

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discusses methodology of the research. The methodology helps me to get intended data from which the analysis is done and the conclusion is drawn. There are five major sections in this chapter, namely: 1) Research Design, this section explains how the study was taken and conducted, 2) Respondent of the study, this section explains the research setting and the participants involved in the study, 3) Data Resources, this section explains the main data of the study and instrumentations of collecting the data, 4) Data collection procedures, this section explains phases of data collection and 5) Data analysis framework, this last section explains how the data are analyzed.

#### **3.1 Research Design**

The intent of the study is to identify the students' and lecturers' utterances when expressing disagreements in the classroom activities. This case study adopted a qualitative method considering that this is the most appropriate method in investigating the phenomenon in question, i.e. expressions of disagreement. Merriam (1988) stated that a qualitative case study is an intensive, holistic description and analysis of a single instance, phenomenon or social unit. She also explained that a case study is a process, which tries to describe and analyze some entities in qualitative, complex and comprehensive terms not infrequently as it unfolds over a period of time.

I used the observation method that involved observing the classes over a period of time. The observation was chosen together with the interviews to obtain the data and to get a fuller description about what was happening in the classes. In addition, the videotaping was also used and for the purpose analysis, the videocassettes were played several times to identify the activities occurred in the classes.

### 3.2 Respondent of the study

This study involved 23 EFL learners enrolled as postgraduate students at the Department of English Education of UPI. Investigation was conducted in three different classes with three different lecturers during semester three in the year 2003 and 2004. Postgraduate students were chosen because they were more critical in facing the problem that might emerge during their study. Besides, the social distance between the students and lecturer in the class was deemed to be relatively closed therefore active interaction among them will be more likely. The respondents of this study were all members of the class whom most of them were teachers at various levels. Some of the students were junior and senior high school teachers and some others were graduate program lecturers at various universities in Bandung.

In order to get more detailed information about the strategies used by the students in expressing disagreements, I interviewed selected students who performed certain strategies in uttering disagreements. Three students whose strategies of expressing disagreement indicate different strategies among different context were selected. Their real names and identities are not mentioned here. They were coded as #R1, #R2, and #R3. The following are their profiles:

#R1 was 32 years old male. He completed S1 degree in English from IKIP Bandung (UPI). He works as an English lecture at UPI Bandung until now.

#R2 was 29 years old male. He completed S1 degree in English from IKIP Bandung (UPI). He is a lecturer at UPI and LIA English Course.

#R3 was 26 years old female. She completed S1 degree in English from Padjajaran University. Now she works as an English Teacher in one of the senior high schools in Bandung.

### 3.3 Data Resources

#### 3.3.1 Data Resources

The main data of the study were the utterances of disagreements, which were expressed by the postgraduate students in some recorded lectures at the Department of English Education of UPI. Some other data were the results of videotaping and interviews.

#### 3.3.2 Methods of Collecting Data

The methods of collecting data used in this study include: (a) classroom observations, (b) videotaping, and (c) interviews.

##### (a). Observation

The observations were carried out during the process of study in the three different courses. Bogdan and Biklen (1992) stated that these (classrooms) are the places where subjects do what they normally do, and it is the natural settings that I want to study. I joined the classes and became a non-participant observer. The observation was conducted in two steps, first, pilot study and second, main observation. Pilot study was conducted four times in *Pragmatics* Class. It began on May 28, 2003 until June 11, 2003. From this pilot study, I got the insights of what was going on in the classroom activities. There were not much utterances of disagreement performed or made by both the students and the lecturers. In discussion sessions, many students focused only on the material that they had to present in front of the class. Therefore, in the discussion session there were only few students who contributed to the class. Unfortunately, I did not record all utterances made in the class by using a tape recorder and consequently I was not able to gain the data as much as I need.

The main observation was taken three times for each different course. It began on September 30, 2003 to November 17, 2003. I obtained data by using field notes and tape-recording all relevant contexts and utterances that occurred in the class.

#### (b) Videotaping

To enrich the data gained earlier, the last session of data collection was recorded with a video camera. The use of audiovisual tool was meant to gain and to complete the data that could not be collected before. Many utterances performed by the member of the class were missing because I could not write down all utterances of disagreement in a very limited time. Therefore, video camera was needed to record all activities and utterances made by the students and lecturers during the class sessions.

#### (c) Interviews

In this research I conducted interviews to three selected participants. According to Fraenkel and Wallen (1993), interviewing is an important way for a researcher to check the accuracy of to verify or refute the impressions he or she has gained through observations. In this research I had conducted semi structured questions and informal interviews. First type of interview was used because it is less formal, it consisted of a series of questions designed to elicit specific answers on the part of participants. Informal interview was used to ask unrecorded questions. In this type of interview, “the questions emerged from the immediate context and were asked in the natural course of events; there is no predetermination of question topics or phrasing” (McMillan, 2001).

I asked several questions to three selected respondents about their strategies and reasons in expressing disagreement during the class sessions. They performed different kind of strategies in uttering disagreement to their friends and lecturers. Beside that, I also asked their opinions about politeness phenomena in Indonesian culture especially in academic setting.

Interviews were administered directly with the participants and also through on line chatting. The last method was done because I found some difficulties in meeting the participant face to face due to limited time and opportunity.

### 3.4 Data collection procedures

I came and attended the class, three to four times for each course and became a non-participant observer. I could not attend the class more than four times because I began observations in the middle of the semester. Therefore I had only four chances to observe before the subject concluded at the end of the semester. I took notes all relevant speech events during the observations.

I also recorded the communication transactions in the class during class discussions or presentations, and then I wrote any utterances used by the students and lecturers in expressing their thought especially in expressing disagreement from one to another. The interviews were administered when I encountered any differences in expressing an utterance by certain participant in different subject and try to uncover the reasons.

The following table is the observation schedule done by the writer:

Date	Time	Course	Lecture
September 30 <sup>th</sup> , 2003	09.40 – 12.10	English Literature Note: 19 Students	BM
October 6 <sup>th</sup> , 2003	09.40 – 12.10	Critical Thinking/ Applied Linguistic Note: 19 students	ACA
October 6 <sup>th</sup> , 2003	13.20 – 15.02	Cross cultural	EAA

October 13 <sup>th</sup> , 2003	10.00 – 11.00	Critical Thinking/ Applied Linguistic Note: 21 Students	ACA
October 13 <sup>th</sup> , 2003	13.15 – 15.00	CCU (Cross Cultural Understanding) Note: 20 Students	EAA
October 14 <sup>th</sup> , 2003	09.40 - 10.30	English Literature Note: 18 Students	BM
November 17 <sup>th</sup> , 2003 Video Shooting	09.40 – 10.30	Critical Thinking? Applied Linguistic Note: 14 Students	ACA
November 17 <sup>th</sup> , 2003	13.00 – 14.00	CCU (Cross Cultural Understanding) Note: 19 Students	EAA

Table 3.1 Observation schedule

### 3.5 Data analysis framework

I analyzed the data inductively after I had finished carrying out the observations and interviews. The data gathered in this study were analyzed in such a way that they gave a clear description of type of utterances and strategies in expressing disagreements. There are three kinds of analysis:

1. The Illocutionary Force Indicating Device (IFID) (Searle, 1969, p. 64) appearance in every utterance coded by language specific realizations. IFID is an expression of the type shown in (1) where there is a slot for a verb that explicitly names the illocutionary act being performed. Such a verb can be called a performative verb (Vp).

(1) I (Vp) you that.....

The verb 'promise' and 'warn' would be the performative verb and, if stated, would be very clear IFIDs.

Another example taken from the observation data:

(2) “....so, when you said that linguist can not translate the political jargon, well I don’t agree with you, because....”

The verb ‘do not agree’ would be the performative verb and, if stated, would be very clear IFIDs.

2. Categorization according to strategies.

Head act or request proper (Blum-Kulka, House, and Kasper. 1989) is that part of the sequence which may serve to realize the act independently of other elements. Head acts can vary on two dimensions:

- a. Strategy type
- b. Perspective

3. Continua of disagreement types and degree of directness adapted from Kakava 1993a:



**3.6. Validity**

It is expected that the data found and gathered in a qualitative study have internal validity, the validity that deals with the question of how one’s finding match reality (Merriam, 1988: 66).

The data of this study were taken in a very natural setting. I took the data from the observation and interviews. The observation was used in order to find out kinds of strategies used by students and lecturers in expressing disagreement. Interviews were used to gain information from selected participants who performed certain strategies in making the utterances of disagreement.

I joined and observed the class without any advanced communication with the lecturer and the students except for asking permission to join their class. I only became a non participant observer; therefore the setting went through naturally. To analyze and interpret the phenomena of this study, all the data gathered during the investigation were used. The analysis would be based on the participants' perspectives. This emic perspective adopted in this study would maintain the validity and reliability of the data.

### **3.7. Concluding Remarks**

The purpose of the study is to observe, describe, and analyze the strategies of expressing disagreements conducted by the EFL students and lecturers. This study was designed based on the qualitative approach in order to explain the phenomena. The data were collected from observation sheets, interviews, and videotaped class activities in order to gain information of the phenomena under investigation. The data are then analyze and presented in the data analysis chapter as an attempt to answer the research questions.