

CHAPTER III

RESEARCH METHOD

A. Type of The Research

The present-research was a descriptive qualitative type. Based on Moleong (1989:2) descriptive qualitative is the research does not include any calculation or enumeration. By using a descriptive method, the writer's aims were to (1) determine the object of the research, (2) determine the source of the data, (3) determine the technique of collecting the data and (4) determine the technique of analyzing the data.

Denzine and Lincoln (in Creswell, 2007:36) states:

“Qualitative Research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices transform the world. They turn the world into a series of representations including field notes, interviews, conversations, photographs, recordings and memos to the self. At this level, qualitative research involves an interpretive, naturalistic Approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them.”

A qualitative Approach is used as a medium to study the empirical world from the perspective of the subject, not the researcher (Duffy, 1987). Benoliel (1985) developed on this aspect and described qualitative research as

‘modes of systematic enquiry concerned with understanding human beings and the nature of their transactions with themselves and with their understanding’.

The aim of qualitative research is to show certain aspects of a phenomenon, with a view to showing the subject of study (Cormack, 1991). As the study belongs to grounded research, the researcher does not propose the hypotheses toward the study. On the contrary, the research collects a lot of information through the data to find out the phenomena dealing with the study.

B. The Object of the Research

The objects of the research included (a) request strategies used by the XI grade students of SMA N 7 Surakarta of the academic year of 2014/2015, (b) politeness strategies used by the XI grade students of SMA N 7 Surakarta in Surakarta in the academic year of 2014/2015.

C. The Subjects of Research

This study was participated by 50 students of SMA N 7 Surakarta. The participants consisted of 25 males and 25 females. The participants studied English for more than four years. Their competency in English was fair. They studied English 80 minutes in a week in their class. They were 17 years old in average.

D. Instrument and Technique of Collecting Data

The data of the study acquired by means of DCT (Discourse Completion Test). The DCT outlined nine written situations that the requested may encounter. The participants were asked to read a short description for each situation carefully and then wrote their responds based on the situations. The situations were divided into three categories. They were close, familiar, unfamiliar, but the writer modified the situation as name places so that the situation would be suitable with Indonesian situation and more real.

These were the situations:

1. Close-Equal

The situation is: you have a close friend in your class. You want to borrow a dictionary to translate a narrative text. What would you say to him or her?

2. Close-Lower

The situation is: you have a close friend from a lower grade. Because you do not bring a dictionary, and you need it to translate a narrative text, you want to borrow to him. What would you say?

3. Close-Higher

The situation is: you have a task to translate a narrative text but you do not bring a dictionary. You are close with one of your teacher and you want to borrow his/her dictionary. What would you say to him?

4. Familiar-Equal

The situation is: you have a friend from other class but not too close. When you have a task to translate a narrative text but you do not bring a dictionary, you want to borrow from him. What would you say to him/her?

5. Familiar-Lower

The situation is: when you are in the public library to do your homework to translate a narrative text, you do not find a dictionary which is not used. You meet someone with a dictionary in front of him and you want to use it. What would you say to him/her?

6. Familiar-Higher

The situation is: you have a task to translate a narrative text but you do not bring a dictionary. You meet one of your teachers who familiar to you. You want to borrow a dictionary. What would you say to him/her?

7. Unfamiliar-Equal

The situation is: when you are being in the speech contest, you are meeting with a student from other High School. You met him in the beginning of the event and introduce one to another. You need a ballpoint to write a data, but you do not bring it. You want to borrow his ballpoint. What would you say to him/her?

8. Unfamiliar-Lower

You are in XI grade of Senior High School. You have a task to translate an article. You want to borrow a dictionary from student from VII grade of Junior High School. What would you say to him/her?

9. Unfamiliar-Higher

Your school holds a competition which is participated by students of Senior High School in Surakarta. A socialite comes to the event. You want to get a microphone which is situated in front of him. What would you say to him/her?

Method of data collecting used by researcher was by using written Discourse Completion Tasks modified from Blum-Kulka (Billmyer and Varghese, 2000:1) as a popular data-gathering instrument in much current work on the speech act, especially the work on interlanguage pragmatics carried out in Cross-Cultural Speech Act Realization Project (CCSARP). Discourse Completion Tasks are written questionnaires including a number of brief situational descriptions, followed by an empty slot for the speech act under study (Kasper and Dahl, 1991).

The situational explanations for each one of the items as well as the directions for replies was specified in Bahasa Indonesia to facilitate the participants to understand and not to give them with any linguistic hints which may influence their answers to the DCT questions. Subjects were asked to give respond that they think fits into the given context. The questionnaire included a set of briefly described situations, which were

planned to bring out a particular speech act of request. Subjects were needed to read the situations and gave response orally.

However, after the researcher studied the time allotment and also the way the participants provided responses to the scenarios in the DCT. The researcher found out that the oral DCT was judged time using. It took twenty minutes for a student to provide responses while being questioned by the researcher, beside, what the participants wrote in the draft of the responses were actually what they uttered, moreover, the researcher did not desire to bother a lot to the local teachers so to limit the time the researcher decided to use written DCT.

E. The Data and Data Coding

The data obtained from the students of SMA N 7 Surakarta by means of written DCT (Discourse Completion Tasks). The data took forms of written responses of request strategies. Data gathered were codified as follows: (mtmc-e), mtm coding was used to provide details interaction between similar or different genders, mtm meant that the request strategy here applied by male participant to male. Other code was mtf, which meant that request strategy was applied by male participant to female. ftm which meant that request was applied by female participant to male, and ftf which meant that request strategy was applied by female participant to female. Coding was also applied to explain social level in terms of distant; close (c), familiar (f), and unfamiliar (uf) and power and rank of imposition; equal (e), lower (l),

and higher (h). If we took a look at the above code, it meant that the request strategy was applied by male participant to male and the relationship of the participant was close and equal.

Other codes applied in this research are Hint, Ability, Willingness, Permission, Suggestionary Formulae, Statement of Speaker's Wishes, Statement of Speaker's Desire and Need, Performative and Imperative. These differentiate the request strategies applied by the participants. Hint was used by the speaker who did not want to state his/her impositive intent explicitly. Ability was used when condition of ability refers to hearer's capacity to perform the desire act. Willingness concerned the hearer's willingness to carry out the desired act serve as compliance-gaining strategies by conveying to the hearer that the speaker does not take compliance for granted, it was also embedded in expressions of appreciation, hope. Permission focused alluding explicitly to the requester as the beneficiary or recipient of an activity instead of mentioning the hearer as the agent of the action. Suggestionary Formulae was used when the requester does not question any particular hearer-based condition, rather he/she tests the hearer's cooperativeness in general by inquiring whether any conditions exist that might prevent the hearer from carrying out the action specified by the preposition. Statement of Speaker's Wishes was the speaker's statements of his/her intent may be expressed politely as a wish. Statement of Speaker's Desire and Need was the speaker's statement of his/her intent may be expressed more bluntly and as demand. Performative was the inclusion of a performative verb conveying requestive

intent, e.g. ask, request, demand, command, etc. Imperative was used when the utterance was order.

F. Data Validity

Before the instruments were used, they were tried out to 20 participants that were different from the main participants. They were 10 female and 10 male. The purpose of the try out was to examine whether the scenario in this DCT were easily comprehended by the participants and reflected different answer or responses in making request strategies. The result of the try out was purposed to find out whether the scenarios in this DCT can be used in this research or modification was needed in terms of form or the materials.

DCT used in the try out consists of the description of the scenarios and questions. The scenarios were made to illustrate the situation in the reality of the participants. The scenarios comprised the role of the speakers and the social status of the hearer.

The DCT employed in this try out consists of nine scenarios which illustrates three different social status (equal, lower, higher) and two different gender (male and female). It was written in Bahasa Indonesia and the participants should give responses in English. Bahasa Indonesia was employed in DCT. This was aimed to attain the real production of English and matter of avoidance of the employ of some English key words in DCT by the participants in creating request strategies.

Here was the classification of scenarios:

Categories	Status	Scenarios
Close	Close Equal	Situation one
	Close Lower	Situation two
	Close Higher	Situation three
Familiar	Familiar Equal	Situation four
	Familiar Lower	Situation five
	Familiar Higher	Situation six
Unfamiliar	Unfamiliar Equal	Situation seven
	Unfamiliar Lower	Situation eight
	Unfamiliar Higher	Situation nine

The description of the situation:

1. You have a close friend in your class. You want to borrow a dictionary to translate a narrative text. What would you say to him/her?
2. You have a close friend from a lower grade. Because of you do not bring a dictionary, and you need it to translate a narrative text, you want to borrow from his/her dictionary. What would you say to him/her?
3. You have a task to translate a narrative text but you do not bring a dictionary. You are close with one of a teacher (male) and you want to borrow his/her dictionary. What would you say to him/her?

4. You have a friend from other class but not too close. When you have a task to translate a narrative text but you do not bring a dictionary, you want to borrow his/her dictionary. What would you say to him/her?
5. When you are in the public library to do your homework to translate a narrative text, you do not find a dictionary which is not used. You meet someone with a dictionary in front of him/her and you want to use it. What would you say to him/her?
6. You have a task to translate a narrative text but you do not bring a dictionary. You meet one of a teacher who familiar to. You want to borrow his/her dictionary. What would you say to him/her?
7. When you are being in the speech contest, you are meeting with a male student from other High School. You met him in the beginning of the event and introduce one to another. You need a ballpoint to write a data, but you do not bring it. You want to borrow his/her ballpoint. What would you say to him/her?
8. You are in XI grade of Senior High School. You have a task to translate an article. You want to borrow a dictionary from student from VII grade of Junior High School. What would you say to him/her?
9. Your school held s competition which is followed by Surakarta's student of Senior High School. A socialite comes to the event. You want to get a microphone which is situated in front of him/her. What would you say to him/her?

The researcher found that there were various responds in the same situation. Trosborg (1995) said that special factors tend to be perceived relative to specific situation, e.g. the dominance relation between two students was perceived as different in different situation.

The result of the try out was shown in two parts, request strategies and politeness strategies.

1. Request Strategies

Data show that the participants had different strategies in creating request strategies.

a. Close-Equal

Most data show that participants employed Permission in making request strategy. Here are the examples of female and male participants' utterances:

Hi friend, I want to translate my narrative text. May I borrow your dictionary?

Hi man, can I borrow your dictionary for translate narrative text?

Ay boy, I want to translate our narrative text home work! So I want to borrow your dictionary, may i?

Ey girl, may I borrow your dictionary because I want to translate my homework.

The other data, participants employed Hints, Ability, Statement of Speaker's Desire and Need and Imperative. Here are the examples:

Hi pal, I forgot to bring mu dictionary, can I borrow your?

Hello guys, lend me your dictionary, please!

Hi girl, could you lend me your dictionary please?

Can I borrow your dictionary

b. Close-Lower

In close-lower, most participants employed Permission in their utterances:

Hi mates, can I borrow your dictionary? I forgot to bring my

Hi, that is your dictionary? May I borrow it?

Boi, can I borrow your dictionary. I just want to work my homework

Girl, may I borrow your dictionary?

Participants also employed Hints, Ability, Willingness, Statement of Speaker's Desire and Need and Imperative. Here are the examples:

Hi, do you have dictionary? If have, I borrow please. (Hints)

Hi bro, can you lend me your dictionary? (Ability)

Hi girls would you lend me dictionary? (Willingness)

Hey you! I can borrow your dictionary? (Statement of Speaker's Desire and Need)

Hi sister, please let me your dictionary (Imperative)

c. Close-Higher

In close-higher, participants tended to employed Permission than the other strategies. Here are the examples of Permission strategy:

Excuse me Mr, I need dictionary. May I borrow?

Excuse me Miss. Sorry, may I borrow your dictionary miss?

Excuse me, Sir. Can I borrow your dictionary, please?

Excuse me, Mam. May I borrow your dictionary?

Beside Permission, participants employed Hints, Ability and Statement of Speaker's Desire and Need. Here are the examples:

Sir, I don't have a dictionary and I want to make my narrative text and translate. So, may I borrow yours? (Hints)

Excuse me, Mr can you borrow your dictionary for me, please?
(Ability)

Excuse me Mr, I can borrow your dictionary (Statement of Speaker's Desire and Need)

d. Familiar-Equal

Participants mostly tended to employ Permission. These following utterances are example of Permission strategy which is used by the participants:

Excuse me, may I borrow your dictionary sorry, can you give me your dictionary?

Hi sis, may I borrow the dictionary?

Hello, excuse me bro. can I borrow your dictionary?

Excuse me. Can I borrow your dictionary?

Other strategies that were used by participants are Hints, Ability, Statement of Speaker's Desire and Need and Imperative. These are the example:

Excuse me. I not have dictionary. I borrow your dictionary? (Hints)

Excuse me, I do not bring dictionary, can you lend me your dictionary? (Ability)

Hi, I can borrow your dictionary? Please (Statement of Speaker's Desire and Need)

Boi, lemme have your dictionary! (Imperative)

e. Familiar-Lower

Most participants tended to employ Permission in their strategy of making request. These utterances below are the example of Permission in familiar lower:

Hi bro, can I borrow this dictionary? If you not use this

Hi girl, may I borrow the dictionary?

Boy, may I take or borrow one of your dictionary?

Hi bro, can I borrow your dictionary?

Other strategies that were used by participants are Hints, Ability, Willingness, Statement of Speaker's Desire and Need and Imperative. Here were the examples:

Are you use the dictionary? May I borrow the dictionary? (Hints)

Hello, can you take me the dictionary in your side? (Ability)

Ey, would you lend me your dictionary, please? (Willingness)

Sorry, do you will use dictionary? If not, I want use it. (Statement of Speaker's Desire and Need)

Hi, please take me the dictionary in your side? (Imperative)

f. Familiar-Higher

In familiar-higher, most participants tended to use Permission in making request strategy. Here are the example:

Sir, may I borrow your dictionary?

Excuse me lady, may I borrow your pen?

Excuse me Sir, can I borrow your dictionary to translate narrative text, please?

May I borrow your dictionary?

The other strategies were Ability and Willingness. The utterances below are the example:

Sorry, can you take a dictionary there? (Ability)

Excuse me. Would you like you lend me your dictionary?
(Willingness)

g. Unfamiliar-Equal

In unfamiliar-equal, most participants employed Ability. It was different from other categories that most of participants employed Permission more. The followings are the example:

Could you borrow me your pen?

Could you lend me your pen, please?

Hello can you lend me your pen?

Excuse me girl, could you borrow me your pen?

Other strategies used were Willingness, Permission and Imperative.

These are the example:

Hi! Would you lend me your pen? (Willingness)

Hi bro. can I borrow your pen? (Permission)

Excuse me. If you have pen, lend me your pen (Imperative)

h. Unfamiliar-Lower

Participants mostly employed Permission in unfamiliar-lower. These utterances are the example that was used by participants:

Hello little boys, may I borrow your dictionary?

Hi lil girls. Can I borrow your pen?

May I borrow your dictionary, please?

Hey, may I borrow your dictionary?

The other strategies employed by the participants were Ability, Willingness, Statement of Speaker's Desire and Need and Imperative. These are the example:

Hi little girl, can you lend me your dictionary? (Ability)

Excuse me. Would you like to lend me your dictionary?
(Willingness)

Hi do you bring the dictionary? I wanna to borrow it. (Statement of
Speaker's Desire and Need)

Hi lil bro, let me borrow your pen (Imperative)

i. Unfamiliar-Higher

In unfamiliar-higher, participants mostly tended to employ Permission in making request strategy. These are the examples:

Excuse me Sir, could I borrow your mic, please?

I am sorry mrs, may I take the mic from you?

Assalamualaikum Sir, Excuse me. Can I borrow mic in front of you?

Sorry Mrs. Can I borrow your microphone, please?

Beside employed P, participants employed Ability, Willingness, and Statement of Speaker's Desire and Need. The utterances below are the example:

Excuse me Mrs, can you borrow me in your side? (Ability)

Excuse me Mrs. Would you like to lend me mic? (Willingness)

Excuse me Mr, I can borrow your mic? (Statement of Speaker's Desire and Need)

2. Politeness Strategy

In making request strategies, participants used politeness, especially to those who were considered higher and unfamiliar. Politeness token which were frequently employed by the participants were excuse me, sorry, please, and deference employed by the participants are sir, mr, mrs, madam, lady. These are the examples:

- a. Excuse me, **Mr** can you borrow your dictionary for me, please?
- b. Assalamualaikum **Mrs**. May I borrow your dictionary, please?
- c. Excuse me **Sir**, May I borrow your dictionary?
- d. Excuse me **Madam**, can I borrow your dictionary?
- e. Excuse me **lady**, may I borrow your pen?

The other politeness token employed by the participants was modal tokens (would and could). These are the examples:

- a. Hi pretty, would you lend me your dictionary?
- b. Hi girls would you lend me dictionary?
- c. Would you like to lend me dictionary?
- d. Could you borrow me your pen?
- e. Could you lend me your pen, please?

In Brown and Levinson theory of politeness (1987), deference is negative politeness strategies in order to minimize or lessen FTA, as well as apologies that can be used by the speaker to stay in distance and respect negative face wants and do not interfere the freedom of action. Here are the example:

- a. Sorry mr, would you take to lend me your dictionary?
- b. Excuse me, would you like to lend me your dictionary?
- c. I'm sorry Mrs, could I borrow your dictionary, please?
- d. Assalamualaikum Mr. I want to translate narrative text. Can I borrow your dictionary?

In the data shows that solidarity markers like friend, guys, bro, little boy, little girl, pal, girl, mates, sis, boy, pretty, man followed by command or order according to Brown and Levinson (1987) are categorized as positive politeness strategies. The examples can be seen in the following data:

- a. Hello guys, lend me your dictionary, please!
- b. Hi brow, I want to translate my work narrative text. Lend me your dictionary, please!

- c. Hi lil bro, let me borrow your pen
- d. Hi sister, please let me your dictionary
- e. Hi dude, give me your dictionary?

Several participants considered that employing of polite marker 'please' would show their utterance sound more polite, however it was not discerned in the sentences bellow:

- a. May I borrow your dictionary, please?
- b. Hi Sir. Please can I borrow your dictionary to translate narrative text!
- c. Please take dictionary in your side to translate narrative text!

Participants employed the greeting hi, hello, hei, hey, eh, ay, ey, hallo and hy. These are the example of them:

- a. Hi friend, I want to translate my narrative text. May I borrow your dictionary?
- b. Hello guys, lend me your dictionary, please!
- c. Hei, give me your dictionary!
- d. Hey boys may I borrow your dictionary to translate narrative text?
- e. Eh excuse me, that is your? May I borrow it?
- f. Ay boy, I want to translate our narrative text home work! So I want to borrow your dictionary, may i?
- g. Ey girl, may I borrow your dictionary because I want to translate my homework.
- h. Hallo child, let me borrow your dictionary

- i. Hy guys. May I borrow your dictionary?

From the data, the researcher found the use of auxiliaries. They were can, may, could and would.

- a. Sir, can I take the mic?
- b. May I borrow your dictionary?
- c. Could you borrow me your pen?
- d. Sorry, would I borrow your pen?

According to the findings, most of request strategies were reflecting in different ways in making request strategies. It could be shown from several aspects: namely, the use of auxiliaries, politeness markers and deference. Negative politeness was mostly used by the participants. It meant that participants want to save face other. It was same with the objective of politeness stated by Brown and Levinson. Based on the findings, the DCT could be employed to find the data in the main research.

G. Technique of Data Analyzing

The researcher in analyzing the first problem statement used the theory from Trosborg (1995: 192). Trosborg stated that there are four categories and eight strategies in analyzing request strategies. They are hints, ability willingness and permission, suggestory formulae, wishes, desire/needs, obligation and necessity, performative, imperative.

Hints was when the speakers did not want to state the speakers' impositive intent explicitly or used hinting strategy. Ability, willingness

and permission were when the speakers said his/her goals to the hearer offending explicitly. The speakers made the hearer to do what they want. Suggestory formulae was the speakers did not ask any specific hearer-based condition, but the speakers more pressed to the cooperation with the hearer doing what they want. Wish was when the speakers said, they only focused in their condition. It made the hearers wanted being the main point in the interaction. Desire or need was when the speakers said, they only focused in their conditions. It made the hearer wanted being the main pointing the interaction. Obligation and necessity was when the speakers exerted the hearer doing what they wanted by their own power. Performative was directly, when the speakers asked the hearer to do what they wanted by impolite. Imperative was when the speakers commanded the hearer to do something and it should be obedient by the hearer because the speakers had power over the hearer.

In analyzing the second problem statement, researcher used the theory of Brown and Levinson. The theory was bald on record, positive politeness, negative politeness and off record. Bald on record was a direct way of saying things without any minimization to the imposition, in a direct, clear, unambiguous and concise way. Positive politeness was when the speakers directed to the hearer's positive face, his/her perennial want that his/her want should be thought of as desirable. Negative politeness was when the speakers action addressed to the hearer's negative face; his/her want having freedom of action unhindered and his/her attention

unimpeded. Off record was when it was done in such a way that it is not possible to attribute only one clear communicative intention to the act.

Thomas (1996) claimed that power was a tendency to use a greater degree of indirectness with people who have some power or authority over than to those who do not. The types of power were most apparent in obviously hierarchical setting, such as courts, the military, the school, although in the examples which follow the power depends not so much on the seniority/author position of interrogator, as his special power over a suspect in custody. Leech (1983) stated that social distance was the opposite of 'solidarity factor' (Brown and Gilman's, 1960) it was seen as a combination of psychologically factor (status, age, sex, degree of intimacy, ect). It meant that when the speakers felt close to the hearer, because the hearer had relation to them, or the speakers knew the hearer well or they were in similar age, social class, occupation, sex, ethnicity, etc, the speakers felt less need to use indirectness in making request and then the speakers would make the same request of a complete stranger.

Trosborg (1995: 148) stated that social distance pertained to the feature of familiarity between the participants. The interactants either each other (-social distance) or they had never met before (+social distance). The situations revealing the feature (+social distance) were structured so that the social status relationship of the two participants we describe as equal (or unimportant) so that possible differences observed in the selection of pragmatic patterns could not be described to different in social

status. The situations involving the feature (-social distance) relate to interaction between friends, but not intimate relationships that would demand specific personal knowledge unavailable to the participants.