

## CHAPTER 3

### RESEARCH METHODOLOGY

This research investigated the request strategies that students used based on students' gender in Faculty of Language and Arts Unika Soegijapranata. The writer used qualitative method to examine this research. Qualitative method analyzes words such as speeches or writings as the data for gaining deeper understanding aspects in social life (Creswell, 2014). This type of research is appropriate because the writer analyzed the differences of request strategies based on students' gender.

#### 3.1. Method of Data Collection

##### 3.1.1. Participants

The participants were 83 students Faculty of Language and Arts Soegijapranata Catholic University batch 2016 who have taken Functional Communicative Speaking because they have gotten the materials of request in this class. It consisted of 32 male and 51 female students.

##### 3.1.2. Instrument

The writer used instrument to collect the data. According to Tantowijaya (2015), instrument is a tool to obtain the data. In this research, the writer used Discourse Completion Test (DCT) to analyze the data. According to Billmyer and varghese(1996) DCT is a questionnaire which contains a set of situations to elicit information about particular speech acts. In the DCT, there were twelve situations

in which students have to respond. These situations or scenarios were designed based on different power relation and social distance.

*Table 1*

*Power Relation and Social Distances Combination*

Combination	Power	Distance
A	=	+
B	=	-
C	+	+
D	+	-
E	-	+

Power relation is categorized into two (+ and -). The plus (+) sign is used when the speakers are in higher positions than the hearers. On the contrary, the minus (-) sign is used when the speakers are in lower position. In terms of social distance, the plus (+) refers to speakers and the hearers know each other (+) or they do not know each other (-). Those five combination variables were involved in the DCT.

### **3.2. Research Procedure**

After describing the participant and instrument, the writer explained some steps to get the data. First, the writer adapted the DCT. Second, the writer distributed the DCT and asked the students to fill it. Third, the writer analyzed and categorized the results of the DCT based on Blum-Kulka et al' theory (1989).

Forth, the writer counted the requests strategies that students used based on their gender. The writer presented the results by showing it on tables

The writer adapted the DCT from Jalilifar (2009). In his study, he used twenty four situations for the five variables combination. However in this study, the writer used only twelve statements for five variable combination because many situations in Jalilifar's DCT (2009) were double.

### **3.3. Method of Data Analysis**

After the writer obtained the data using DCT, the writer categorized students into 2 groups. They are: male and female groups. Then, the writer analyzed the DCT that they have filled according to Blum Kulka et al (1989) theory. She analyzed the differences of request strategies that students used across their gender. To make the process of analyzing the data easy, the writer classified the request by a list of codes below:

Table 2

*List of Codes Request Strategies*

Categories	Classification	Code
Direct Request	Imperative	DR-I
	Explicit Performative	DR-EP
	Hedge Performative	DR-HP
	Obligation	DR-O
	Want Statement	DR-WS
Conventionally Indirect	Suggestory Formulae	CI-SF
	Preparatory	CI-P
Non-Conventionally	Mild Hints	NCI-MH
Indirect	Strong Hints	NCI-SH

