

CHAPTER III

RESEARCH METHODOLOGY

3.1 Method of Data Collection

In this study, the writer analyzed apology strategies which were used by students at the Faculty of Language and Arts Soegijapranata Catholic University. He was interested in apology strategies used by Indonesian undergraduate students and the differences between male and female in terms of apology. To address the questions, he used Discourse Completion Test (DCT).

3.2 Participants

The participants in this study were students at the Faculty of Language and Arts. To recruit participants, the writer used convenient sampling. He distributed the DCT to about 36 students in total because this study examined the different responses between male and female students.

3.3 Instrument

The writer used qualitative research to collect the data. The instrument is Discourse Completion Test (DCT). It is a test which consists of incomplete discourse sequences that represent socially differentiated situations. Each discourse sequence presents a short description of the situation, specifying the setting, the social distance between the interlocutors and their status relative to each other, followed by an incomplete dialogue (Olshtain, 1984). Discourse completion test was originally developed to compare the speech act realization

patterns of native speakers and learners. The discourse completion test in this study contained eight situations which refer to Koo (2001). These situations were designed based on social distance (SD), power, and age. Social distance meant the level of familiarity between the speaker and the hearer. In this study, the writer used +SD and -SD. +SD meant that the speakers did not know each other, whereas -SD meant that the speakers knew each other. Power referred to the status of the speakers. It had two levels. In this study, the writer used > to show that the speaker had a higher status than the hearer and < to show that the speaker had a lower status than the hearer. Age had three levels >, =, <. When $A > B$, A was said to be older than B. = was used when the speakers have the same ages. < was used when the speaker was younger than the hearer. They were summarized in the following table:

Tabel 3.1 Social Distance and Age

No	Social Distance, Age	Apology situations
	(a: speaker, b: hearer)	
1	+SD, $a > b$	Air Conditioner
2	+SD, $a = b$	Parking lot
3	+SD, $a < b$	Hammer
4	-SD, $a > b$	Movie

5	-SD, a=b	Flash disk
6	-SD, a<b	Motorcycle

Tabel 3.2 Power Relationship and Age

No	Power relationship (x: speaker, y: hearer) Age (a: speaker, b: hearer)	Apology situations
1	$x > y, a > b$	Losing a document
2	$x > y, a > b$	Bump
3	$x < y, a < b$	Forgetting to get a book
4	$x > y, a < b$	Cancelling appointment

The writer gave the questionnaires to 36 research participants. He provided some situations according to the theory of Discourse (Trosborg A. , 1994). The situations related to the age, power and distance. Informants asked to complete the dialogue, thereby providing the speech act aimed at in the given context.

3.4 Procedure

First, the writer designed the DCT. He referred to (Koo, 2001) when he was designing the questionnaire. In the questionnaire, the writer created ten situations. He distributed the questionnaires to the participants who were the Faculty of Language and Arts students.

After giving the questionnaire, the writer analyzed the answers and categorized them based on Anna Trosborg's theory about apology strategy. The writer presented those data in chart so that the readers can easily understand them. He gave each chart the explanations.

3.5 Method of Data Analysis

In this study, the writer used qualitative method to analyze the data. Qualitative research was fundamentally interpretive in which the researcher made an interpretation of the data (Creswell, 1994). The writer used documents as data collection type because they had some advantages. Those were documents that enable a researcher to obtain the language and words of informants, could be accessed at a time convenient to researcher, and a written evidence. These saved a researcher the time and expense of transcribing.

Apologies were coded in five categories: Opting out, Evasive strategies, Indirect apologies, Direct apologies, and Remedial support.