

3. METHODS

3.1 Approach of the Study

The qualitative method is used by the writer to examine the collected data. According to Cresswell (2014) qualitative research proposals and studies require the author to tell the intention of the study to the readers, discuss the collected data and the data collection procedure. Then it expands upon the data presentation, analysis and final outcome that answers the research question. Qualitative method should be characterised by (1) a focus on the natural setting, (2) the researcher as the main instrument, and (3) the use of both inductive and deductive approaches to data processing.

The writer's study meets the requirements proposed by Cresswell (2014) because the writer provides the purpose of the study, uses the data from *The Ron Clark Story* movie, follows the procedure of data collection and analysis, and provides a transcript of the movie as the documentation. Furthermore, this study also meets the characteristics of qualitative method proposed by Creswell because: (1) even though the data came from a movie, this study can still fulfil Cresswell's (2014) requirement that demands a focus on natural setting because according to Saldana (2008), a film can still reflect on real life experience. With these requirements fulfilled, this study can be classified as a qualitative study, (2) the writer is the main instrument who would gather and analyse the data by himself, (3) the writer would use both inductive and deductive reasoning to analyse the data by jumping back and forth between the theories and the data itself.

3.2 Data Collection

The key instrument of this study is the writer. The writer himself collected the data for the study: conversations between Mr. Clark and Shameika in *The Ron Clark Story* movie. The writer chose the conversation between Mr. Clark and Shameika as the data due to the contrasting characteristics of Shameika's polite and impolite behaviour within her utterances to Mr. Clark. From

the collected data, the writer identified the intended perlocutionary effects within Mr. Clark's utterances and the illocutionary act within Shameika's responses both before and after she respects Mr. Clark. Then, the writer identified the behaviours within Shameika's responses that can be considered to be polite or impolite before and after Shameika respects Mr. Clark.

The source of the data was *The Ron Clark Story* Movie. The movie itself was one hour and twenty-five minutes long. The data analysed in this study was consisted of all Mr. Clark and Shameika's conversations with each other.

The writer started collecting the data in March 2024, and then took several steps to gather the data. First of all, the writer got the movie in the form of disc and played it through a DVD player. After that, the writer watched the full movie. Then the writer got the full transcript of the movie from TV & Movie Transcripts website (*The Ron Clark Story (2006) Script*, n.d.).

After downloading and reading the full transcript of the movie, the writer would separate the conversations between Mr. Clark and Shameika from other conversations in the entire movie. Then the writer exclusively chose the conversations where Mr. Clark's utterances act as triggers that invite Shameika's verbal responses, either directly or indirectly. Next, the writer wrote down these exclusively selected utterances within the "Utterance" column in the table. Furthermore, the writer wrote down Mr. Clark's intended perlocutionary effect and Shameika's illocutionary act from these exclusively selected utterances in the "Intended perlocutionary effect" and "Illocutionary act" column respectively. Then, the writer would either wrote check (✓) if the illocutionary act of Shameika's response could fulfil Mr Clark's intended perlocutionary effect or cross (X), if it could not in the "Comp." column. Other than that, the writer also wrote down the verbal gestures in "Verbal gesture" and non-verbal gesture in "Non-verbal gesture" column respectively to indicate polite and impolite behaviours within Shameika's utterances. Finally, the writer would decide whether Shameika's utterance can be considered polite or impolite in the "Behaviour" column.

Finally, the writer assigned Mr. Clark and Shameika's utterances within two digits numbering system. The first digit refers to the Situation that contains the individual utterances. The second digit represents the order of individual utterance itself. For example, number 1. 2 refers to the second utterance produced within the first situation on the movie.

Below is the example of the table that the writer used:

Table for Data Analysis

No.	Utterance	Illocutionary Act	Intended Perlocutionary Effect	Comp.	Verbal Gesture	Non-verbal Gesture	Behaviour

Note:

Comp.: Compatibility

3.3 Data Analysis

The writer would use the table from the example above to answer both of the first and second research questions. It shows the illocutionary act and perlocutionary acts performed by Mr. Clark and Shameika along with the reasons that their speech and behaviour could be considered polite or impolite by using the theories of speech act theory created by Austin (1962), intended and actual perlocutionary effect by Short (1997), politeness proposed by Brown and Levinson (1978), impoliteness proposed by Culpeper (2011), and the theory of relation between gesture and intonation with politeness and impoliteness proposed by Brown and Prieto (2017). The Illocutionary act was identified by looking at any language elements that can indicate an intention within an utterance, while the intended perlocutionary effect was identified by identifying the effect that the speaker intends to happen. The politeness or impoliteness within an utterance was identified by looking at both the verbal and non-verbal gestures accompanying the utterance.

After the conversations and the utterances of Mr Clark and Shameika were collected, Shameika's utterances and behaviours were identified to determine whether they could be categorised as polite or impolite following Brown and Levinson's (1978) politeness theory and

Culpepper's (2011) impoliteness theory as discussed in Chapter 2. Then, the illocutionary acts and intended perlocutionary effects were identified following Austin (1962), Searle (1969) and Short's (1997) theories as discussed in Chapter 2.

Table 3.1

Guidelines of Identifying Illocutionary and Perlocutionary Acts (Sources: Austin (1962) and Short (1997))

Speech Acts			
Locutionary Act	Illocutionary Act	Perlocutionary Act	
The structure of an utterance	The true meaning or intention behind an utterance	The possible effect that an utterance gives to the hearer	
		Intended Perlocutionary Effect	Actual Perlocutionary Effect
		The intention that a speaker has toward the effect of his own utterance that can be compatible with the actual perlocutionary effect if it is fulfilled	The real effect that is done by the hearer, which can either fulfil the intended perlocutionary effect to be compatible or dismiss it

Table 3.2

Guidelines of Categorising an Act as Polite or Impolite (sources: Brown & Levinson (1978), Culpepper (2011), and Brown & Prieto (2017))

Behaviours			
Polite	Impolite	Gesture	
An act that modifies one's imposition to be more acceptable by norm's standard	Negative attitude against unfulfilled expectation that offends the interlocutor	Verbal (Intonation)	Non-verbal

		High and low tones that associated with verbal units	Voluntary body movements that accompany an utterance
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After the identification process of each the speech act and the polite/impolite acts, this research continued to find whether they were related. The result is discussed in Chapter 4.