Chapter III

Research Methodology

This chapter discusses the method used by the writer in the research to find out the answer of the research questions stated in Chapter 1. The writer divides this chapter into three section; respondents of the study, data collection procedures and data analysis.

Although there has been a lot of linguistic research on request speech acts, there is limited research on realization requesting speech acts in demanding fulfillment of promises in Indonesian. This study attempts to find the most common patterns/strategies of request used by Indonesian and the influences contributed by speaker's educational background in the realization of requesting speech act in demanding fulfillment of promises in Indonesian.

3.1 Respondent of the Study

Linguistic research is different from other types of survey. Sankoff (1980) as cited in Milroy (1987) believes that the different lies on fact that linguistics behavior is more homogenous than many other types of behavior studied through a survey like television program or newspaper column. Something which was important from Sankoff suggestions is that researchers on linguistic have to define sampling universe, construct stratification for the sample and fix the sample size.

One of the aims of this study is to investigate the patterns of requesting speech act in demanding fulfillment of promises in Indonesian. Students of Indonesia University of Education are selected to become population of this study. To obtain adequate samples for this study, the writer adopted a judgment sampling; a judgment sampling based on the researcher's own judgment rather than any other principles of random selection. Here the principle as reasons in choosing judgment sampling, proposed by Sankoff cited in Milroy (1987):

(i)   The samples used in linguistic surveys are in general demonstrably not technically representative, and to claim that they are leaves a researcher open to quite proper academic criticism

(ii)   Relatively small sample (too small to be considered technically representative) appear to be sufficient for useful accounts of language in large cities.

The writer therefore had to set up the characteristics of the sampling before selecting the sample, because this study adopted judgment sampling.

Educational background and length of study are significant in this present study. Therefore the writer decided to take higher grade of student, e.g. the students of who were enrolled in 2004, to get involved in this investigation. Their length of their study in each major (e.g. technical science, sport and health, physics, etc.) can be a guarantee to refer to interaction with the environment of study. The writer believes that they have interacted with their colleague and have had good understanding in Indonesian.

However, in order to find variability in educational background of the sample, the writer then took the students who have interacted with their environment study 2 years or at least enrolled in or prior to 2005. There were 60

students of Indonesia University of Education enrolled in or prior to 2005 who the writer selected as respondents. 54 are the questionnaires which were returned of the total of 60 questionnaires distributed. This was caused by some potential respondent refused to take apart or he/she did not return the questionnaire. The 54 respondents who returned the questionnaire are 14 pairs student of hard sciences study and 13 pairs student of humanities study.

The number of questionnaire that was distributed to respondents classified based on their educational background can be seen in the following figure:
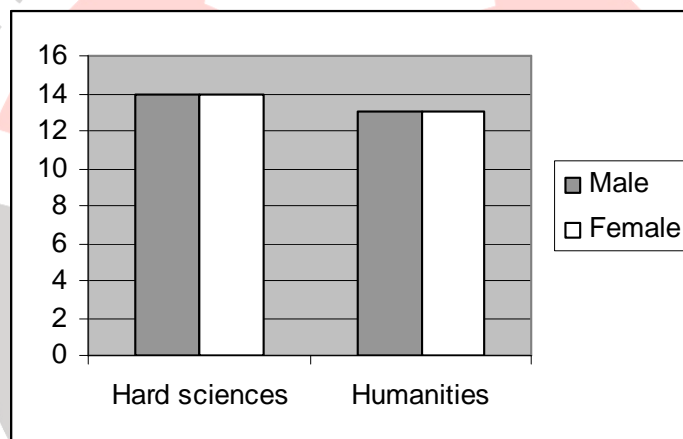

Figure.1 Number of respondent classified based on their educational background.

The writer knows that representativeness always prevails in the sampling procedure of a study. In order to justify it, the writer tried to refer to Sankoff (1980) who claimed that linguistic research doest not need a large sample and it based on his argument that linguistic behavior is more homogenous than many other types of behavior studied by survey. In addition, Labov (1972) claimed that research on linguistics variables needed only five to ten samples for each cell. He also estimated a larger sample to independent variables, but to study

sociolinguistic variation it may not be necessary. The notion is mutual accord with Sankoff's.

3.2 Data Collection Procedures

3.2.1 Constructing the Instrument

Preceding the development of an instrument, matrix was created in order to help the writer in creating the situations in the questionnaire. The matrix contained information about the situation, the speaker, the hearer, the hearer's gender, the setting, the power, the social distance, ranking of imposition, and the weightiness (See Table.1). The writer also calculated the weightiness by using formula which was mentioned in the previous chapter.

Light initiations   : 1 - 3 points
Medium initiations   : 4 - 6 points
Heavy initiations   : 7 - 9 points

.

The main instrument for collecting data of this present study was Discourse Completion Test (DCT). The DCT was initially proposed by Blum-Kulka in 1982 for investigating and analyzing the speech act realization of native and non-native Hebrew, and later spread out to investigate other speech act realization such as study of request, apology, complaint, refusal, and suggestions. The DCT consists of incomplete discourse sequence presenting a short description of the situation, the setting, the social distance between speaker and hearer, and the social status or power of the respondent. In designing the situations contained in the matrix, the writer searches situations which were real and close to student's life activity in order to get natural data. For instance:

At the University
Ann missed a lecture yesterday and would like to borrow Judith's note.
Ann   : _____
Judith : Sure, but let me have them back before lecture next week.
(Blum-Kulka 1989: 14)

In this present study, the writer adapted another method which is also proposed by Blum-Kulka (1989: 251). Here the example:

Original question:
Jack missed a class the day before, and would like to borrow Judith's note.
Jack   : _____
Judith : Sure, but let me have them back before class next week.

Revised question:

Jack, a student, was sick and missed one of the classes of course he is enrolled in. He would like to borrow another student's notes. The other student's name is Judith. Imagine you are Jack. What do you say to get Judith to lend you her notes for the class you missed?

In the example above we can see that respondents were regarded to act as another person. In this recent study the respondents were asked to complete the question and imagine that the situation was real. The DCT used for this study consist of nine situations. The respondents were asked to read the short description of each situation in the questionnaire and write the response in the space provided as they like. (See Appendix 1 for the complete version of the DCT)   For instance:

Adik kelas Anda (laki-laki) berjanji akan mengembalikan flash disk yang dia pinjam tadi pagi pada jam makan siang di kantin. Setelah pukul 14.15 ternyata dia belum juga mengembalikannya, padahal dalam flash disk tersebut ada tugas akhir yang harus dikumpulkan paling lambat pukul 15.00. Setelah dicari, Anda mendapatinya sedang mengetik di rental komputer. Dalam situasi seperti ini, apa yang Anda katakan agar flash disk dikembalikan?

(Your junior (male) promised that he would return *flash disk* he borrowed this morning at canteen in lunch time. The time was 2.15 p.m, he had not returned it. In the *flash disk* there was your final assignment which must be submitted at 3.00 p.m. You find him at the computer rent. In this situation, what will you say in order to get your *flash disk*?)

_____

3.2.2 Advantages and Disadvantages of the DCT

Using the DCT as instrument in research has several advantages. As suggested by Aziz (2000:49) the reason why the writer chooses DCT is because DCT holds the efficiency of time and effort so that we can gather a very large

corpus. This means that we can obtain a many respondents as possible from various level of subject. However, respondent have to face with some situation that are not common in their daily life. Another problem which appears was we do not know even if they write as natural as they do in each situation or no, although both speaker and hearer are native of Indonesian.

The DCT has advantages and disadvantages. Beebe and Cummings (1985) as cited in Aziz (2000) proposed the advantages and disadvantages of DCT which can be seen in Table 2.

Advantages and Disadvantages of the Discourse Completion Test	
DCT is a highly effective tool of	DCT responses do not adequately represent
1. Gathering a large amount data quickly	1. The actual wording used in real interaction.
2. Creating an initial classification of semantic formulas that will occur in natural speech	2. The range of formulas and strategies use (some, like avoidance, tend to be left out).
3. Studying the stereotypical, perceived requirements for a socially appropriate (though not always polite) response.	3. The length of response or the number of turns it takes to fulfill the function.
4. Gaining insight into social and psychological factors that are likely to affect speech and performance.	4. The depth of emotion that in turn qualitatively affects the tone, content, and form of linguistic performance.
5. Ascertaining the canonical shape of refusal, apologies, parting, etc., in the minds of the speakers of that language.	5. The number of repetitions and elaborations that occurs.

	6. The actual rate of occurrence of a speech act – e.g., whether or not someone would naturalistically refuse at all in a given situation.

Table.2 Advantages and Disadvantages of DCT

(Beebe and Cummings 1985 in Aziz 2000)

3.3 Data Analysis

The data in this study were categorized based on the answer in the questionnaires, type of request. The writer analyzed the data use the framework which was adapted from Blum-Kulka (1989) and Searle (1969). For the first step, it was classified based on the types of *head-act* and the *supportive moves*. A *head acts* is "the part of the sequence which might serve to realize the act independently of other elements" (Blum-Kulka 1989: 17). The other elements which occur either before or after head act, are called *supportive moves*. For instance:

(3a) "Pay the bill!"
 This utterance exemplifies the *head- act (mood derivable)*

 (3b) "You said you will return my book today, can I have my book now?"

The utterance "can I have my book now?" is classified as *head-act* and the other one as *supportive moves*. Two utterances above are the category of a request- which described that the speaker wants the hearer to do something for him/her. If the responses did not consist of *head-act* or *supportive moves*, for example; *"you have borrowed my book for 3 days"*, we can use Illocutionary Force Indicating

Devices (IFIDs) which proposed by Searle (1969) to analyze this utterance. The utterance cannot be readily interpreted through the locution. By using IFIDs, we can interpret that the speaker wants the hearer return his/her book.

In this study, the *head-act* and *supportive moves* by Blum-Kulka were combined with IFIDs to analyze each requesting speech acts in demanding fulfillment of promises in Indonesian. For instance:

(3c) *"Maaf Bu, katanya Ibu akan memberikan hand out buat bahan ujian minggu depan. Bisa saya minta hand out-nya sekarang?"*
 (I'm sorry Mom, you said you will give me hand out for the examination which will be held next week. Can I have the hand out now?)

The utterance was made in order to demand fulfillment of lecturer's promise on giving a hand out. We can see that the *head act* of this sentence is "Can I have the hand out now?" and the other one as *supportive moves* which give the speaker's reason to ask hand out. Not all realization of demanding fulfillment of promises contains *head act* and *supportive moves,* for example:

(3d) *"Maaf, Pak. Sekarang hari terakhir pekan remedial. Apakah akan dilaksanakan atau diundur lagi?"*
(I'm sorry Sir, today is the last day of remedial test. The test will be held or delayed?)

We cannot consider that the utterance as a usual statement, by using IFIDs this utterance can be interpreted as the requesting speech act which was made by the speaker in order to ask hearer to hold the remedial test. The analysis which had been explained above will be used to analyze all realization of requesting speech act in this study.

3.4 Concluding Remarks

This chapter has discussed the respondents of the study, data collection procedures, and about DCT. Fifty four students of Indonesia University of Education have been selected as respondent of this recent study. They were categorized based on their educational background and enrolled in 2005 or before under the assumption that they have interacted with their environment study for long time.

There is matrix which was made in order to help the writer in designing instrument of this study and the discussion in using Searle (1969) and Blum-Kulka (1989) frameworks on request speech acts to analyze the data. The illustration, complete analysis, and finding on collected data will be discussed in the next chapter.