

CHAPTER III

METHODOLOGY

A. Research Type

This study adopts a qualitative research based on Creswell (2013) framework, which emphasizes an in-depth exploration of content analysis in their natural settings. Specifically, this research follows a content analysis approach, aiming to understand students' politeness strategies in classroom interactions by observing their lived experiences and communicative behaviors.

Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell, 2013). Qualitative research begins with assumptions and the application of theoretical framework that influences the study of research problems addressing the meaning people or groups attach to a social human situation. To examine this subject, qualitative researchers employ to investigate the collecting of data in a natural context sensitive to the people and places under investigation, and data analysis that is both inductive and deductive and establishes patterns or themes. The final written report or presentation explicitly incorporates direct voices from the participants, presents the researcher's reflective analysis of their role and influence in the study, provides a detailed and nuanced description and interpretation of the

research problem, and offers a clear contribution to existing literature as well as concrete recommendations for change.

B. Research Setting

This research was conducted at State Madrasah Tsanawiyah 5 Padang, a public Islamic junior high school located in the city of Padang, West Sumatra, Indonesia. The school serves students from various backgrounds and provides both general and Islamic education, with a strong emphasis on character development, including values such as respect, discipline, and politeness.

The specific focus of this research was on the ninth grade students, as they are considered to be in a transitional phase between childhood and adolescence, where social interaction skills and communication styles, including politeness strategies, begin to develop more distinctly. The classroom environment at this level offers a natural setting to observe and analyse how students apply politeness strategies in their daily communication with peers and teachers.

The research took place during the first semester of the academic year, with data collected through classroom observations students and teacher. The school's openness and supportive environment allowed the researcher to gain authentic insights into the students' language behavior in real-life educational interactions.

C. Data Source

The main data source in this research is the utterances or statements of class ninth from students at Madrasah Tsanawiyah Negeri (MTsN) 5 Padang which contain elements of politeness strategies. This data was obtained by direct observation of student interactions, in the classroom during the learning process. In addition, data was also collected in total of participation of student conversations that occurred naturally in the context of their daily lives in the classroom environment.

Each utterance produced by students was observed to identify the forms of politeness strategies used, such as the use of greetings, apologies, requests, expressions of gratitude, and other forms of politeness. This data is the main basis for observed the extent to which students apply the principles of politeness in communicating, as well as to determine the factors that influence their choice of politeness strategies.

D. Research Instrument

The main instrument in this study is the researcher as the primary data collector and analyzer. The researcher uses a qualitative approach guided by Brown and Levinson (1987) theory of Politeness Strategies to examine the data.

In this qualitative research, the researcher himself acts as the main instrument (human instrument). As the main instrument, the researcher is directly responsible for the process of collecting, selecting, interpreting, and

analyzing data in the field. The researcher observes and records data actively, flexibly, and responsively to situations and conditions that develop during the research.

This main instrument is equipped with supporting instruments such as the researcher itself and recording devices (audio/video) to document the utterances of students who are the objects of analysis. Recording device are used to record learning activities in the classroom , while the recording device are used to record students' verbal and nonverbal behavior in daily interactions.

As the main instrument, the researcher also carries out a data validation process through triangulation techniques, such as comparing recording with observations, and confirming findings with analyzes the data. This is done to maintain the validity and credibility of the data collected.

Below is a table of observation checklists that will be used in the research.

Table 3.1. Table of observation checklist

No.	Name	Situation/Interaction	Bald on record	Positive Politeness	Negative Politeness	Off Record	Researcher Note
1		Asking for help from a classmates					
2		Asking a question to the teacher during class					
3		Responding to a friend's opinion during the class					
4		Giving suggestions in group work					
5		Expressing apology					
6		Greeting the teacher or classmates					
7		Giving criticism in a polite way					
8		Making an indirect request or hint					

E. Techniques of Data Collection

First, observation was conducted to obtain direct information about how ninth-grade students of MTsN 5 Padang applied politeness strategies in their daily communication. The observation focused on both classroom interactions during teaching-learning activities and informal conversations among students inside the classroom. The researcher used non-participant observation while taking notes and audio recording natural conversations for later analysis.

This techniques was triangulated to enhance the validity and depth of the data regarding the use of politeness strategies by ninth-grade students in the context of MTsN 5 Padang.

F. Techniques of Data Analysis

Data analysis in qualitative research consist of preparing and organizing the data for analysis, then reducing the data into themes through a process of coding and condensing the codes, and finally representing the data in figures, tables, or a discussion (Creswell, 2013).

Since complex texts, photos, or recordings are typically used as data in qualitative research, organizing and preparing the data is a crucial first step. The process of data analysis consisted of the following steps:

- a. Organizing and Preparing the Data for Analysis

The researcher began by organizing the raw data obtained through observations and recording. The record from classroom observations were compiled systematically. This step was essential to ensure that the data was well-structured and ready for detailed analysis.

b. Reading Through All the Data

The researcher read through the transcripts and observation notes repeatedly to gain a general understanding and to reflect on the overall meaning. During this stage, the researcher took notes and began to reflect on potential patterns and significant points related to politeness strategies used by students.

c. Coding the Data

After being familiar with the data, the next step was coding. The researcher labeled parts of the data that indicated specific politeness strategies, such as expressions of request, compliment, or gratitude. Each relevant segment was assigned a code based on Brown and Levinson's (1987) politeness theory to categorize the strategies used by students.

d. Generating Themes and Categories

The codes were then grouped into broader themes. For example, codes related to indirect were grouped under "Negative Politeness Strategies," more direct expressions fell under "Positive Politeness Strategies." Frankness where the speaker

conveys his/her point directly, without further ado or attempts to minimize the “threat” to the self-esteem of the person he/she is speaking to. This process allowed the researcher to identify recurring patterns in students’ language use.

e. Representing and Interpreting the Data

The final step involved presenting the findings in narrative form. The researcher included students to support each identified theme and provided interpretations based on the theoretical framework and previous studies. The data was discussed in relation to the cultural and contextual factors influencing the use of politeness strategies among students at Madrasah Tsanawiyah 5 Padang.

The pattern display below summarizes the types of politeness strategies used by students, including the communication context, sample utterances, and the purpose behind each strategy.

Table 3.2. Table of Data Display

No.	Communication Context	Politeness Strategy	Sample Student Utterance
1			
2			
3			
4			
5			
6			
7			
8			

