

CHAPTER III

RESEARCH METHOD

A. Research Design

According to Creswell (2014), qualitative research will establish the meaning of phenomenon from the participants' point of view (p. 48). In addition, according to Kothari (2004), qualitative research will concern phenomena that relating or involving the quality or kind (p. 3). Qualitative research is approach that involves emerging questions and some procedures, the data collected in setting of the participants and data analysis is building from particulars to general (Creswell, 2014, p. 32).

Based on theory above, the researcher used descriptive qualitative method to analyze the data. This method was suitable for this research, the reason of the researcher chose this method because the researcher want to explain the real fact about the types of politeness principles that violated by EFL students in online learning, the factors that cause them violated politeness principles and teacher's strategies in overcoming it.

B. Research Setting

The research took place at Miftahul Ulum Tamban Catur Junior High School. This school located at Jl. Inpress Tamban Baru Mekar km. 20, Tamban Catur Kapuas, Middle Kalimantan. This school is chosen because this school has English as the course and implement online learning. The learners also came from diverse social and family background because this school located

on the border between two provinces of South Kalimantan and Central Kalimantan, those affect for their attitude in interacting to other people.

C. Participants

The subject of this research were an English teacher and students at the 8C and 8D class at Miftahul Ulum Junior High School Tamban Catur. The researcher selected the students who were studying English and the total of participants in this study are 7 participants, 1 English teacher, 3 students of 8c class and 3 students of 8d class. The researcher chose 8C and 8D classes because these class were more active according to their teacher in communicating in online learning also according to Berardis, et al. (2020), the age of this grade can be categorized as early adolescence which is phase the change occurs rapidly, emotional imbalance and instability in many things we found on this age (p. 2). This condition affected their attitude and it perhaps makes they do the violation politeness principles in online learning. In addition, the researcher chose 3 students of 8c class and 3 students of 8d class because according to the teacher, these students are often behave not polite during online learning and the researcher also saw from observation that these students often violate politeness during learning through online.

D. Data and Source of Data

In the research, the data are information or facts that used in discussing or deciding the answer of research question. The source of data in the study is the subjects from which the data can be collected for the purpose of research (Arikunto, 2010, p. 129).

The data of this research collected from the teacher and the utterances of the students in 8C and 8D grade of Miftahul Ulum Junior High School, both of their writing because in online learning and their speaking through voice note. The researcher took the students' and the teacher's utterance during teaching English in online classroom as the primary data that is collected by doing observation directly in online classroom and interview to the students and their teacher.

E. Technique of Data Collection

The researcher used descriptive qualitative in this research, so in conducting the research, the researcher did some ways to collect the data, as follows:

1. Observation

Observation is watching the participants' activities to understand the problem. Observation is the first technique of this research. For the first step, the researcher joined to students' online classroom. The researcher saw the students' conversation and write it based on its categories of violation. This step completed with observation sheet that consist of categories that are related to the study about types of politeness principles violated by EFL students.

The researcher observed the teaching and learning process for 4 meetings on November 2nd, November 9th, November 16th and November 23rd. The first and the second meeting was to observe learning and teaching process in class 8c, while the third and the last meeting was to observe

learning and teaching process in class 8d. There were 18 students every meeting.

After get the data, the researcher wrote some important things to make researcher easier in collecting the data that is contain the answer of research problem.

2. Interview

Interview is a conversation between participants and interviewer, to find out the factors that causes EFL students violated politeness principles and the strategies of the teacher in overcoming the students, the researcher chose 1 English teacher, 3 students in class 8C and 3 students in class 8D. the researcher interview the students by sending the questions in Whatsapp and for the teacher, the researcher interview the teacher directly. There are 4 questions for the students and 8 questions for the teacher. It took 3 weeks from November 10th until November 30th.

F. Data Analysis

In this qualitative method, the researcher used data analysis based on theory of Miles & Huberman (1994), which stated that data analysis divided into three types: data reduction, data display, and conclusion drawing/verification (p. 10).

1. Data reduction

According to Miles & Huberman (1994), data reduction refers to the process of selecting, focusing, and transforming the data that appear in written-up field notes or transcription. The process is thorough several

ways, such as selection, summary or paraphrase (p. 21). In this step, the researcher will select the data that is important from observation and interview.

For observation, the researcher would reducing the data of the observation after four times observation. The data taken was related to the types of politeness principles violated by EFL students. After getting the selected finding for the first research question, the researcher add deep information from interview. The researcher would reducing the data of the interview after the researcher interview the students and the teacher for the second and the third research questions related to the factors that causes the students violated politeness principles and the strategies of the teacher in overcoming the students.

2. Data Display

The next point is data display, after collect and reduce the data, the researcher will display the data in organized and compressed information that will lead to the conclusion. The forms of qualitative data display include types of charts, tables, or matrices. The function of data display is to perform accessible, compact, and organized information of the data. According to Miles and Huberman (1994), looking at data display can helps us to understand what is happening and to do something further analysis or caution on that understanding (p. 11).

In displaying data, the researcher described data that have been reduced into 3 tables based on the categories followed by narrative text to

explain the table. The first table consist of the types of politeness principles violated by EFL students, the second table consist of the factors that causes the students violated politeness principles, the third table consist of the strategies of the teacher in overcoming the students.

3. Conclusion Drawing and Verification

In this step, the researcher would be able to interpret it and reach conclusion and verification. According to Miles & Huberman (1994), the third step of data analysis is conclusion drawing and verification. In this step the researcher is beginning to decide what things mean, patterns and propositions (p. 11).

After finished the first and second steps in analyzing the data, the last step in this data analysis was drawing and verifying the conclusion. The researcher drawing conclusion from the data obtained, so the data could answer the research questions above.