CHAPTER III

RESEARCH METHODS

This chapter discusses the procedures of the research which are used to examine types of speech acts used by the speakers to terminate a contract of relationship and to investigate how the contexts influence the speech act types used by the speakers. This includes the research design (3.1), participants of the study (3.2), data collection (3.3), and framework of data analysis (3.4). Finally, this chapter presents concluding remarks (3.5).

3.1 Research Design

This research used a descriptive-qualitative method because the aims of the research are to describe a phenomenon on speech act and to interpret the way the contexts that influence speech act types. Moreover, the data of the present study are in the form of texts. Therefore, a descriptive-qualitative method is suitable for the present study. This is as suggested by Vanderstoep and Johnson (2009) that a descriptive-qualitative method is research which describes the point of view of the participants on the research thoroughly and relies more on text rather than number to describe the phenomenon under study.

3.2 Participants and Contexts of the Study

The participants of the present study were 15 female students and 15 male students of English Language and Literature Program of English Education Department 2011. The participants were chosen purposively. This purposive sampling allows the researcher to select the participants of the study according to preset criteria. The participants were chosen with the educational background reason that they had taken some subjects related to linguistic and communicative competence. Actually, there were 17 male students of English Language and

Literature Program, but two of them are dropped the course. This made the number of male participants become 15 persons. In order to make an equal number of the participants, 15 female participants were also involved the research. The female participants were given the questionnaire randomly because the number of female students in English Language in Literature Program is more than 15. The first 15 female participants were voluntary to involve the research.

With regard to the context of the study, there were 14 situations used in this study. The situations related to the contract relationship of college students daily life, i.e scholarship contract, business contract, working contract, room rent contract, etc. The focus of the research is to find out the realizations of the speech act types in the particular discourse spoken by the college students.

3.3 Data Collection

This section explains the source of data and procedure of data collection which is elaborated further in the following.

3.3.1 Source of Data

The data for this study were gained through questionnaire. The questionnaire consists of Written Discourse Completion Task (WDCT).WDCT is one of six types of Discourse Completion Task (DCT) suggested by Parvaresh and Tavaloki (2009). Further, they add that the WDCT requires the participants to read a written description of a situation and then ask them to write what they would say in that situation. The WDCT was chosen because the present study aimed to categorized kinds of speech acts, where the WDCT can provide the data for the speech act realization. The WDCT consists of the specific explanation of 14 contexts that represent the socially differentiated context of various contracts which are happened around the college student life.

Before creating the descriptions that represent socially differentiated context in the WDCT, the formulation was designed as a guideline. The

formulation contains information about the situation, the speaker (S), the hearer (H), the setting (L), the power (P), the social distance (D), rank of imposition (I), and the weightiness (Wx) (See Appendix A). Below is the formulation of the Weightiness (Wx) initiated by Brown and Levinson (1987).

$$W_x = D(S,H) + P(H,S) + R_z$$

Each variable on the formulation has value for each degree. Below is the value of each variable:

- Power (P) : Lower: -1, Equal: 0, Higher: 1
- Social Distance (D) : Close : 1, Casual : 2, Distant : 3
- Ranking of imposition (R) : Low : 1, Mid : 2, High: 3

According to those value, the Weightiness (Wx) will be various in the range of 1 to 9. After measuring the value on each variable, the present study will classified the Wx into the following level:

Light : 1-3 points

Medium : 4-6 points

Heavy : 7-9 points

The formulation of WDCT was presented in the form of description. The following is one example of the description of the formulation in this present study (See Appendix B for the complete version of the WDCT).

Situation 1
You have taken some subjects for this semester. After two weeks, you are informed that the schedules for some subjects have been changed. This has resulted in some classes in your schedules. You want to cancel a subject. What would you say to the lecturer to let you cancel a subject?

You:

_____

_____

_____

_____

_____

Furthermore, the procedure of data collection is presented below.

3.3.2 Procedure of Data Collection

There were some procedures which were conducted in order to collect the data of the research as in the following:

1. Formulating the WDCT for the questionnaire.
2. Distributing the WDCT to the participants.

After discussing about the procedure of data collection, the following section is the discussions of framework of data analysis.

3.4 Framework of Data Analysis

After all data were collected, there were some stages of the data analysis. First, the WDCT questionnaires were analyzed to discuss the locution and illocutionary force. Below is the example of the first step of data analysis in the present study which provides the answer from female participants in context number 1.

> [Female 8 Context Number 1]: "Mom, actually, I take your subject for this semester, but unfortunately I have to cancel the subject because suddenly the schedule of some subject are changed"
>
> I.   Locution: Mom, actually, I take your subject for this semester.
>   Illocution: to inform the lecturer that the speaker take the subject for this semester.
>
> II. Locution: I have to cancel the subject because suddenly the schedules of some subject are changed.
>   Illocution: to inform that the speaker decides to cancel the subject due to the schedule.

From the locution, it can be seen that there is illocutionary force that the speaker is going to cancel the subject. It is not only the explanation about the schedule which is changed, but there is a specific purpose which is to inform the lecturer that the student is going to cancel the subject.

After analyzing the illocutionary force of the discourse uttered by the participants, the researcher continued the research to the next step which was to

categorize the speech act based on Searle's (1976) theory. The writer used the numbering method in investigating the speech act types. The numbering method was used to make the investigating process easier. There were five numbers used in this step. Each number presents each types of speech act. There were number (1) to show Representatives, (2) to show Expressives, (3) to show Commisives, (4) to show Directives, and (5) to show Declaratives. The number was put at the end of the sentence. Below is the example of the numbering method used for the present study. The data were taken from context number six by male participant.

> Ma'am, Alhamdulillah I have graduated now, and I got a job in Tasik (1). I think I will go back there (3). And about the money for the room, if it is possible, may I get the half of it? (4) Since for this year I just used it for 6 months (1). Thank you (2).

After classifying the speech act types, the third step of data analysis was examining the influences of the social variables toward the speech act types. Since speech acts cannot be separated from the concept of threatening or saving someone's face, the present study also elaborated the finding of the influences of the social variables toward the speech act types with the concept of *face* proposed by Brown and Levinson (1987). Finally, all the findings were interpreted for conclusion.

3.5 Concluding Remarks

The research methodology of the present study has been discussed in this chapter. Thirty students which consist of 15 female and 15 male students of English Education Department have been involved as the participants on the present study. The participants were chosen with the assumption that they have linguistic and communicative competence.