

## **CHAPTER III**

### **METHODS OF THE RESEARCH**

This chapter discusses the method used by the writer in the research to answer the research questions stated in chapter I. This chapter explains research design, population and sample, data collections and data analysis

#### **3.1 Aims of the Study**

The study aims to answers the following questions:

- a) What are the most common patterns of requestive speech act in Sundanese?
- b) How do social variables influence the realization of requestive speech acts in Sundanese?
- c) How are the realizations viewed from linguistic politeness theory?

#### **3.2 Research Design**

This research was carried out by using qualitative approach in its nature, but it does not mean that quantitative proceeding is neglected. Wray, *et al* (1998:95) states that a qualitative study involves description and analysis rather than counting of the feature. It emphasizes on exploring the types of strategy-the qualities in the data and ascertaining why particular speakers used them in specific contexts with particular people.

### **3.3.1 Population and sample**

#### **3.3.1 Population**

The population of this study included the second grade students of SMUN 2 Kuningan. In doing this research, it is unnecessary to study the whole population since it will waste too much time and money. In the given DCT, there are the questions which need the respondent to make a request to people of lower and higher age and status, since the research was taken in senior high school, the writer chosen the second grade students as the sample. They were selected because they have appropriate background for this study.

#### **3.3.2 Sample**

This research only studied the population by using sampling method. Fraenkel & Wallen (cited in Haryanti 2007) states that data obtained from a sample smaller than 30 may give an accurate estimation of the degree of relationship that exists, whereas, the larger than 30 samples provide meaningful result.

For this reason, this research involved 30 samples. There were the second grade students of SMUN 2 Kuningan, with the distribution of 18 males and 12 females. The sample was taken through judgment sampling method, which means selecting the participants based on the preferred criteria that represent social class, age, gender or education (Wardhaugh 1992: 153).

In order to give clear description among them, the distribution of respondents according to their gender is shown in the figure 3.1 as follows.

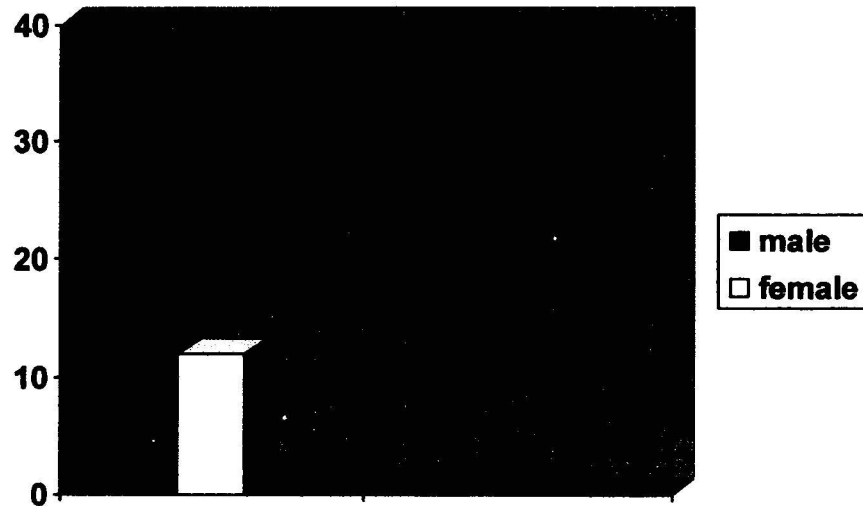


Figure 3.1

Number of Respondent Involved in the Study According to Respondents' Gender

### 3.4 Data Collection Procedures

#### 3.4.1 Instrument

The data of this study were collected from questionnaire in the form Discourse Completion Test (DCT). To help the writer create the situations, matrix was created in the questionnaire. The matrix explains about the situations, the speaker, the hearer, the hearer's gender, the age, the setting, the power, the social distance, the ranking of imposition, and the weightiness. Adapted from Brown and Levinson's formula (1989) to measure the weightiness, the value of weightiness of

request obtained from the formula is varied, in range 1 to 9. Furthermore, the research classifies the request into three different categories as follows:

Light request : 1-3 points

Medium request : 4-6 points

Heavy request : 7-9 points

Table 3.1  
A description of Situations along the Dimensions of the Nature of Initiations,  
Speakers' and Hearers', Gender, Age, Setting, Social Distance and Ranking of Impositions.

No	Situation	Expected request comes from...(Speaker/S)	Answer comes from...(Hearer/H)	Hearer's Gender	Speaker's Age	Setting	Power (P)	Social Distance (D)	Ranking of Imposition (R)	Weightiness (W <sub>x</sub> )-
1.	Borrowing shoes	A Junior	A Senior	Male	Younger	Informal	Low	Distant	Medium	Light
2.	Explaining mathematics	A Student	A Teacher	Male	Younger	Formal	Low	Distant	Low	Light
3.	Asking for signature	A Son	A Father	Male	Younger	Informal	Low	Close	Medium	Medium
4.	Making a letter	A Senior	A junior	Female	older	Informal	high	Casual	High	Heavy
5.	Asking for a ticket	Junior	Senior	Male	Younger	Informal	Low	Casual	Low	Light
6.	Riding to school	A Friend	A Friend	Male	Equal	Informal	Equal	Close	High	Heavy
7.	Borrowing motorcycle	A Cousin	An Older Cousin	Male	Younger	Informal	Low	Close	Medium	Medium
8.	Turning the TV volume down	A sister	An older brother	Male	Younger	Informal	Low	Close	Medium	Medium
9.	Borrowing money for school tuition fee	A Friend	A Fiend	Male	Equal	Informal	Equal	Close	High	Heavy

This research adopted Blum- Kulka's theory in collecting and analyzing data. The instrument was called Discourse Completion Test (DCT). The test is in form of questionnaire. It consists of situation scripted dialogues, following incomplete dialogue. For each situation, the social factors and its impositions are clarified. Then, the respondents were asked to complete the dialogue. The expected answers are particular kinds of speech act that will occur when they were actualized in real situation. The example was cited from (Blum-Kulka, *et al.*, 1989:14)

i) At the University

Ann missed a lecture yesterday and would like to borrow Judith's notes

Ann: -----

Judith: Sure, but let me have them back before the lecture next week.

In the example above we can see that respondents were regarded to act as another person. In this research, 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.

### **3.4.2 Advantages and Disadvantages of the DCT**

Beebe and Cuming (Aziz: 2000) explains that collecting the data using the DCT has several advantages and disadvantages, as they can be seen in table 3.2.

Table 3.2  
Advantages and Disadvantages of DCT

Advantages and Disadvantages of the Discourse Completion Test	
DCT is a highly effective tool of	DCT responses do not adequately represent
<ol style="list-style-type: none"> <li>1. Gathering a large amount of data quickly</li> <li>2. Creating an initial classification of semantic formulas that will occur in natural speech.</li> <li>3. Studying the stereotypical, perceived requirements for a socially appropriate (though not always polite response)</li> <li>4. Gaining insight into social and psychological factors that are likely to affect speech and performance.</li> <li>5. Ascertaining the canonical shape of refusals, apologies, parting, etc, in the minds of the speakers of that language.</li> </ol>	<ol style="list-style-type: none"> <li>1. The actual wording used in real interaction</li> <li>2. The range of formulas and strategies use (some, like avoidance, tend to be left out).</li> <li>3. The length of response or the number of turns it takes to fulfill the function.</li> <li>4. The depth of emotion that in turn qualitatively affects the tone, content.</li> <li>5. The number of repetitions and elaborations that occur.</li> <li>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.</li> </ol>

Questionnaires were given to the second grade students who use the Sundanese language as their mother tongue. They got some explanation of how to answer the questionnaires. The questionnaires then must be submitted at least a week after it has been given.

### **3.5 Data Analysis**

The objectives of this research have determined the way by which the analysis should be made. The study focuses on analyzing the patterns or forms and the meaning of the speech act realization when the participants face such listed situations and the influence of contextual strategies (P, D, and R) adopted from Brown & Levinson (1987) on the use of request strategies. The investigation of this research focused on the questionnaires which consist of nine questions that were distributed to the 30 respondents.

The data in this research were categorized based on the answer in the questionnaires. Data collected were transcribed, coded, and then analyzed statistically. The coding system was determined after all the data had been carefully examined. The writer adopted the coding scheme based on the coding manual developed by Blum-Kulka *et al* (1989:275) in CCSARP and Searle (1969). According to this manual, the “head act” of a request is categorized as either Direct (D), Conventional Indirect, or Non- Conventional Indirect (NCID), which are further categorized into nine subcategories according to the level of directness as illustrated in Table 3.3. as follows.



Table 3.3  
Request Strategies and Sub-strategies According to Their Levels of Directness

Request Strategies	Substrategies	Example
<b>Most Direct</b>	(1). Mood Derivable	Ex) (Sundanese) <i>A, alitan TV na sakedik!</i> Ex) (English) Turn the TV down a bit, bro!
<b>Direct</b>	(2).Explicit Performative	Ex) (Sundanese) — Ex) (English) I <i>am asking / would like</i> you to write a recommendation for me.
	(3)Hedge Performative	Ex) (Sundanese) <i>Yu, kuring menta tulung pangnyieunkeun surat</i> Ex) (English) Yu, I'm asking you a favor to write me a permit.
	(4)Locution Derivable	Ex) (Sundanese) — Ex) (English) You <i>had better /have to</i> stay for rehearsal
	(5) Want Statement	Ex) (Sundanese) <i>Kang, abdi bade nambut sapatu kagungan.</i> Ex) (English) I <i>want</i> to borrow your shoes, bro.
<b>Conventional Indirect</b>	(6)Suggestory Formula	Ex) (Sundanese) <i>Pa kumaha pami ngayakeun kelas tambahan?</i> Ex) (English) What if we have an extra class, sir?
	(7) Query Preparatory	Ex) (Sundanese) <i>kang punten, tiasa henteu abdi nambut sapatuna?</i> Ex) (English) Sorry brother, <i>Can/ could I</i> borrow your shoes?
<b>Nonconventional Indirect</b>	(8) Strong Hint	Ex) (Sundanese) <i>Kang, nyandak sapatu olah raga henteu?</i> Ex) (English) Do you bring a sneaker, bro?
<b>Least Direct</b>	(9)Mild Hint	Ex) (Sundanese) <i>To, urang teu boga duit euy!</i> Ex) (English) To, I have no money!

Adopted from Blum-Kulka theory (1989: 18) there is nine categories requestive strategies according to the level of directness. The first category is mood derivable. Conventionally, the force of the request is determined by the grammatical mood of the utterance. It usually takes the form of imperative. See the example below:

**[A request to his/her male older brother to turn down the TV's volume, situation #8, respondent # 26].**

(3a). *A,* *alitan TV na sakedik!*  
 Brother turn down TV a bit  
 (Alerter (role) (Head Act)

‘Turn the TV down a bit, bro!’

The example above is direct request with imperative form. To alert the hearer's attention, the speaker adds the alerter in his/her utterance.

The second strategy is the explicit performative. In explicit performative the intention of the utterance is explicitly expressed or named by the speaker by using the relevant illocutionary verb, e.g. “I am *asking* you to leave”. Other strategy is locution derivable. In this strategy, the intent of the illocution is directly derived from the semantic meaning of the utterance. In this study, there are some categories that were not used by the respondents, some of them are explicit performative and locution derivable. It was caused by the different characteristics and cultural background.

The fourth strategy is hedge performative. It is defined as the illocutionary verb showing that the intention of the request is modified, for instance, by placing



Sundanese use some words to express their intention and willingness, such *bade*, *rek*, and *hoyong*. In the example above, the respondent prefer using the word *bade* in her request, since she was requesting to older hearer, she tends to be more polite with using the refined words.

The next strategy is suggestory formula. The intent of the utterance is phrased as a suggestion by means of framing routine formula.

**[A request of student to his/ her teacher for giving an extra class, situation #2, respondent#18]**

(3d) *Pa,* *kumaha pami ngayakeun kelas tambahan?*  
 Sir how if held class extra  
 (Alerter/ role) (Head act)

‘What if we have an extra class, sir?’

The seventh is query preparatory strategy. Usually, the speaker questions rather than states the presence of the chosen preparatory. The condition of this device relates to the common practice as conventionalized in the given language. See the example below.

**[A request of a male student to his male senior on borrowing shoes, situation #1, respondent # 30].**

(3e) *Kang punten,* *tiasa henteu abdi nambut sapatuna?*  
 Brother sorry can not I borrow your shoes  
 (Alerter (attention getter)) Head act

‘Sorry, Can/ could I borrow your shoes, bro?’

In using the preparatory strategy, Sundanese usually use words *tiasa* or *bisa*. They mostly use *alerter* (attention getter/ apologizing) in requesting to make their request softer.

The eighth is strong hint. In strong hint, the device happens in reality relating to the precondition for the feasibility of performing a request that might allow speaker to do it. For example,

[A request of a male student to his male senior on borrowing shoes, situation #1, respondent # 30].

(3f) *Kang, nyandak sapatu olahraga teu?*  
 Brother bring shoes sport not  
 (Alerter/ nickname) (Head act)

‘Do you bring a sneaker, bro?’

The last is mild hint strategy. The locution does not involve elements that have immediate relevance to the utterance of the speaker. It needs deeper context analysis and knowledge activation of the interlocutor. This strategy was only explained slightly, because it was not used in any of the respondents’ utterances.

### **3.6 Concluding Remarks**

The purpose of the study is to observe, describe, and analyze the realization of requestive speech act patterns by Sundanese. This study was designed based on qualitative approach in order to explain the phenomena. This research involved 30 respondents of SMUN 2 Kuningan students. They were considered to have similar characteristics in general, especially relating to their speech communities. Moreover, they live in the same social environments and communication circumstances.

The method of data collection in investigating the patterns of requestive in a speech act realizations have been guided by the general objectives of the research in addition to the maturing of the sociolinguistics as a field of the research. The primary data were collected by means of Discourse Completion Test (DCT). The data werethen analyzed and presented in the data analysis chapter as an attempt to answer the research questions.

