

CHAPTER III

RESEARCH METHOD

This chapter presents the procedures which include research design, data collection and data analysis to answer the problems of the study. The data collection section elaborates subject of the study, data source and data collection technique. The data analysis describes how the data are analyzed by applying the theories that have been reviewed in the second chapter.

3.1. Research Design

This study primarily used a descriptive qualitative method because it fitted satisfactory in elaborating the subject's responses to indirect speech acts performed by a three-year-old boy in an Indonesian family. In addition, a qualitative method can be used to describe data in the form of words to be analyzed to answer the research questions. According to Maxwell (1992), qualitative researchers depend on a diversity of understanding and corresponding types of validity in describing, interpreting, and explaining phenomena.

In particular, this research is a case study for the reason that the field of the study is narrowed down into one easily researchable topic, i.e. involving a three-year-old boy of an Indonesian family to investigate his response to indirect speech acts. The present study is different to Yuniarti's (2010) who involved 15 pre-school children to investigate their comprehension and production on the directive speech acts (DSA). Although the analysis of the present study, which is presented in chapter four, cannot be generalized, it presents detailed information of the processes and results of the subject's response of indirect speech acts. Brown and Rodgers (2002) along with Duff (2008) argue that a case study involves an intensive, in-depth study of the environmental interactions between individuals in natural contexts and from the point of view of the subject. This study involves individuals, namely the subject and interlocutors.

3.2. Subject of the study

The subject of this study was observed when he was interacting with people surrounding, namely mother, father, grandmother, and aunt, in daily life. As a case study, it involves an individual language learner to answer the research questions (Duff, 2008). In particular, the present study reveals how a three-year-old boy responded to indirect speech acts and what kinds of responses appeared in the conversations.

A three-year-old boy was chosen based on an assumption that he has acquired pragmatic competence. According to Ninio and Snow (1996, cited in Dardjowidjojo, 2000), nonverbal communications performed by a child, such as weeping and laughter, show that they have acquired pragmatic competence. Dardjowidjojo's (2000) subject has been able to perform these abilities since she was five-week-old. In addition, it is said that the ability to give something to the right person also reveals that a child has been able to perform pragmatic competence (Dardjowidjojo, 2000). Moreover, Brumark (2010) says that a three-year-old child has been able to respond and produce indirect speech acts both grammatically and pragmatically.

The subject is an Indonesian boy named RA (initial name), who was born three years ago. His mother is an Indonesian woman who acquired Sundanese as her L1. Living in Semarang, Central Java for more than five years, she is able to speak Javanese. However, RA's father is a Javanese man who lives in Bandung for more than ten years so he can speak Sundanese better than Javanese, although he uses an informal variety. Coming from two different language backgrounds, RA's parents communicate in colloquial Bahasa Indonesia to their son. Being surrounded by people speaking Sundanese in their daily lives, the Indonesian dialect he speaks is sometimes mixed with Sundanese. The following conversation describes how mother talks to the subject:

Setting: at the subject's house, in the morning

Situation: mother was in a hurry because she would go to the office. Unfortunately, the subject cried and did not allow his mother leaving.

R : *Mamam ga boleh kerja* (crying).
'*Mamam, please, don't go to work.*'

- M : *Mas Ray jangan nangis aja atuh, kan ada Ambi sama Enin. Besok Mamam libur.*
 ‘Mas Ray, please, don’t cry. Ambi and Enin will be here for you. Tomorrow I have a day-off.’

It can be seen from the conversation above, that the subject and his mother prefer to speak in Indonesian but sometimes mixed it with Sundanese. The following conversation shows how the subject performed a perlocutionary acts in Bahasa Indonesia combined with Sundanese:

- Setting: Grandmother was annoyed with chickens that throw dirt anywhere.
- E : *Aduh, ini ayam teh ee di mana aja ya!*
 ‘Oh my God, chickens throwing dirt anywhere!’
- R : *ayamnya dijual aja ya nin, kasih ke olang. loki juga suka dimalahin sama Mas kalau ee di mana aja. Kata mas teh: eh, loki! Jangan ee di mana aja! Nanti dikasihin ke orang geura!*
 ‘Why don’t you sell the chickens? I used to be angry with Rocky if he threw dirt anywhere. I said, Rocky, don’t throw dirt anywhere! Otherwise I give you to someone else.’

3.3. Data Collection Procedures

The data collection mainly used an elicitation method. It was conducted to allow the subject to speak actively (Richards and Schmidt, 2002). According to Sakarya (2011), elicitation method can be accomplished by recording and taking notes. In this study, the recorded conversations and notes were taken until the data were sufficient to be analyzed, or when the subject gave responses to indirect speech acts in the various forms, both declarative and interrogative. In particular, the data were obtained from the conversations involving the subject, in informal settings. Therefore, indirect speech acts given to the subject were suited to the speech situations. The conversations, then, were transcribed and analyzed to answer the research questions.

3.3.1. Elicitation Technique

An elicitation technique is a method applied to obtain data directly from the subject (Nunan and Bailey, 2009; Richards and Schmidt, 2002). Nunan and Bailey (2009) add that by applying this technique, researchers are involved in the subject’s

activity. Thus, the researchers do not just observe the subject. There are four types of elicitation procedures, namely interviews, questionnaires, combining questionnaire and interview, and production tasks (Sakarya, 2011).

This study employs production tasks. According to Sakarya (2011), production task is used to collect data from a language learner in order to investigate language development of the subject. Production tasks also vary; there are discourse completion tasks (DCT), role-plays, tests used as elicitation procedures, picture description tasks, and using tasks to investigate negotiation of meaning (Sakarya, 2011). This present study used tasks to investigate negotiations of meaning as a method to explore the subject's understanding to indirect speech acts by analysing the response.

However, Sakarya (2011. pp.46-47) mentions some advantages and disadvantages of elicitation techniques as listed in the table below:

Table 3.1 Advantages and disadvantages of elicitation techniques

Advantages	Disadvantages
1. Two or more techniques can be combined and use as triangulation method. For example, interview combined with questionnaire.	1. Other relevant issues may be ignored by determining in advance what is going to be considered relevant.
2. Elicitation techniques provide large amount of data in shorter time than naturalistic method.	2. It may not be certain whether the results obtained are because of the elicitation devices employed.

Despite the fact that elicitation technique has its weaknesses, it is believed that elicitation technique can maximize contributions in finding the answers for the research questions of the present study.

In this study, recorded conversation and note taking were used to obtain the data. The justification of how these two methods conducted is explained in the following sections.

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3.3.2. Recorded Conversation

There were 15 conversations recorded for this study taken at the subject's grandmother's house in the morning, afternoon, and evening. The following settings and situations have been recorded to gather the data:

1. Setting : at aunt's bedroom, in the morning.
Situation : The child was playing toys with his aunt. Suddenly, the aunt got stomachache.
2. Setting : at the grandmother's house, in the morning.
Situation : Grandmother was annoyed with chickens defecating anywhere.
3. Setting : at grandmother's house, in the morning.
Situation : Grandmother has just finished washing clothes and would dry them.
4. Setting : at grandmother's house, in the afternoon.
Situation : His mother has just bought a delicious food and wanted to give him.
5. Setting : at grandmother's living room, in the evening.
Situation : The child was playing a spoon and a cup of tea. He dripped tea on the table, so it is wet. Aunt tried to forbid him.
6. Setting : in grandmother's dining room, in the afternoon.
Situation : Aunt was looking at her nephew who is eating cracker whose stock was limited but she wanted to eat that cracker too.
7. Setting : at grandmother's dining room, in the afternoon.
Situation : The child was looking at his aunt who is eating bread. He wanted to eat that bread too but the stock was limited.
8. Setting : at grandmother's living room, in the evening.
Situation : The child was talking with his grandmother living in Bandung, the same city with the subject, by phone. They have been losing contact for a long time.
9. Setting : at aunt's bedroom, in the afternoon.

- Situation : The child took his aunt's pen and used it to scrawl on a piece of paper.
10. Setting : at aunt's bedroom, in the evening.
 Situation : The child and his aunt were busy playing toys. Suddenly, they heard something falling.
11. Setting : at grandmother's house, in the morning.
 Situation : The child wanted to go to the minimarket with his aunt but he has to wear sandals. Otherwise, he is not allowed to go.
12. Setting : at the subject's room, in the evening.
 Situation : His mother told him to go to sleep but his room should be cleaned up first.
13. Setting : in front of bathroom, in the morning.
 Situation : His aunt would take him to bath.
14. Setting : at grandmother's house, in the evening.
 Situation : The child was watching TV. His eyes were too close to the screen.
15. Setting : at grandmother's house, in the evening.
 Situation : The child was watching TV when his aunt approached and sat beside him. He trampled on his aunt's lap.

The conversations were recorded by using a hidden cell-phone because the subject did not speak if he knew that the cell-phone was used to record his utterances. Indirect speech acts used by interlocutor in this conversation were suited to the setting and situation. For example, when the subject would take a bath, his interlocutor asked him to take off his clothes by asking, *bisa buka baju sendiri kan?* 'can you take off your clothes?' Then, responses given by the subject were recorded before being analyzed.

3.3.3. Note Taking

The subject sometimes did not speak during the recording. Thus, notes were also taken to record the subject's responses. Unlike recording, note taking is easier

because it did not make the subject suspicious. In addition, it obtained larger amount of data than recording by making a note of conversation conducted between the subject and his grandmother, aunt, mother or father. Therefore, the more indirect speech acts were heard and responded by the subject, the larger amount of data were collected by taking notes.

3.4.Data Analysis

Having been collected, the data were analyzed based on the theories reviewed in chapter two. There were several steps to analyze the data in order to reach the goal of this study. First, the collected data were classified based on the utterance given to the subject. Second, the data were analyzed in terms of rank of imposition (Rx), proposed by Brown and Levinson (1987) and its relation to the locution, illocution and context to discover response to indirect speech acts produced by a three-year-old boy. Finally, the results of response of indirect speech acts by the subject were presented in a table.

3.4.1. Locution and Context

As has been mentioned above, the data were classified based on the locution before they are analyzed. The next step was analyzing the relation between locution and context of each conversation. Richards and Schmidt (2002) argues that “the context often helps in understanding the particular meaning of utterances (p. 116).” For example:

16. Setting : at the subject’s bedroom.
 Situation : The child was playing toys with his aunt. Suddenly, the aunt got stomachache.
 A : Aduh, Ambi sakit perutnya!
 ‘Ouch, I got stomachache!’
 R : mpup dulu atuh
 ‘You’d better defecate first.’
 (Situation 1)

In this context, the utterance *aduh, ambi sakit perutnya!* ‘Ouch, I got stomachache!’ was intended to urge the subject to allow the interlocutor to leave him for a while.

3.4.2. Illocution, Rx, and Response

After analyzing locution and context, the next step was to examine how ranking of imposition (Rx) of the illocution influences the response performed by the subject. Section 3.4.1 above has implicitly mentioned that asking permission to leave the subject for a while is the illocution or meaning intended by the interlocutor. Rx (ranking of imposition) of this illocution is heavy because of its urgency. The subject probably thought that the only thing to cure stomachache was to empty the bowels or something disgusting would happen if he did not allow his aunt leaving. Consequently, the subject allowed the interlocutor by saying, *mpup dulu atuh* 'You'd better defecate first.' By saying this, the subject understood the illocution of the utterance spoken by the interlocutor. The analysis of each data will be presented further in chapter four.

3.4.3. Distribution of The Subject's Response

The distribution of the subject's response to indirect speech acts was divided into two sections; accepting and rejecting. These two kinds of responses were separated into two parts, namely verbal and nonverbal. The distribution was presented in a table which contains types, forms, and strategies of response performed by the subject. Then, frequencies of the strategies were counted to determine which strategies appear mostly. The distribution of the subject's responses will be presented further in chapter four.

3.4.4. Concluding Remarks

This chapter has presented the method of the research, which includes overview of the methodology, respondents of the study, data collection procedures, and data analysis as the guide to the research. The next chapter will present findings and discuss the data that have been obtained.

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