data in its natural setting and cannot be based on deduction or speculation (Girija, 2020; Wragg, 1999).

The type of observation employed in this study was non-participant due to the nature of classroom interaction theory – FIACS (Flanders Interaction Analysis Category System) - stated in Chapter II. Cohen et al. (2014) stated that this kind of observation would enable the researcher to gather the data while does not actively engage in the classroom activity. This way, the data collected will be more reliable than participant observation.

Prior to the observation, the observer did encoding first. The encoding process was used to record the events in the classroom interaction and preparing the observation matrix by encoding the ten categories into numbers (Flanders, 1970). However, one more category was added to the FIACS as the result of observation indicates the uncovered phenomenon. The added category was named “Small talk” that covers the informal talks done by the teacher to open or end the class or minor clauses used to serve the same purpose. The encoding can be seen in Table 3 below.

Table 3*Encoding of FIACS*

FIACS		Codes
Teacher talk	Accept feeling	1
	Praise or encourage	2
	Accept or use idea of the students	3
	Ask questions	4
	Lecture	5
	Give direction	6
	Criticize or justify authority	7
	Small talk	8
Student talk	Response	9
	Initiation	10
Silence or confusion		11

Not only FIACS, the PMC as the other theory used in this research was encoded based on the sub-principles constituting it. The encoding process can be seen in Table 4 below.

Table 4*Encoding of PMC*

PMC's sub-principle	Codes
Cover all principles	PA
Violate only harm and favor potential principle	VP1
Violate only shared-feeling principle	VP2
Violate only prima facie principle	VP3
Violate only continuity principle	VP4
Violate all principles	VPA
Violate harm and favor potential principle and shared-feeling principles	VP12
Violate harm and favor potential principle, shared-feeling, and continuity principles	VP124

Because the Standard FIACS observation matrix does not contain the politeness strategy, so it was adapted into a new observation matrix as shown in Table 4, Table 5, and Table 6. The interactions were divided into three because there were three kinds of observation observed – teacher-initiated, student-initiated, and student-student interactions. For the interaction of teacher-initiated and the example of how the observation was done, the results can be seen in the observation matrix in Table 5 below.

Table 5

FIACS and PMC Observation Matrix for Teacher-initiated Interaction

Politeness strategy category	Classroom interaction category	PA	VP1	VP2	VP3	VP4	VPA	V12	VP124	Total Inter- action	Total Utter- ance
		1	0								
2	12345								67	7	7
3	12345									5	5
4	11233								4	6	4
5	12222									5	2
6	11222									5	2
7	11123							444		8	4
8	11111									5	1
10	12345									5	5
11	24555							3333	1	10	5
Total		39	0	0	0	0	0	7	4	50	33

Note. FIACS Observation Matrix. Adapted from “Analyzing Teacher Behavior” by N. Flanders, 1970, Addison-Wesley. Copyright 1970 by Ned Flanders

Next, the observation matrix for student-initiated interaction can be seen in Table 6 as follows.

Table 6

FIACS and PMC Matrix for Student-initiated Interaction

Politeness strategy category	Classroom interaction category	PA	VP1	VP2	VP3	VP4	VPA	V12	VP124	Total Inter- action	Total Utter- ance
		1									
2											
3											
4											
5											
6											
9											
10											
11											
Total											

Note. FIACS Observation Matrix. Adapted from “Analyzing Teacher Behavior” by N. Flanders, 1970, Addison-Wesley. Copyright 1970 by Ned Flanders

Lastly, for the student-student interaction, the observation matrix can be seen in Table 7 below.

Table 7

FIACS and PMC Matrix for Student-Student Interaction

Politeness strategy category	Classroom interaction category	PA	VP1	VP2	VP3	VP4	VPA	V12	VP124	Total Inter- action	Total Utter- ance
		9									
10											
11											
Total											
%											

Note. FIACS Observation Matrix. Adapted from “Analyzing Teacher Behavior” by N. Flanders, 1970, Addison-Wesley. Copyright 1970 by Ned Flanders

As clearly indicated above, the instrument used in this observation was an observation matrix that was adapted from Flanders (1970). The data recorded in the instrument attained via direct and indirect observation. Cohen et al. (2018) and Merriam (2009) argued that by employing both kinds of observation, the researcher will be able to crosscheck the results. So, both video recorder and observer’s eyes will be used.

Moreover, to reduce the observer bias, a selected external observer was involved (Merriam, 2009). However, the observer was not involved in the direct observation to reduce the time for the participants’ familiarization of the research settings and was only involved in the indirect observation via the recording. The observer was selected based on his familiarity with the framework utilized in this research – FIACS and PMC. The reason was because he needed to record the exchanges happened in the interaction based on the categories underlying them.

3.4.2. Interview

Besides observation, this research employed interview as the other data collection technique. This technique was selected because the aim of

this research was not only to explore the kind of politeness strategy implemented by the teachers and the students in classroom interaction but also the reason behind them. Therefore, the interview which can reveal this kind of in-depth information such as thoughts, reason, and feelings was the best choice (Cohen et al., 2018; Creswell, 2014; Miles et al., 2014; Merriam, 2009). Moreover, the results from this interview can be used to verify the results from observation (Atmowardoyo, 2018).

Furthermore, the interviews were done using Indonesian language. The language was selected because the participants were all native speaker of Indonesian. Therefore, using this language benefited the participants since they could express themselves freely using the language they mastered. The interviews were recorded and transcribed to yield the necessary data. Then, they were translated into English so the transcription could be utilized in the data analysis process.

Since the interview was aimed to reveal in-depth data, it was conducted after all the observations ended. In conducting it, all the teachers involved were interviewed. As for the students, they were chosen based on their contribution in the classroom interaction. It is because this research relied on the interaction and if the students did not contribute on the activities, there would be nothing for the researcher to verify. Moreover, the interviews were done in Bahasa Indonesia to let the participants express what they thought or felt in much more freedom.

As the aim of the interview was not purely exploratory or purely predetermined in searching for the answer, the semi-structured interview was selected. This type of interview will enable the interviewer to explore the possibility of fresh issues based on the answer while keeping the interview on track (Merriam, 2009; Cohen et al., 2018). Therefore, the instrument utilized was a set of guiding questions. The rubrics for the questions developed based on FIACS for the teachers and the students can be seen in Table 8. They were asked after the participants were given the

examples of their expressions during the interaction together with their contexts.

Table 8

Rubrics for Interview Questions

No.	Questions for teacher	Questions for student
1	Asking the reason underlining the choice of expressions referring to the results of the “Accept Feeling” category	Asking the reason underlining the choice of expressions by referring to the results of the “Responses” category
2	Asking the reason underlining the choice of expressions by referring to the results of the “Praises or Encourage” category	Asking the reason underlining the choice of expressions by referring to the results of the “Initiation” category
3	Asking the reason underlining the choice of expressions by referring to the results of the “Accept or Uses Idea of Student” category	
4	Asking the reason underlining the choice of expressions by referring to the results of the “Asks Questions” category	
5	Asking the reason underlining the choice of expressions by referring to the results of the “Lectures” category	
6	Asking the reason underlining the choice of expressions by referring to the results of the “Gives Direction” category	
7	Asking the reason underlining the choice of expressions by referring to the results of the “Criticize or Justify Ability” category	

The interview was done individually for the teacher and series – individual and group – for the students. Even though FIACS framework focuses more on the teacher, the student talk was also addressed equally. By employing individual and focus group interviews, the researcher was able to crosscheck and deepen the collected data. In line with that, Cohen et al. (2018) argued that by employing focus group interview, the researcher gains both collective and individual answers from the participants which can enrich and supplement the data from individual interview.

3.5. Data Analysis & Triangulation

This section describes the data analysis of each data collection technique – observation and interview. Besides that, triangulation will also be included as it is one of the ways to increase the validity of qualitative research.

3.5.1. The Analysis of Observation

The main activity in the analysis of the data from observation is interpreting the observation matrix that has been shown in the data collection section. The interpretation conducted in this step was based on the encoding done in the preparation process prior to observation. This activity of interpreting the matrix is called decoding (Flanders, 1970)

Compared to the normal classroom interaction analysis, the workload in interpreting the data in this research was doubled. It was because besides interpreting the result from classroom interaction, the researcher must also interpret the data from PMC and combined it with the data from classroom interaction analysis.

By referring to Table 1, the researcher could analyze the data based on the teacher talk, student talk, and silence or confusion, or the more detailed categories. The analysis could be in the form of a ratio by using the “Total” and “%” columns in the table. The ratio of the expressions that considered the PMC sub-principles could also be done similarly with the classroom interaction category.

The above explanation is only applicable if the classroom interaction and politeness strategy are differentiated for instance the ratio of category 1 compared to the rest of the category under classroom interaction or the ratio of category P0 compared to category P1, P2, P3, and P4 (PMC categories). However, the aim of the research was not only that. Consequently, a more advanced interpretation from the table must be conducted. It was because the interpretation for category 1 that covers P0 (all principles) or only P1, for examples, was needed. Moreover, the ratio of those kinds of variations was also analyzed.

To make the interpretation simple, effective, and easy to understand, descriptive statistics in the form of a ratio was used. To get the ratio, simple probability formulas for each category were used in this data analysis phase and will be presented accordingly.

3.5.2. The Analysis of Interview

The interviews conducted in series – individual and focus group – were recorded. This recording was the main source to get the transcription used as the instrument to be analyzed besides the notes taken during the interview. The transcription of the interview with the teachers and the students is going to be presented separately. Moreover, because this became a series of interviews, the transcriptions of each interview were sent back to the interviewee during the pause to ensure accuracy. Additionally, because the interview was conducted in the Indonesian language, the interview results were translated into English first before the analysis.

The results from the analysis are presented in several categories. The categories were taken directly based on the ten classroom interaction categories from Flander's (1970) FIACS that had been adapted into interview questions excluding the "silence or confusion". As the interview questions also include the aspect of PMC – the reason behind the choice, the results will also be presented together under the mentioned category.

3.5.3. Triangulation

Since this research is qualitative and obviously prone to the issue of bias and subjectivity, it has to employ certain strategies. For that reason, data triangulation was employed in this research to minimize the issues. This is relevant to Cohen et al. (2018) who stated that triangulation is a powerful way to improve the validity of the collected data and reduce the aforementioned issues in social research. Creswell (2014) stated that triangulation is a process in which data from two or more sources are cross-verified. This cross-verification is the process to gain the expected benefits. Further, it facilitates the verification process of the data when doing analysis so the data could be used to support and strengthen each other or to reduce and separate unused data (Cohen et al. 2018).

The application of the triangulation process is in line with the nature of the research design of this research – case study. As mentioned before, a

case study allows the researcher to collect data using multiple techniques. Therefore, they are aligned perfectly.

There are many kinds of triangulation stated by many research methodology experts. Because of that, to make the process focus, the methodological and investigator triangulation were selected due to the nature of the research design and methodology. According to Cohen et al. (2018), methodological triangulation is used when the researcher uses some methods of data collection on different occasion or different methods on the same object of study, time triangulation is used when looking for the data at different times, and investigator triangulation is used when another investigator(s) is involved. For the time triangulation, it was used together with the methodological triangulation as the observations were done in a direct and indirect way and the interview was time series. For the investigator triangulation, it was done in the observation process.

In this research, after the data from observation and interview were collected, they were verified by using the methodological and investigator triangulation process. All the data collected through direct and indirect observations using the matrix were described and interpreted by two observers. After it is presented based on the categories mentioned before, it was validated with the data attained from the interview series. This process is aimed to increase the validity of the research by cross-checking the data. So, in the end, it is expected to improve the researcher's confidence in presenting the results.

To illustrate how different kinds of triangulation were done, the examples would be given. For example, in employing investigator triangulation, one observer interprets the teacher-initiated interaction into "Praise or encourage" category for the teacher talk and "Response" for the student talk. He also perceives that all of the PMC aspects are fulfilled. This interpretation can be double-checked by inviting external observer to interpret the same data. If later there are differences, they can negotiate the data before presenting the result. Another example, when doing the

observation, the observers interprets the student-initiated interaction does not fulfill all the PMC aspects. This interpretation can be rechecked in the interview sessions with the participants to validate the data. This is an example of how methodological triangulation performed in analyzing the data.