

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher conducted a descriptive qualitative research. According to Denzin and Lincoln (2009: 2) qualitative focuses on some methods that learn the research subject in natural context and try to understand or interpret the phenomenon.

Sutopo (2002: 33) states that in descriptive method, the analysis of the data was done naturally objective, and factual. It means that the researcher applied a set of procedures used for problem solving based on the factual data. Descriptive method was used to describe, explain, and analyze the phenomenon which occurred behind the data. He also stated that in descriptive method, the analysis of the data was done naturally objective, and factual. In this research the researcher used descriptive qualitative method. It was because the data to be investigated were the speech acts of English lecturer in the classroom and the aim of the research was to describe the factual data supported by the theories of pragmatics which were proposed by several experts.

Qualitative methods were used to get in-depth data, a data that contains meaning. Meaning was actual data, definite which was value behind the visible data. Therefore, in qualitative research did not emphasize generalization, but rather emphasizes meaning (Sugiyono, 2010, 15).

According to Creswell (in Sugiyono, 2014: 347) that qualitative research was a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. Bodgan and Taylor (in Moleong, 2010: 4) defined a qualitative method as a research procedure that produces descriptive data in the form of words written or spoken of people and behaviors that can be observed. The process of this research were emerging questions and procedures, collecting data in the participants' setting, analyzing the data inductively, building from particulars to general themes, and making interpretations of the meaning of data. The final written report has a flexible writing structure.

The researcher aims to know an Analyze of Speech Acts used by English Education Department Lecturer at UIN Antasari Banjarmasin.

B. Research Setting

The research took place at English Education Department UIN Antasari Banjarmasin. It was located at Jend. A. Yani Street, KM 4.5, Banjarmasin, South Kalimantan. The researcher took this place because the researcher interested in research in institutions that have been labeled as advanced a university. In English Education Department, where the researcher conducts the research was accredited B. That was why the researcher also wants to know more about the performance of a lecturer who teaches in advanced university, especially regarding speech acts in the learning process.

English Education Department consisted of 23 classes from 2014-2018 groups. The researcher chose 2016 group on sixth semester in this research. The

2016 group have 5 classes. On sixth semester of 2016 group, the students got 11 courses. The researcher took one course of the research, there was Sociolinguistics course. In this course, the students on sixth semester of 2016 group have 2 lecturers who teach in Sociolinguistics class. The lecturer's names were Mr. M. Rasyid Ridha, M. Pd and Mrs. Eka Puteri Elyani, M.Pd. on Sociolinguistics class, Mr. M. Rasyid Ridha, M. Pd teaches 2 classes, there were D and E classes whereas Mrs. Eka Puteri Elyani, M.Pd teaches 3 classes, there were A, B, and C classes. The researcher chose and analyzed to Mrs. Eka Puteri Elyani, M.Pd based on the number of classes taken by the lecturer and from the delivery side by the lecturer when teaching more used English than the other lecturer.

C. Subject of Research

The subject of this research was an English Education Department lecturer at UIN Antasari Banjarmasin.

D. Sources of Data

Data means the materials which were used by the researcher. According to Lofland (in Moleong, 2004: 157) that the main data sources in qualitative research are words and actions, the rest is additional data such as documents and others.

The data of this research was English Education Department lecturer's speech acts used during communicating with the students in the classroom. The researcher obtained the data from the classroom conversation by one English Education Department lecturer (Mrs. Eka Puteri Elyani, M.Pd) in English

teaching-learning process on English Education Department of Faculty of Tarbiyah and Teacher Training at UIN Antasari Banjarmasin. This one English lecturer who will be observed and analyzed to get data about the actions of her speech to students during the teaching and learning process.

In addition, there were three classes of sixth semester students in English Education Department. Those were: TBI A 2016, TBI B 2016, and TBI C 2016. English Education Department lecturer at UIN Antasari Banjarmasin who teaches in sociolinguistics class on sixth semester of English Education Department at UIN Antasari Banjarmasin in academic year 2018/2019.

E. Data Collection Procedure

There were two main things that affect the quality of research data, namely, the quality of research instruments, and the quality of data collection. The quality of the research instrument concerned the validity and reliability of the instrument. The quality of data collection was related to the accuracy of the methods used to collect data.

The researcher collects data by making observations. The definition of observation according to Satori & Komariah (2011: 105) is the observation of an object under study both directly and indirectly to obtain data that must be collected in the study. Directly for being involved in the field by involving all senses while indirectly assisted by mediavisual / audiovisual.

Observation was not limited to people, but also other natural objects. Observation techniques were used when research is concerned with human

behavior, work processes, natural phenomena, and if the respondents observed were not too large. Observation can be used in quantitative, qualitative and development research.

The researcher make the observation with videotapes to record all the details of learning in class from beginning to end (Make a videotape of speech acts used by English Education Department lecturer in teaching and learning process on classroom for five meetings, the pictures of learning atmosphere, and other resources that related to the research). The researcher also noted the data in the data sheet. The most important thing that the researcher has to notice was that the recording process must be conducted as naturally as possible in order that the utterer did not realize that his or her utterances were still being recorded (Sudaryanto, 2015: 6). However, because the subject of the research was classroom conversation, situation of which is simulated, that condition could not be fully fulfilled. The researcher only tried to act as naturally as possible in order that he did not participate in the classroom communication. The role of the researcher here was only as an observer.

F. Data Analysis Technique

Data analysis was the process of systematically finding and integrating data obtained from interviews, field notes, and documentation, by organizing data into categories, translating into units, synthesizing, composing patterns, choosing which ones are important and Which will be learned, and make easy conclusions by others (Sugiyono, 2010, 335).

According to Miles and Huberman in Sugiyono (2010, 337), stated that the activities in qualitative data analysis were carried out interactively and continued continuously until the data was saturated. Activity in data analysis, namely data reduction, data display, and conclusion drawing / verification.

Practically, there were four steps to the data collection process as shown below:

1. Collecting

The data from observation was collected by videotape. The researcher collected all videotape on five meetings in the classroom. Then watch and listen attentively several times to find out the target data / sentence from the greeting until end of the meetings.

2. Coding

Because the data in the forms of sentences and words, and to ease the process of analysis. The researcher decided to code the findings based on the selection and classification. In the analysis data the following codes will be used:

Code of Locutionary Acts Types : De (Declarative),
In (Interrogative),
Im (imperative)

Code of Illocutionary Acts Types : Rep (Representative),
Dir (Directives),
Com (Commisives),
Exp (Expressives),
Dec (Declarations)

Code of Perlocutionary Acts Types : TK (to get people know),
TD (to get people do something),
TE (to get people to expect something),
TF (to get people express feeling),
TP (to get people praise).

3. Selection and Classification

The researcher identified (selected and classified) each merger of sentences to the appropriate speech acts types.

4. Operationalization

After they were classified, the last steps, the sentences were processed by the theory of J.L. Austin and Searle, which found the messages behind the selected sentences by analyzing the locutionary acts, illocutionary acts, and perlocutionary acts.