

# **CHAPTER III**

## **RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter will address the issues concerning procedures of data collection and data analysis. With regard to both issues, answers to such questions as who will be involved, where and how to obtain the data, and finally how to analyze them, will be the steps to discuss both procedures.

Section 3.2 presents the objective of the study; section 3.3 explains the respondents of the study; section 3.4 describes the procedures of data collection; and section 3.5 elaborates the data analysis.

### **3.2 Aims of the Present Study**

The study is aimed to:

1. find out how assertiveness is realized in the context of giving opinions by Indonesians Learning English as a Foreign Language;
2. find out the gender contribution to such realization; and
3. find out the factors beneath the realization of assertiveness by male and female.

### 3.3 Respondent of the Study

In selecting the sampling method regardless whether the account is technically representative or not, the writer used judgment sampling method, which proposed by Milroy (1987).

This study employed a judgment sampling method. It started 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).

The respondents of this study were required to have both linguistic and communicative competence. Here, the sample employed was higher-grade students of the Department of English Education Indonesia University of Education. They were selected based on the assumption that they have already had both 'sufficient' competences. By possessing linguistic and communicative competence, these students were expected to have been able to produce grammatically correct sentences and they can perform the sentences or expressions in particular context. This is in line with Gumperz (1972:205) in Wardhaugh (1992:245).

Whereas linguistic competence covers the speakers' ability to produce grammatically correct sentences, communicative competence describes his ability to select, from the totality of grammatically correct expressions available to him, forms which appropriately reflect the social norms governing behavior in specific encounters.

For this reason, the English students enrolled in 2002 were involved in this study. The next step to be considered after having set up the types of speakers for this study is to fix the sample size. In order to get satisfactory data, there are three kinds of decisions to take into account proposed by Sankoff (1980 in Aziz 2000). *First*, defining sampling universe. The present study selects respondents from different social background so that this will make it possible to have an adequate sample frame, which fully describes the speech community. *Second*, constructing stratification for the sample. It is to find out whether the difference in age, sex, and social class of the respondent affect their language usage or not. *Third*, fixing the sample size. The sample must be designed in such a way as to be efficient. That is to consider the efficiency of sample size and the amount of material to be collected from each sample.

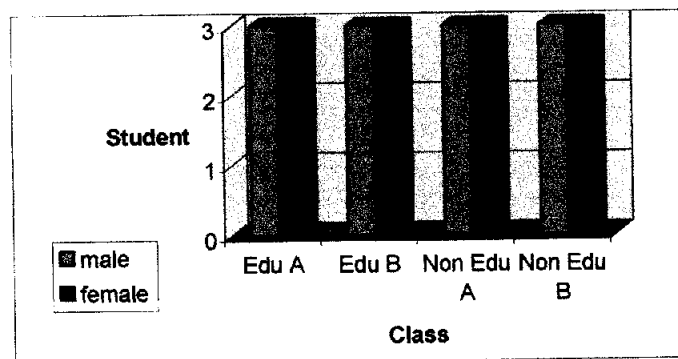
Best and Kahn (1989 in Libugan 1997:36) stated "in general, the minimum number of subjects believed to be acceptable for the study depends upon the type of research involved." As this study is included into linguistic research, which has more homogeneous behavior compared to other types of survey (Sankoff 1980 in Milroy 1987), from the total  $\pm 120$

students year 2002, 24 (for the distribution 12 male respondents and 12 female respondents) were selected. They are considered sufficient to reveal the realization of assertiveness in the speech of male and female.

Because the study focuses on the gender differences in using assertiveness language, gender of the respondents becomes the main concern. That is why the number of male respondents is equal to the number of female respondents. For more detail information, look at table below.

**Figure 3.1**

**Number of Respondents (Students Year 2002) Involved in The Study**



Finally, the sample size is convinced to be satisfactorily achieved, because as Sankoff in Milroy (1987:21) pointed out "...even for quite complex speech communities, samples of more than about 120 individuals tend to be redundant, bringing increasing data handling problems with diminishing analytical returns...(1980:51-52). This is because of the homogeneity of peer group speech behavior. Besides, by 24 respondents, the data analysis would be simpler, more focus, and more convenient (Patton 1990).

### **3.4 Data Collection Procedures**

Data collection is regarded important because it affects the data available for analysis. Generally, a primary problem associated with data collection is that the data should come from 'natural' condition so that it is authentic. The decision to choose appropriate investigative instruments was principally based on the objectives of the study. Considering such factors as time and efficiency, to get a large amount of data quickly, this study employed questionnaires in the form of Discourse Completion Test (DCT) as the main instrument. DCTs have been used as the basis of many speech act studies, including Olshtain and Weinbach's (1987) study of complaints, and Beebe, Takahashi and Uliss-Weltz' (1990) study of refusals, Masagara, 1997, 2001; Beeman, 2001 study of assertiveness.

Further, to get more information beyond the responses exemplified in the DCT, interview was performed. Interview was viewed as the complementary instrument. Both procedures will be sketched in detail in the section that follows. As an attempt to guide the development of situations in the DTC, a matrix was constructed (see table 4.1).

#### *3.4.1 Discourse Completion Test*

The Discourse Completion Test (DCT) was the main instrument for collecting data on the speaker's language behavior in situated speech. This test was initially proposed by Blum-Kulka in

1982 to investigate the speech act realization of native and non-native speakers of Hebrew and it has been developed and widely used for a number of studies of speech act realization such as the studies of request, suggestion, and complaints.

A significant dilemma in sociolinguistic research concerns the method used to collect data and the validity of different types of data, their adequacy to approximate the authentic performance of linguistic action (Kasper and Dahl 1991:215). Manes and Wolfson (1981) claimed that the most authentic data in sociolinguistic research is spontaneous speech gathered by ethnographic observation. Difficulties in relying on this method are well documented (Blum-Kulka *et al.* 1989, Aston 1995) and have led to the wide use of an elicitation procedure known as the discourse completion test (DCT).

Justified criticisms have been leveled at the DCT, some labeling it an instrument that limits the capturing of authentic communication, and others making it look almost obsolete. However, there are to date no other sociolinguistic data collection instruments that have as many administrative advantages as the DCT, making it, practically speaking, a resource pragmatics testing and teaching will continue to rely on. Furthermore, a better understanding of communication in such a constructed context may

help us gain a better understanding of authentic communication (Blum-Kulka *et al.* 1989, Aston 1995).

The use of DCT in collecting data has several advantages. However, the most obvious one according to Aziz (2000:49) lies in the factor of time and effort efficiency by which a very large corpus can be gathered. Beebe and Cummings (1985 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 not always polite) response.	3. The length of response or the number of turns it takes to fulfill the function
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.

Essentially, the test contains a scripted dialogue named classical DCT. Each dialogue is designed to have socially different situations. The first part of the dialogue illustrates a short description of the situation. The second part is a blank space where the verbal responses from the respondents are expected to provide. For example:

One day, you are in reading class. When the time is up, the lecturer is still explaining the subject. You have an urgent appointment to attend after the class. But the lecturer keeps on talking. How will you respond to dismiss from the class?

You: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The blank spaces provided in which the respondents can put their responses are also modified. Thus, the DCT used in the study provided three blank-line spaces. This is apparently because the form and content vary according to the eliciting speech act (i.e. giving opinion, suggestion, request)" (Beebe et al. 1990:56 in Aziz 2000:46).

Considering the fact that such a DCT format proposed by Blum-Kulka et al.(1989:14) cannot obviously meet the research objectives, it is necessary to modify the format of the DCT. As



mentioned earlier, this study is intended to reveal assertiveness in giving opinions by the respondents. For that reason, the description does not only contain the brief description of situation, but also the specified setting, the social distance between participants, and other social variables such as power, ranking of impositions, and also weightiness.

Contextual variables constitute the variables that develop each description of situations in the DCT. The respondents may take into account these variables before giving opinion to such situations given in the DCT. The variables inherently contain the participants involved in communication transaction, the personal and social variables. Further, the detail of each variable is presented below (adapted 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  $W_x$  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.

#### 3.4.2 Interview

Interview was a complementary instrument of collecting data. It was carried out primarily to clarify responses given by the respondents in the written DCT. The answers from the interviewees can be used as a justification of their responses provided in the DCT. The interviews were conducted after they finished answering

the questionnaires, with the purpose to get more detail. In addition, rehearsal study (recording and interviewing) as second base data was also used.

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.

Conducting of interview, in essence, gives benefit to this study. The respondents' background motivation of their varied responses can be fully understood. It was line with what Ackroyd and Hughes (1992:102 in Aziz (2000:53) pointed out:

Using as data what respondents say about themselves offers the social researchers access to a vast storehouse of information. Researchers are not constrained to what they can observe or experience directly, but are able to cover as many facets of as many people [as] resources allow. ... Using verbal reports offered by respondents, the investigator has access to an almost infinite variety of information that would be impossible to gather by any other means.

On the other hand, an apparent disadvantage of interviews is a possible lack of validity in responses. It is likely that some respondents may boost the utterances or might provide biased information. For this reason, interviews in this study should be used as complementary methods alongside other methods.

### 3.5 Data Analysis

Data from the questionnaires and interviews were analyzed in order to answer the research questions. To analyze the data, each response to the situations in the DCT was identified then classified by considering the gender in using assertiveness language.

Meanwhile, all answers in the questionnaires and interviews were classified into the language of assertiveness. It gave the data about how assertiveness is realized in the speech of male and female. Moreover, it helped writer to find the differences between male and female students in using language of assertiveness. In presenting the data obtained, the result is presented in both numerical amounts.

The classification of responses was based on the language formula of assertiveness according to Hermes in North Dakota State University as follows:

- "I" statements:
  - I think...
  - I feel...
- Statements of Personal Reference and Personal Meaning:
  - "This is the way I see it"
  - "In my opinion..."
- Statements of Request:
  - "I" want...
  - "I" need...

- Statements offering compromise. It can be use tag question.

"I" would like this...

"I" think...What do you think?

- Asking for clarification-instead of assuming.
- Broken record. Repeating the intention, persistence.

For example:

Q: You don't stop in time at a red light and bump into the car in front of you. The driver of that car, let say Mr. Ali, and you get out and see that there is damage to the Mr. Ali's car. He is very upset. What will you say to him?

M: *Sorry Sir, I'm not seeing the traffic light. I will pay for your car damage because it was my careless. I need your identity, name card or anything else. I promise I will contact you soon. I think this time is not appropriate to discuss it because I'm in hurry. I have to attend the meeting with my boss at 7 am. So what do you think?*

F: *Well, uhmm...I think it was green light. It was my fault and I responsible to repair it. I guess your car is not too serious in condition. In my opinion, I think you don't need to call police because I will repair your car. I do totally responsible for that. I'm so sorry..*

Table 3.2

Result and Discussion

Situation	Language of assertiveness	Gender			
		Male Respondent		Female Respondent	
		Frequency	Verbal Language	Frequency	Verbal Language
Crashing car	"I" statements	1	I think	3	<ul style="list-style-type: none"> <li>• I think</li> <li>• I guess</li> </ul>
	Statements of personal reference and personal meaning			1	In my opinion
	Statement of request	1	I need your identity		
	Statement offering compromise	1	What do you think?		
	Asking for clarification, instead of assuming				
Broken records				1	Responsible
Total Responses		3		5	

Afterwards, data analysis was directed to highlight the findings in terms of the influence of three contextual variables (social distance, relative power, and ranking of imposition) towards the realization of assertiveness.

### **3.6 Concluding Remarks**

The steps and procedures of data collection have been discussed specifically in this chapter. This present study involved 24 respondents from Department of English, Indonesia University of Education. They were enrolled in 2002 academic year under the assumption that they are considered to have similar characteristics in general, especially relating to their speech communities and register. Moreover, they live in the same social environment and communication circumstances. The selection of respondents was based on simple random sampling method.

The method of the data collection in investigating the assertiveness strategies in a speech act realizations have been guided by the general objectives of the research besides due to the maturing of the sociolinguistics as a field of research.

The primary data were collected by means of DCT and supported by interview with selected respondents. Therefore, the writer classified them into a matrix based on the criteria of the language of assertiveness according to Hermes (1999).

The following chapter discusses analytical framework and data analysis that describe the analysis of the acquired data both from the respondents' response in the questionnaires and interview.



