

CHAPTER III

RESEARCH METHOD

A. Type of the Research

This research employed descriptive qualitative method since it emphasizes on describing the phenomenon of the use of language in its context by interpreting the data. According to Denzin and Yvona (1994:1), qualitative research is a field of inquiry in its own rights. It crosscuts disciplines, fields, and subject matter. Morse (1994) adds that this method will try to cover the language, the analysis, and description of interpretation. Furthermore, Lithcman (2010:12) says that its purpose is to describe and understand human phenomena, human interaction, or human discourse. This type of research attempted to describe or explain why a phenomenon happens. The research was conducted to explain or describe language phenomenon of speech act employed by the characters in the English course book *Pathway to English for Senior High School Grade XI: General Programme*. However, a quantitative approach was also involved to support the description of the data. This approach was used to reveal the frequency of the occurrence of the data.

In addition, description is necessary in order to explicate the process of data interpretation. This type of research attempted to describe or explain why a phenomenon happens. Here the research was conducted to explain or describe

language phenomenon of speech act of the dialogues contained in the course book.

B. The Source, Form and Context of the Data

The source of this research was the dialogues in the English textbook entitled *Pathway to English for Senior High School Grade X: General Programme*. The data of this research were in the form of units taken from *Pathway to English for Senior High School Grade X General Programme*. Every unit contains material consists of texts and dialogues. This research attempted to analyze the type of speech acts performed by the characters, the context of the dialogues, the relation between the illocutionary forces and the two competencies, and the character qualities integrated in the textbook. This research used speech act theories established by Searle and the context was taken from the theory proposed by Holmes. Then, this research used the two competencies formulated by The Ministry of National Education to reveal the relation between illocutionary forces and the two competencies. Furthermore, this research also studied and analyzed the character qualities integrated in this course book formulated by The Ministry of National Education (*Kemendiknas*). In addition, those eighteen character qualities were categorized into five classifications of character qualities proposed by Aqib and Sujak which are human to God, human to themselves, human to others, human to the environment, and human to the nation.

This research also used the secondary data. The secondary data were the book and articles related to the topic discussed in this research. The books and articles were used to find out related theory in order to answer the research question. Then, the contexts of the data were words, phrases, clauses, or sentences which reflect the situation of characters' utterances.

C. Research Instrument

Creswell (2007: 184) proposes that qualitative research involves the researcher him/herself as the key instrument. The primary instrument of the researcher was the researcher herself. The researcher played the role as the designer, the data collector, the analyst, the interpreter, and the reporter of the research findings. Beside the primary instrument, the data sheets used to note the linguistic phenomena found in the utterances spoken by the characters in the dialogues of a textbook are also used as a secondary instrument. The format of data sheets is presented below

Table 3.1 **The Data Sheet of the Types of Speech Acts of the Dialogues in *Pathway to English for Senior High School Grade XI: General Programme***

Code	Situation	Context of Situation	Dialogues	Searle's Speech Acts				
				Ass	Dir	Com	Exp	Dec
		P: S ₁ : S ₂ : T: F:						

Note:

Code: Number/Unit/Page/Task/Sub-Task

P:	Participants	Ass:	Assertives
S ₁ :	Physical Setting	Dir:	Directives
S ₂ :	Psychological Setting	Com:	Commissives
T:	Topic	Exp:	Expressives
F:	Function	Dec:	Declarations

Table 3.2 **The Data Sheet of the Data Findings of the Relation between Illocutionary Forces and the Basic and Core Competence in Pathway to English for Senior High School Grade XI: General Programme**

Code	Dialogues	Illocutionary Forces	Basic Competence					
			3.1.	3.2.	3.3.	3.4.	3.5.	3.6.

Note:

Code: Number/Unit/Page/Task/Sub-Task

3.1 Introducing self

3.2. Expressing and responding to compliment

3.3. Expressing and responding to care

3.4. Asking for planning

3.5. Expressing and responding to congratulating

3.6. nkjnkjbaqjkb

Table 3.3 **Table The Data Sheet of the Data Findings of Character Qualities in Pathway to English for Senior High School Grade XI: General Programme**

Code	Data		Character Qualities					Description	Techniques of Delivering Character Qualities	
			G	S	O	E	N		Explicitly	Implicitly
	Dialogues	Context of Situation								

Note: Number/Unit/Page/Task/Sub-Task

G: character qualities in relation of human to God

O: character qualities in relation of human to others

N: character qualities in relation of human to the nation

S: character qualities in relation of human to themselves

E: character qualities in relation of human to the environment

Code: number/chapter/page/unit

D. Technique of Data Collection

The procedure or technique of collecting the data in this research took the following steps:

1. Reading the dialogues contained in the textbook carefully
2. Selecting the data from *Pathway to English for Senior High School Grade X: General Programme* which are in accordance with the object of the study
3. Refitting the collected data
4. Recording the data into data sheets.

E. Technique of Data Analysis

Some steps were taken to analyze the data. The steps of data analysis are described as follows:

1. Identifying the speech acts and character qualities of the dialogues in the book
2. Classifying the speech act theories proposed Searle, classifying them according to the context and then classifying the illocutionary forces according to the two competencies. Also, classifying the character qualities categorized as five classifications
3. Applying the trustworthiness of the data by asking friends and a lecture to check the data to support the analysis the data
4. Describing and interpreting the data in order to answer the formulation of the problem
5. Drawing conclusion.

F. Data Trustworthiness

It is important to validate the result of the research for influences the finding and the analysis because if the data are not valid, the analysis will not be reliable.

According to Lodico, Dean and Katherine (2010), the criteria to evaluate qualitative study include credibility, dependability, conformability and transferability. Therefore, those four major areas and type of evidence were applied in this research.

Credibility refers to whether the participants' perceptions of the setting or events match up with the researcher's portrayal of them in the research report. A deep observation on the selected data was done carefully in order to achieve the credibility. The credibility was got through the triangulation technique. Moleong (2007:173) states that credibility can be used to achieve the validity of the data, the researcher carried out deep and detail observation on the data, so the data could be regarded credible. In addition the data research was also read and re-read carefully and comprehensibly until the data were in accordance with the research questions certainly.

In triangulation technique, source and theories were used in this research. The sources were the dialogues in the course book entitled *Pathway to English for Senior High School Grade XI: General Programme*. Then, this research referred the theories of pragmatics, speech acts proposed by Searle, context indicated by Holmes, core and basic competencies formulated by The Ministry of National Education, five classifications of character qualities identified by Aqib and Sujak, and textbook defined by Nemati, Brown and Suharta. Those were the theories referred in this research.

In addition, to gain the dependability, selected dialogues were carefully examined. The dialogues had to be coherent with the research questions. Therefore, the process of collecting the dialogues and analyzing them were examined by matching the research questions by the result of the data collection. Then, all selected dialogues were checked and corrected by the supervisor to achieve the conformability.

Then, the data validity of the research was done by doing the observation of the data, doing the triangulation with friends and doing consultation to the expert to get the legality of the data. Related to the triangulation data, this research was checked by two students of English Language Education Department who have interest in linguistic field, named Fitriana Sulistyaningrum and Nurhidayah Permata Nurani. Then, the data form was also examined by the supervisor, Dr. Margana, M.Hum., M.A. This research data validity was expected to give advantages to the accuracy of the findings.