

### **3. METHODOLOGY**

#### **3.1. Research Approach**

The writer carried out the study through descriptive quantitative approach. There are some characteristics of this approach, among other things: the study starts from a theory; the design has been prepared before (Soekemi, Soewono, & Lestari, 2000). Moreover, descriptive quantitative approach also uses the measurement which is quantified (Djojuroto & Sumaryati, 2004). Here, the writer classified her study as the descriptive quantitative one because this study started from a theory: theory of request sequences. The instrument that is the role-play situations, and the steps in collecting the data, has been well prepared before. The writer also counted the percentage of the occurrence of every element in the request sequences in order to compare how the Chinese Indonesians and the Javanese female students of English Department at PCU made requests to their lecturers.

#### **3.2. Source of Data**

The data were taken from the requests made by thirty Chinese Indonesian female students and thirty Javanese female students of English Department in two role-play situations. Thirty respondents from each category are enough as Hudson (1982) stated: "As a rule of thumb, one should aim at a minimum of five people in each social category...". The first situation with low degree of imposition is requesting for a signature. Then, the next situation with high degree of imposition is requesting for an interview. Since the respondents were thirty Chinese Indonesian female students and thirty Javanese female students, and there were two situations given for them, there were 120 requests to be analyzed.

#### **3.3. Instrument**

The writer conducted this study by herself. The writer collected the data by herself. Then, she analyzed the data carefully and classified them based on the characteristics of the request sequences.

### 3.4. Data Collection

The writer used elicitation technique, namely role-play method in order to collect the data. In this method, “the situation is described to the subject orally by the experimenter(s), who then ask the subject to say what the person they are role playing would say in the situation” (Rintell & Mitchell, 1989, p. 250). By using this method, the writer thought that she would get the valid data. This is because the subjects have the opportunity to say as much as they would like to say, and “their spoken language is thought to be a good indication of their ‘natural’ way of speaking” (Rintell & Mitchell, 1989, p. 251).

Next, the writer intended to discuss the procedure in collecting the data. First, the writer asked the ethnicity of her respondent. Then, she read to the respondent the first situation. After reading the situation, the writer made sure whether they have understood the situation or not. If they have not understood, she once again stated the main problem, which was faced by the students in the situation. The writer asked the respondents to suppose as if she was the lecturer. Having the role as the lecturer, the writer began the role-play with dialogue as what has been stated in the form. Then, the respondent was expected to respond in such a way so that the requests would occur. The response from the subject was recorded. The writer continued the following situation with the same procedure, which has been explained before. After all, the writer transcribed the data and put it into the blank space below each situation, which has been prepared before. Then, the writer repeated the same procedure to get data from the next respondents.

### 3.5. Data Analysis

In order to analyze the data, the writer translated the requests. Then, she analyzed and classified them into sub categories of request sequences. Here is one example of data analysis:

#### 1. S (2), J (4) → 4<sup>th</sup> Javanese in 2<sup>nd</sup> situation

*Selamat pagi, Pak. Apakah saya mengganggu? Saya mau mewawancarai Bapak sebagai data dalam mata kuliah Etika Profesi saya. Apakah Anda punya waktu? Yah..kurang lebih 30 menit. Kalo misalnya Bapak tidak punya waktu sekarang, mungkin saya bisa mewawancarai Bapak di lain waktu.* (Good morning, Sir. Do I disturb you? I want to interview you as the

data in my Ethic Profession subject. Do you have time? yeah... about 30 minutes. If you don't have time now, perhaps I can interview you at another time.)

The analysis of the data above is as follows:

- *Selamat pagi, Pak.* (Good morning, Sir) → **Alerters (Greeting + Address term)**
- *Apakah saya mengganggu?* (Do I disturb you?) → **Supportive Move (Checking on Availability)**
- *Saya mau mewawancarai Bapak* (I want to interview you) → **Types of request (Needs Statements)**
- *sebagai data dalam mata kuliah Etika Profesi saya* (as the data in my Ethic Profession subject) → **Supportive Moves (Grounders)**
- *Apakah Anda punya waktu? Yah..kurang lebih 30 menit.* (Do you have time, yeah, about... 30 minutes.) → **Supportive Moves (Checking on Availability)**
- *Kalo misalnya Bapak tidak punya waktu sekarang, mungkin saya bisa mewawancarai Bapak di lain waktu.* (If you don't have time now, perhaps I can interview you at another time.) → **Supportive Moves (Giving Option)**

In order to answer the first research question, concerning the request sequences made by the Chinese Indonesians and the Javanese female students in situation with low degree of imposition, the writer put the results in Table 3.1.

**Table 3.1. The Request Sequences Made by the Chinese Indonesian and the Javanese Female Students in Situation of Low Degree of Imposition**

Request Sequences		Sub Categories	Chinese Indonesian Students	Javanese Students
Alerters		1		
		:		
		n.		
Head Acts	Request Strategies	1. Needs Statements		
		2. Imperatives		
		3. Imbedded Imperatives		
		4. Permission Directives		
		5. Non Explicit Question Directives		
		6. Hints		
	Internal Modifier (Downgrader)	1		
		:		
		n.		
	Internal Modifier (Upgrader)	1		
		:		
		n.		
Mitigating Supportive Moves		1		
		:		
		n.		
Aggravating Supportive Moves		1		
		:		
		n.		

The writer classified the subcategories into several characteristics. Hence, Table 3.2. was prepared for that purpose.

**Table 3.2. The Characteristics of the Sub Categories of the Request Sequences Made by the Chinese Indonesians and the Javanese Female Students in Situation of Low Degree of Imposition**

Request sequences	Sub Categories of Request Sequences	Characteristics	Chinese Indonesian Students	Javanese Students
Alerters	1	Salutation		
	:			
	n			
Request Strategies	1. Needs Statements	Direct Strategies		
	2. Imperatives			
	3. Imbedded Imperatives	Conventionally Indirect Strategies		
	4. Permission Directives			
	5. Non Explicit Question Directives	Nonconventionally Indirect Strategies		
	6. Hints			
Internal Modifier (Downgrader)	1	Nonconfrontational		
	:			
	n			
Mitigating Supportive Moves	1			
	:			
	n			
Internal Modifier (Upgrader)	1	Confrontational		
	:			
	n			
Aggravating Supportive Moves	1			
	:			
	n			

In order to answer the second question, concerning the request sequences made by the Chinese Indonesians and the Javanese in situation of high degree of imposition, the writer used Table 3.3., which is the same as Table 3.1., and Table 3.4., which is the same as Table 3.2.

Concerning the percentage of the occurrences of each sub category of request sequence, the writer used the formula as follows:

$$\% \text{ of sub category of request sequence by the Javanese} = \frac{\text{Total sub category of request sequence by the Javanese}}{\text{Total sub category of request sequence by both ethnic groups}} \times 100\%$$

$$\% \text{ of sub category of request sequence by the Chinese} = \frac{\text{Total sub category of request sequence by the Chinese}}{\text{Total sub category of request sequence by both ethnic groups}} \times 100\%$$

For the third research question, concerning the influence of degree of imposition in the request sequences made by the subjects, the writer presented the Tables as follows:

**Table 3.5. The Request Sequences Made by the Chinese Indonesian Female Students in Situation of Low and High Degrees of Imposition**

Request Sequences		Sub Categories	Low Degree of Imposition	High Degree of Imposition
Alerters		1		
		:		
		n		
Head Acts	Request Strategies	1. Needs Statements		
		2. Imperatives		
		3. Imbedded Imperatives		
		4. Permission Directives		
		5. Non Explicit Question Directives		
		6. Hints		
	Internal Modifier (Downgrader)	1		
		:		
	Internal Modifier (Upgrader)	n		
		1		
	Mitigating Supportive Moves	:		
		n		
1				
Aggravating Supportive Moves	:			
	n			
	1			

**Table 3.6. The Characteristics of the Sub Categories of the Request Sequences Made by the Chinese Indonesian Female Students in Situations of Low and High Degrees of Imposition**

Request Sequences	Sub Categories of Request Sequences	Characteristics	Low Degree of Imposition	High Degree of Imposition
Alerters	1	Salutation		
	:			
	n			
Request Strategies	1. Needs Statement	Direct Strategies		
	2. Imperative	Conventionally Indirect Strategies		
	3. Imbedded Imperative			
	4. Permission Directive	Nonconventionally Indirect Strategies		
	5. Non Explicit Question Directive			
	6. Hint			
Internal Modifiers (Downgrader)	1	Non confrontational		
	:			
	n			
Mitigating Supportive Moves	1			
	:			
	n			
Internal Modifiers (Upgrader)	1	Confrontational		
	:			
	n			
Aggravating Supportive Moves	1			
	:			
	n			

The formulas used to count the percentage are as follows:

$$\% \text{ of the sub category of request sequence in low degree of imposition} = \frac{\text{Total used of sub category of request sequence in low degree of imposition}}{\text{Total used of sub category of request sequence in low and high degree of imposition}} \times 100\%$$

$$\% \text{ of the sub category of request sequence in high degree of imposition} = \frac{\text{Total used of sub category of request sequence in high degree of imposition}}{\text{Total used of sub category of request sequence in low and high degree of imposition}} \times 100\%$$

The writer also used Table 3.7., which is the same as Table 3.5., and Table 3.8., which is the same as Table 3.6., in order to see the influence of degree of imposition in the requests made by the Javanese female students.