

Chapter III

Methodology

1. Research Methodology

This study uses quantitative method. It follows the mentalist theory of attitudes which acknowledges tripartite model of attitude formation. It mixes direct and indirect approach to attitudes using verbal-guise test and questionnaires.

2. Data and Data Source

This study is based on two kinds of data. The first is the scores for given personality traits over each guise. The second is the answers for the dialect recognition item and respondents' personal background. The only data source of this study is the questionnaire sheet which is designed to fit verbal-guise test and to account any intervening variables. The data are analyzed statistically using a statistics application for computer called *IBM SPSS Statistic 21 Trial Version*.

3. Instruments

This study uses two instruments. They are adopted and adjusted from McKenzie's (2010) research. The first instrument is the questionnaire sheet. It uses both English as well as Bahasa Indonesia and has two parts: (1) scoring for eight given personality traits over each guise as well as question for the dialect recognition

item, and (2) questions for personal background. The first part has eight traits, which are Pleasantness, Fun, Confidence, Clarity, Modesty, Intelligence, Fluency, and Gentleness. They are composed to measure the two dimensions of attitudes towards language by Giles, Ryan, and Sebastian (as cited in Davies & Elder, 2004): Competence and Attractiveness. Traits belonging to the competence dimensions are Confidence, Clarity, Intelligence, and Fluency; while traits belonging to Attractiveness are Pleasantness, Fun, Modesty, and Gentleness. The scoring for given personality traits over each guise uses Likert's seven-point semantic differential scale to ensure participants' comfort in rating the guises. The items are in a bi-polar format but listed down on uneven polarity formation to reduce order effects. For the dialect recognition item, there is only one closed-ended question with six options stated in the directions. For the personal background, the questions are in regards to basic information and English-related information. They represent four social variables which are Gender, Experience of Living in Any English Speaking Countries, Self-Valued English Proficiency Level, and Length of Time Studying English.

The next instrument is the guises. The guises are six recorded spontaneous responses of six different English speakers in an arranged condition: they are explaining how to get to a castle from a house in an artificial map. The speakers are from six selected countries. Every two countries represent each Circle of English by Kachru. USA and Australia are from the Inner Circle; Kenya and Sri Lanka the Outer Circle; Germany and Indonesia the Expanding Circle. Countries of the Inner Circle

are based on the two standards on most acknowledged dictionaries, which are the General American and Received Pronunciation. They also represent the two standards of English varieties by Giles, Ryan, and Sebastian (as cited in Davies & Elder, 2004): native and non-native speech. Varieties belonging to the native standard are those from the Inner Circle only, while the rests belong to the non-native standard. From the range of time, the guises are varied – the shortest is 41 seconds and the longest 1 minute and 14 seconds. Even so, they are maintained original and not being edited too far to meet the authenticity issue.

4. Preliminary Study

For validity and reliability purposes, a preliminary study was performed on June 24th, 2013 at 3 pm to test the instruments. The respondents for this preliminary study are 5 (five) senior students of the English Department of Universitas Negeri Jakarta who have also been teaching in various English courses in Jakarta. They were chosen because of their length of time studying English in the university and their experiences in real working environment. They were asked to fill in the first-stage questionnaire while listening to the guises, then give critics and inputs on both it. They were also asked to check if the first-stage guises have been adequately representing the chosen countries or if any modifications were needed. The results of the preliminary study were then used to finalise the instruments used for the research.

5. Participants, Time, and Place of Experiments

This study targets university students majoring in English because they are considered knowledgeable in English thus are hoped to reflect the majority of educated people in Indonesia. There are 40 (forty) participants on this study coming from three universities, which are Universitas Negeri Jakarta, Sekolah Tinggi Bahasa Asing Lembaga Indonesia Amerika (STBA LIA), and Universitas Kristen Indonesia. The sampling method used is random sampling. It means there was no filtering applied in gathering the respondents beside that they must be of at least the second year of their study to ensure that they have adequate background knowledge on English. Other background variables are purposely let be to be also analyzed further in terms of their relations to the attitudes.

There were three experiments done in three universities. The first was in Universitas Kristen Indonesia on June 27th, 2013 at 10 am involving twelve (12) participants. The second was in Universitas Negeri Jakarta on July 4th, 2013 at 2 pm involving thirteen (13) participants. The third was on July 9th, 2013 at 1 pm involving fifteen (15) participants from Sekolah Tinggi Bahasa Asing Lembaga Indonesia Amerika (STBA LIA) Pengadegan.

6. Data Collecting Procedures

Before each test, participants are given short briefing related to the instruments (the questionnaire and also the guises); but related to the overall nature of

the study only after it to meet the requirements for a verbal-guise test. Each guise is played two times, each for the first and the second part of the questionnaire. Allowance of up to five minutes per guise and encouragement to the respondents not to be doubtful in answering the questionnaire are given to ensure everything is filled out.

After all experiments are over, the questionnaire sheets are screened through. The scores are put into tables of analysis according to several categories, e.g. scores reflecting preference and scores based on gender. The answers go through similar step with that of the scores, but with different categories.

7. Data Analyzing Procedures

Following the previous procedures, the data in the form of tables and categories are further analyzed. Various statistical techniques are performed; some of them being cross tabulation, ANOVA, MANOVA, and descriptive statistics. Since this study used statistical analysis, all scores presented are in the mean, i.e. the quotient of the sum of several quantities and their number, or also known as the average.

There were four major steps taken. Firstly, mean values for each trait, for each speaker, for each of Kachru's Circle of English, for competence and attractiveness traits, and overall traits were calculated. Then, they were compared to each other. Secondly, the mean evaluations for each type of respondents' personal background

are also calculated. Next, they are compared again to those of the traits to see if there is any statistical significance among them. Thirdly, rates of recognition of each guise, of each Circle, and of the overall guises are calculated and also compared to each other. Lastly, the overall steps are used to describe: (1) preferences and perceptions over varieties of English based on the dimensions of Competence and Attractiveness; (2) background variables (if any) in determining the respondents' attitudes; (3) awareness of varieties of English and the recognition of all the guises. It is important to note that the result of principle component analysis of McKenzie's (2010) research is used to classify the traits in to the two dimensions of Competence and Attractiveness for Step (1) of the previously described. More detailed explanations on the statistical formulas used are available in the next chapter during the discussion.