

CHAPTER III

RESEARCH METHOD

A. Research Design

This study employs a qualitative descriptive approach to examine the use of speech acts in classroom instructions and feedback by tutors in the English language classes at UPB, UIN Antasari Banjarmasin. A qualitative descriptive design allows for a detailed and naturalistic investigation of language use without altering the research environment Sandelowski (2000). This approach provides a comprehensive understanding of how tutors structure their speech acts to facilitate instruction and student engagement.

According to Creswell (2014), qualitative research seeks to explore how individuals construct meaning within specific contexts, often utilizing data collection methods such as observation and interviews. In this study, both classroom observations and semi-structured interviews was conducted to obtain a holistic view of tutors' speech act usage in instructional settings.

B. Research Setting

This research was conducted at the English program of Unit Pengembangan Bahasa (UPB) at UIN Antasari Banjarmasin. The study focused on Group 52, a class in which the students were placed at the elementary level

based on their English proficiency. The class used an elementary-level textbook as the main instructional material. The sessions were led by a female tutor throughout the semester, and the lessons were conducted in a classroom setting with a focus on basic English communication skills, including giving and following directions.

C. Participant

The participant of this study was a female English tutor who taught Group 52 in the UPB English program at UIN Antasari Banjarmasin during the even semester of the 2024/2025 academic year. The class she handled used an elementary-level textbook as its main instructional material. She was selected as the sole participant because she was directly involved in delivering instructions and providing feedback throughout the semester, which aligned with the focus of this study.

The selection was made using convenience sampling, as the researcher had close access to the tutor and she was available and willing to participate. In addition, this selection aligned with the principle of purposive sampling, considering that the participant had direct relevance to the speech acts observed in classroom interactions. According to Creswell (2012), “Convenience sampling involves selecting participants because they are willing and available to be studied”. Similarly, Merriam (2009) explained that “convenience

sampling involves using participants who are the most accessible to the researcher”.

D. Data

To ensure a comprehensive understanding of tutors' speech acts in instructional settings, this study employed two primary research instruments:

1. Observation

Observation was conducted to document how the tutor used speech acts when delivering instructions and providing feedback in the classroom. The researcher acted as a non-participant observer, meaning that the observation was carried out without interfering with the teaching process. As Merriam and Tisdell (2016) stated, observations allowed the researcher to capture real-life interactions and contextual elements that might not have been accessible through interviews alone. Data were collected using audio recordings to ensure accuracy in capturing verbal interactions, along with field notes to document non-verbal cues such as tone, gestures, and student responses. Although the initial plan was to conduct observations over a three-week period with two to three sessions per week, only one session was successfully conducted due to changes in the teaching schedule and collaboration with other tutors. Nevertheless, this session provided sufficient data for analysis. The focus remained on identifying different

types of speech acts, particularly locutionary, illocutionary, and perlocutionary acts as categorized by Searle (1969), and their functions in facilitating student learning.

2. Semi-Structured Interview

A semi-structured interview was conducted shortly after the observation phase to gain deeper insights into the tutor's perspective on her use of speech acts. As Creswell (2014) explains, semi-structured interviews provide flexibility for participants to express their perspectives while allowing the researcher to probe deeper into relevant topics. The interview included open-ended questions, allowing the tutor to share her thoughts on why she used certain speech acts, how she adjusted her language based on students' needs, and how she perceived the impact of her communication on student engagement. The interview was audio-recorded and transcribed for analysis to ensure accuracy and reliability.

By using both observation and interview, this study aimed to provide a well-rounded analysis of speech act usage in instructional communication, ensuring that both actual classroom practice and tutor perspectives were taken into account. The combination of these two methods allowed for data corroboration, increasing the credibility of the findings by comparing what was observed in the classroom with the tutor's own reflections on her speech acts (Creswell, 2014).

E. Technique of Data Collection

The data collection process was initially planned to take place over six weeks, with each week dedicated to specific stages: administrative preparation, classroom observation, interviews, and data analysis. In the first week, the researcher obtained official approval from the UPB administration and coordinated with the participating tutor. The purpose and ethical considerations of the study were also discussed at this stage, and the observation schedule was arranged. This stage proceeded as planned.

The classroom observation phase, originally scheduled to occur during Weeks 2 to 4 with two to three sessions per week, did not proceed entirely as planned. Due to unexpected changes in the teaching arrangement, including the tutor's collaboration with another tutor, the classroom setting became unsuitable for solo observation. As a result, only one observation session was conducted in Week 2. Despite this limitation, the session yielded rich data and produced a sufficient number of tutor utterances meeting the analytical requirement of the study.

The semi-structured interview with the tutor, which was initially intended to take place in Week 5, was conducted shortly after the observation instead. This adjustment was made to accommodate the tutor's availability while still capturing relevant insights into her instructional communication.

Finally, the transcription and analysis of the data were conducted in alignment with the initial timeline. The focus remained on identifying speech act types based on Searle's (1969) classification and analyzing their functions within the instructional context.

F. Data Analysis

In qualitative research, data analysis is an iterative and interpretive process through which the researcher seeks to make sense of collected information in relation to the research questions. According to Merriam (2009), qualitative data analysis involves identifying patterns, themes, and categories from the data and interpreting them within the context of the study.

In this study, the researcher employed content analysis to examine the transcripts from classroom observation and interview responses. This technique allowed for systematic coding of verbal data to identify and categorize different types of speech acts particularly locutionary, illocutionary, and perlocutionary acts, based on Searle's (1969) classification. The researcher carefully read and re-read the transcripts to recognize recurring patterns and thematic relationships, while also considering the contextual elements surrounding each utterance.

As Creswell (2012, pp. 236-238) emphasized, qualitative data analysis involves organizing data into meaningful units, coding these units, and then

developing themes that capture the essence of participants' experiences. The goal was to draw in-depth insights into how the tutor's speech acts functioned in facilitating instruction and managing classroom interaction.

Finally, all the findings were put together to see how tutors at the UPB English program use speech acts in giving instructions and feedback. This research aims to provide insights into how communication in the classroom affects student learning and interaction.