

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This study was designed to discover maxim of politeness established by the tutor during online interaction and to explore the students' netiquette towards the tutor's politeness during online interaction. To answer the research questions, the researcher used qualitative research design and case study method. Research data was generated in qualitative form.

#### **B. Research Setting**

The researcher conducted the study at English group of Unit Language Development (UPB) in UIN Antasari Banjarmasin in Banjarbaru. UIN Antasari Banjarmasin or Antasari State Islamic University Banjarmasin in Banjarbaru is one of the formal education units under the UIN Antasari Banjarmasin with its address at Kemuning street, South Banjarbaru Distric, Banjarbaru, South Kalimantan.

There were several considerations to choose this university, first UIN Antasari Banjarmasin has clear vision 'to become university that is excellent and moral' and has accreditation 'B'. Second, the facilities of this university support the online interaction teaching and learning process, such as using WhatsApp group. Third, in line the fact, according to the researcher's pre-observation during online interaction, the researcher found that there were students especially male students who did not have politeness to the tutor or the other students in the beginning of the program. This is not in accordance with

the university's vision. Fourth, due to the long distance between Banjarmasin and Banjarbaru, sometimes, the lectures used WhatsApp group to interact and fulfill the meetings.

### **C. Subject/Participant**

The participants of this research were the first semester students in an English group of Unit Language Development (UPB) in UIN Antasari Banjarmasin in Banjarbaru who were not familiar enough with the rules of Netiquette and sometimes enrolled in an online interaction based on the tutor request. Total of the students in an English group was 19 students and the tutor was only one. The participants were selected using purposive sampling. The criteria of the students were based on gender (male/female), did interaction in WhatsApp group, and had a good connection. The English tutor also was included in this research. The reason why the researcher chose this group was due to the activeness. This class had WhatsApp group and Instagram account that very active in discussing everything, such as the English material, games, daily activities, and assignment.

### **D. Data**

Data in this study was collected through interview and documentation. The documentation was done in WhatsApp group used by tutor and students while the interview was distributed to the students enrolled in the English class. The students and the tutor were interviewed using open ended questions, then the researcher analyzed the data based on the result of interview and documentation.

## **E. Technique of Data Collection**

### **1. Interview**

The researcher interviewed the tutor and the students after observing them using open ended questions. There were 6 questions for tutor about maxim of politeness and 10 questions for the students about their netiquette in the class. The interview was one on one interview via chat.

### **2. Documentation**

Next step was documentation. The documentation was needed to collect proof in order to validate the data. The documentation was done in an English group of Unit Language Development (UPB) in UIN Antasari Banjarmasin in Banjarbaru. The researcher give checklist to the tutor maxim of politeness that has 6 indicators and students netiquette that has 10 indicators. The media was in WhatsApp group. Some of the interactions was captured.

## **F. Research Instrument**

The instruments were in the form of interview the English tutor. These instruments were used to collect data about netiquette by the students and maxim of politeness used by the tutor during online interaction in WhatsApp group. The instruments were created from the theories; Based on (Mantasiah, et.al., 2018, pp. 271-272), then developed by the researcher itself. Sheet for the tutor, the categorizes were divided by 6 maxim of politeness. While for the students were divided by 10 rules of netiquette. The researcher gave checklist and comment. The broader information will be got by interview.

## **G. Data Analysis**

These levels were emphasized in the following steps based on Creswell (2009, pp. 185-189):

1. Organize and prepare the data for analysis.

This involved transcribing interviews, optically scanning material, typing up field notes, or sorting and arranging the data into different types depending on the sources of information.

2. Read through all the data.

A first step was to obtain a general sense of the information and to reflect on its overall meaning. What general ideas were participants saying? What was the tone of the ideas? What was the impression of the overall depth, credibility, and use of the information? Sometimes qualitative researchers wrote notes in margins or start recording general thoughts about the data at this stage.

3. Begin detailed analysis with a coding process.

In the general coding process, some researchers had found it useful to hand code qualitative transcripts or information, sometimes using color code schemes and to cut and paste text segments onto note cards. This was a laborious and time-consuming approach. Others tended to use qualitative computer software programs to help code, organize, and sort information that was useful in writing the qualitative study. Several excellent computer software programs were available, and they had similar features: good tutorials and demonstration CDs, ability to incorporate both text and image

(e.g., photographs) data, the feature of storing and organizing data, the search capacity of locating all text associated with specific codes, interrelated codes for making queries of the relationship among codes, and the import and export of qualitative data to quantitative programs, such as spreadsheets or data analysis programs.

4. Use the coding process to generate a description of the setting or people as well as categories or themes for analysis.

Description involved a detailed rendering of information about people, places, or events in a setting. Researchers could generate codes for this description. This analysis was useful in designing detailed descriptions for case studies, ethnographies, and narrative research projects. Then used the coding to generate a small number of themes or categories, perhaps five to seven categories for a research study.

Beyond identifying the themes during the coding process, qualitative researchers could do much with themes to build additional layers of complex analysis. For example, researchers interconnected themes into a story line (as in narratives) or developed them into a theoretical model (as in grounded theory). Themes were analyzed for each individual case and across different cases (as in case studies) or shaped into a general description (as in phenomenology).

5. Advance how the description and themes will be represented in the qualitative narrative.

This might be a discussion that mentioned a chronology of events, the detailed discussion of several themes (complete with subthemes, specific illustrations, multiple perspectives from individuals, and quotations) or a discussion with interconnecting themes. Many qualitative researchers also used visuals, figures, or tables as adjuncts to the discussions. They presented a process model (as in grounded theory), advanced a drawing of the specific research site (as in ethnography), or conveyed descriptive information about each participant in a table (as in case studies and ethnographies).

6. A final step in data analysis involved making an interpretation or meaning of the data.

It could be the researcher's personal interpretation, couched in the understanding that the inquirer brings to the study from her or his own culture, history, and experiences. It could also be a meaning derived from a comparison of the findings with information gleaned from the literature or theories.