

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter covers the information of the research methodology which consists of: (1) Research Design; (2) Source, Form, and Context of Data; (3) Data Collection, and (4) Data Analysis. This chapter is used to explain the research methodology chosen in this present research in more detailed in order to answer these aforementioned research questions: (1) What types and functions of speech acts are performed by the characters in the dialogues contained in “When English Rings a Bell” for junior high school grade VII; (2) What are the components of context of dialogues contained in “When English Rings a Bell” for junior high school grade VII?; (3) Do the speech acts and contexts of the dialogues in the textbook match the expected pragmatic elements of the Core and Basic Competence of Curriculum 2013?

#### **3.1 Research Design**

This research study was guided by the evaluation research as the research design. Since this study aimed at collecting and analyzing the data from the quality of pragmatics features contained in the spoken texts, particularly focusing on dialogues in the textbooks, the evaluation research was considered to be an ideal guiding framework used in this thesis. Evaluation research was also seen as the “systematic process of collecting and analyzing data about the quality, effectiveness, merit, or value of programs, products, or practices” (Gay, Mills, & Airasian, 2009, p. 17). Therefore, this research study was focused on the overall quality of pragmatics features of the English student’s book in order to decide whether the Government’s product needed to be modified or not in any way so that the objectives of Curriculum 2013 might be achieved more effectively along with the pragmatic competence as Gay, Mills, and Airasian (2009) thought that this kind of assessment or evaluation was valuable to assist the researcher in making further effective decision about the program or products.

Likewise, this present research had also similar characteristics to a case study. First, like a case study, it was carried out in “a small scale” (Stake, 1985, pp. 278) in which it focused on the analysis of an English textbook used in Indonesia. In this way, it focused on the pragmatic features provided in the textbook as “a particular phenomenon under investigation to understand a specific problem” (Gay, Mills, and Airasian, 2009, p. 427). Second, this research used evaluation in obtaining the data of the pragmatic features which was similar to the case study as Malik and Hamied (2014, p. 268) had stated that the case study approach was “now commonly used evaluations”. Third, like a case study, the results of the research might be used “to improve conditions or practice for that particular case” (Heigham & Croker, 2009, p. 73) which, in this case, the quality of the textbook might be improved especially in the pragmatic inputs. Thus, this research study was also guided by the case study approach, especially in the technique of collecting and analyzing the data.

Overall, the research was conducted qualitatively since it would describe the results of the analysis of the dialogues performed by the characters presented in the textbook in order to identify pragmatics features which were focused on speech acts and components of contexts as well as those which were implicitly stated in the Core and Basic Competencies of Curriculum 2013. Since “the qualitative analysis in the textbook applied less strict methods which rely more on the reviewer’s own value system and understanding of the text itself” (Pingel, 2010, p. 68) and involved “the researcher as the key instrument of the research” (Creswell, 2007, p. 184), the researcher herself, therefore, played the roles as the designer, the data collector, the analyst, the interpreter, and the reporter of the findings of the research. Furthermore, cross-checking by the linguistic expert was done as the attempt to maintain the validity of the findings in this thesis.

### **3.1.1 Justification of the Theoretical Frameworks**

In response to the importance of pragmatic features in English textbook, the present research was focused on investigating speech acts and components of contexts of dialogues. The focus of the research was chosen due to several

reasons. First, understanding the types of speech acts and its function was helpful for students in enriching their pragmatic knowledge. Second, knowing the components of contexts of dialogues was important because it could avoid misunderstanding in using the language. Furthermore, there was a tendency that the learning materials such as dialogues included in the textbook especially in the newest version of Curriculum 2013 would be varied in terms of speech acts and contexts.

Therefore, there were two fundamental theories used to analyze features of pragmatics presented in the present research. They were Searle's (1979) classification of speech acts and Holmes' (1992) components of contexts. Meanwhile, the Core and Basic Competencies of Curriculum of an English subject

The theory of speech acts proposed by Searle in 1979 about the classification of speech acts was chosen as the framework to explain types of speech acts embedded in the dialogues within the textbook. As it had been mentioned before in chapter 2 that Searle's (1979) speech act theory explored the theory proposed by Austin in which the details of its categories were described further in the sub-categories or functions of speech acts such as stating, requesting, greeting, promising, and etc. Moreover, Searle's (1979) classification of speech acts was still meaningful in giving its contribution to the recent research related to the speech acts contained in English textbooks (e.g. Ali & Javad, 2017; Moradi, Karbalael, & Afraz, 2013; Nourdad, Mohammadnia, & Khiabani, 2016; Ulum, 2015; Vaezi, Tabatabaei, & Bakhtiarvand, 2014).

Secondly, in term of the context, the theory of Holmes (1992) was helpful to explain why people spoke in different ways. It was because in any particular context, there were four components that influenced the linguistic choices of the speakers: (1) the participants, (2) the setting or social context of the interaction, (3) the topic, and (4) the function. These four components were useful in analyzing the context of the utterances because pragmatics studied the ways that context affected meaning (see in Ardhiani, 2014; Indah, 2015). Furthermore, Karthik (2013) emphasized the importance of components of context in understanding the context of the utterances.

## 3.2 The Source, Form, and Context of the Data

In this sub-section, the source, form, and context of the data in the present research are explained in more detailed as follows:

### 3.2.1 The Source of Data

A students' English textbook entitled "When English Rings a Bell" for Grade VII (seventh) of junior high school, 3<sup>rd</sup> edition (revised version), was chosen as the source of the data in the present research. The textbook authored by Siti Wachidah, Asep Gunawan, Diyantari and Yuli Rulni Khatimah was published in 2016 as the revised edition of the previous ones in 2013 (1<sup>st</sup> Ed.) and in 2014 (2<sup>nd</sup> Ed.). The textbook was revised because there were some changes in the core and basic competencies of the English subject in Curriculum 2013. Therefore, the chapters of the textbook were reduced from 12 (the previous one) to 8 (the current one). The new or revised version of the textbook, then, consists of eight chapters to be learnt in one year of learning. Each chapter discusses a different topic which can be seen in figure 3.1 as follows.

|                      |  |     |
|----------------------|--|-----|
| <b>Chapter I.</b>    | Good morning. How are You? .....       | 1   |
| <b>Chapter II.</b>   | It's Me!.....                          | 21  |
| <b>Chapter III.</b>  | What Time Is It? .....                 | 37  |
| <b>Chapter IV.</b>   | This is My World .....                 | 59  |
| <b>Chapter V.</b>    | It's a beautiful day! .....            | 99  |
| <b>Chapter VI.</b>   | We love what we do .....               | 127 |
| <b>Chapter VII.</b>  | I'm Proud of Indonesia! .....          | 149 |
| <b>Chapter VIII.</b> | That's what friends are supposed to do | 177 |

Figure 3.1 Topics of the Chapters

The textbook was chosen because of three main reasons. First, the textbook had been prepared by the Government as the learning materials to achieve the objectives of Curriculum 2013. Therefore, the textbook was automatically widespread to be used for all students of junior high schools in

Indonesia, especially those in the seventh grade that had already applied Curriculum 2013. Second, the textbook was distributed for free by the National Ministry of Education to all junior high schools in Indonesia in order to achieve the equalization of education through the same learning materials and models. Last, the third version or the revised version of the textbook had been launched in 2016 and continuously would still need more feedback on its content especially in the pragmatics features.

The textbook is provided with the information of the lesson that students will learn in each chapter. Examples of the information of the lesson provided in chapter 1, 4, and 8 are available in figure 3.2 as follows.

|  |   |
|--|---|
| <p>Chapter 1<br/>Good morning.<br/>How are You?</p> <p>We will learn:<br/> <input type="checkbox"/> to greet<br/> <input type="checkbox"/> to take leave<br/> <input type="checkbox"/> to say thank you<br/> <input type="checkbox"/> to say sorry</p> | <p>Topic: Good morning. How are You?</p> <p>Learning Materials:<br/>           We will learn:<br/>           to greet.<br/>           to take leave<br/>           to say thank you<br/>           to say sorry</p> |
| <p>Chapter IV<br/>This is My World</p> <p>We will learn:<br/>to state things, animals, and public places around us.</p>  | <p>Topic: This is My World</p> <p>Learning Materials:<br/>           We will learn: to state things, animals, and public places around us.</p>  |

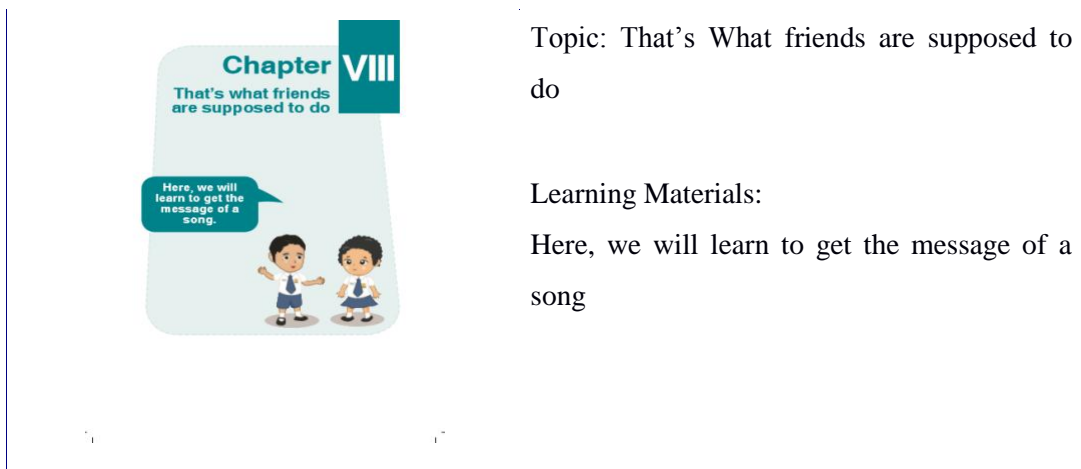


Figure 3.2 The Information of the Lesson Stated in the Chapter 1, 4, and 8

In figure 3.2, it can be seen that the authors have set the learning materials in every chapter of the textbook as the follow up of the implementation of Core and Basic Competencies of Curriculum 2013 for seventh graders of junior high school. More information of the learning materials of each chapter in the textbook is available in the appendix B.

### 3.2.2 The Form of Data

The data investigated in this present research was in the form of spoken texts, particularly in the form of dialogues. In the textbook, there are 89 dialogues found as the models of scripted spoken texts of the target language made by the local/non-native authors. The scripted dialogues contained in the English textbook under study are mostly presented in role plays and performed by characters with certain names or roles such as Siti, Lina, Dayu, Beni, Edo, Udin, Mrs. Rita, Father, Son, etc. which are visualized with the picture of the characters and the setting of time and place. However, not all of the dialogues are illustrated with the picture of the characters or the situation of the conversation as it can be seen in the examples of the dialogues provided in figure 3.3 as follows.

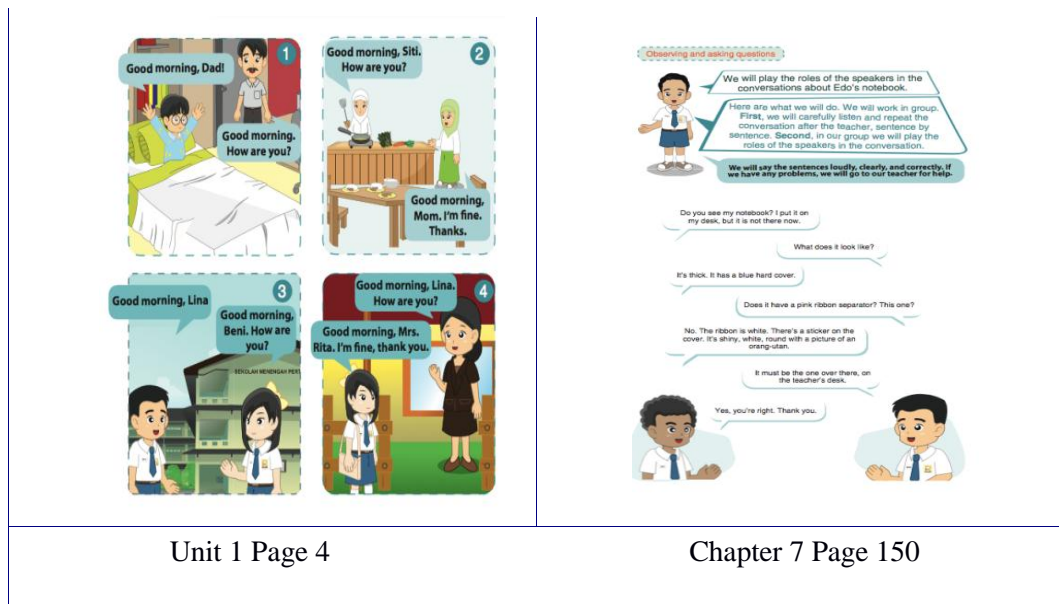


Figure 3.3 Examples of the Dialogues Contained in “When English Rings a Bell”

### 3.2.3 Context of the Data

The textbook investigated in the present research is widely used for seventh grade (VII) of junior high schools to learn the English subject in Indonesia. It is published as the follow-up of the implementation of the current National curriculum (Curriculum 2013) which supports the importance of learning English as Foreign Language (EFL) in facing the development of technology and globalization in the junior high school level, particularly at seventh (VII) grade. It is also composed to increase students' English language skills under the textual learning approach in spoken and written texts which considers English as a means to communicate, think, and feel in the daily or every day communication.

As the follow up of the implementation of Curriculum 2013, the textbook is emphasized firstly on the comprehension (knowledge competence) raising of the types, principles, and contexts of texts in order to enable students to understand the meanings contained in a text. Then, it is focused on presenting (competence of skills) the understandable information, ideas, thought, and

feelings contextually in the form of spoken or written texts, either planned or spontaneous, with the proper pronunciation and intonation.

Furthermore, the authors provide this textbook “When English Rings a Bell” as the minimum attempt that students have to do to achieve the competences demanded in Curriculum 2013: competences in attitudes, social, knowledge, and skills (see the details more in aforementioned Basic and Core Competence of English subject for seventh grade in the previous chapter). Therefore, the textbook requires students to search other learning sources in their environment and suggest teachers to provide the supplementary materials relevant to their social and natural environment. Thus, the textbook investigated in this study has an important role in assisting English language teachers in raising and adjusting students’ absorption competence in learning English as a Foreign Language in Curriculum 2013 through learning activities provided in the textbook.

### **3.3 Data Collection**

The data collection of this thesis consists of the description of the types of data collected, the instruments used to collect the data, and technical procedures to use the instruments in collecting the expected data.

#### **3.3.1 Types of Data Collection**

In line with the evaluation and case study, the type of data collected in this present research was qualitative data. The qualitative data derived from the description of information of the analysis of each pragmatic features—speech acts and context of situations—found in the analysis sheets.

#### **3.3.2 Research Instruments**

Although checklists have been used as the instrument to collect the data systematically and considered as “the most effective way of gathering the



comparable data systematically” (McGrath, 2002, p. 40), the instrument preferred to be used in the present research was analysis or check sheets. It is because evaluation and selection checklists are viewed as the instruments which require only the presence rather than the quality of various features (Pingel, 2010). Whereas, the quality of pragmatics features found in the utterances spoken by the characters in the dialogues of the textbooks, specifically on the speech acts, and context of situations as well as the relation of illocutionary forces to the Core and Basic Competence of Curriculum 2013, was also important to be analysed to answer the research questions addressed in this thesis. Therefore, analysis sheets were considered as the appropriate and suitable instruments in collecting the data, especially in real time and at the location where the data was generated, in order to investigate the quality of various features of pragmatics presented rather than merely to find the presence of various features of pragmatics.

The form of the analysis sheets or check sheets was typically designed in a blank form for recording the desired information as it was considered as the quick, easy and efficient form to present either qualitative or quantitative data (see more in Kollengode, 2010). The analysis sheets were developed based on three main features of pragmatics: (1) Searle’s (1979) classification of speech acts with its sub-categories (illocutionary forces); (2) Holmes’ (1992) situational contexts of dialogues. Meanwhile, the Core and Basic Competencies of Curriculum 2013 were used as a guide to find out whether or not pragmatic features contained in dialogues have gone in line with the Core and Basic Competencies of the current curriculum in Indonesia. Thus, the analysis sheets, in further, were divided into four areas of the analysis in order to answer the four research questions addressed in this research investigation.

Firstly, the analysis sheet was used to find out types and functions of speech act information contained in the dialogues were collected through Searle’s (1979) five classifications of speech acts: Representatives/Assertives, Directives, Commissive, Expressives, Declaratives, and were further categorized based on their sub-categories of speech acts (see appendix C). Secondly, the analysis sheet was about contexts of speech situation following the components of Holmes’

(1992) contexts: participants, the setting or social context of the interaction, the topic, and the function (see appendix D). Meanwhile, the document of the Core and Basic competencies of Curriculum 2013 for grade VII was used as the guidelines of the expected pragmatic elements in the textbook.

### **3.3.3 Technical Procedures of Data Collection**

In order to collect the qualitative data, the present research followed the case study approach in conducting the research as it was commonly used for evaluation (Malik & Hamied, 2014). Furthermore, in this thesis, since the source of data was derived from a document (an English textbook for seventh grade), the data collection was limited to the spoken texts in which pragmatic features commonly available in the textbook. Therefore, to get the data, the present research followed these following technical procedures:

- 1) Selecting the spoken texts contained in the textbook, focusing on all dialogues provided in the textbook understudy as the data being investigated in the analysis sheets.
- 2) Recording the data into the analysis sheets and taking some notes for further information needed.

### **3.4 Data Analysis**

In the data analysis, this research followed Gay, Mills, and Airasian's (2009) steps in analyzing qualitative research data: reading/memoing, describing, and classifying, and concerned with Richards' (2003, as cited in Heigham & Crocker, 2009) aspects of case study data analysis. The aspects of case study analysis mentioned include these seven general lists of procedures (ibid.):

- 1) Collect data.
- 2) Think about the data in relation to research project (speech acts and contexts).
- 3) Categorize (code) the data.
- 4) Reflect on the data (write notes, memos, comments, etc.)
- 5) Organize the data in different ways to find previously unseen patterns and connections.

6) Connect the emerging issues and themes to concepts and theories that may help explain them.

7) Collect more data, based on the directions suggested by previous analysis.

Due to the importance of ideas above, the first step in the data analysis conducted in this thesis, therefore, was to read and write memos about the dialogues being observed. The second step was describing the dialogues by defining the pragmatic features related to the research. The last step was to classify the data into smaller units in a more general analytical form. In this step, the interpretation was provided from the categories of the data. Furthermore, considering the aspects of case study data analysis proposed by Richard (2003), the data analysis in the present research was conducted in these following steps:

- 1) Reading the dialogues sentence by sentence.
- 2) Identifying the speech acts of the dialogues in every chapter of the book by classifying the dialogues into the five speech acts categories proposed by Searle (1979) and categorizing the dialogues into the sub-categories or illocutionary forces of Searle's (1979) classification of speech acts.
- 3) Identifying the Holmes' (1992) context of situation presented in the dialogues based on the participant, setting, topic, and the function of the utterances.
- 4) Classifying the dialogues which contain pragmatic features according to the implicit demand of pragmatic elements implied in Core and Basic Competencies of Curriculum 2013 for grade VII.
- 5) Describing and interpreting the data in order to answer the research questions in descriptive ways.
- 6) Asking a linguist expert in order to check the data to support the reliability of the data analysis.
- 7) Presenting the findings in form of descriptions and explanation of the analysis, the related tables and figures of the data, and some examples of dialogues as the representative of the dialogues being analyzed in the research.
- 8) Drawing conclusion.