

Chapter 3

Research Methodology

This chapter discusses about the research methodology that covers research design, the source of the data and the data, the research instruments, the data collection procedure and the data analysis procedure.

Research Design

As reflected in the title of this thesis and the statements of the problems, this study belongs to content analysis because this study is meant to analyze an English course book entitled *Bahasa Inggris untuk SMA/MA Kelas XI Semester 1*. Titscher et al (2000:55) say that method in text analysis is content analysis. Furthermore, they add, it promotes the process of summarizing and reporting the written data and their messages that include procedures that deal with syntactic, semantic and pragmatic categories. It concentrates on who says what in what context to whom in what effect.

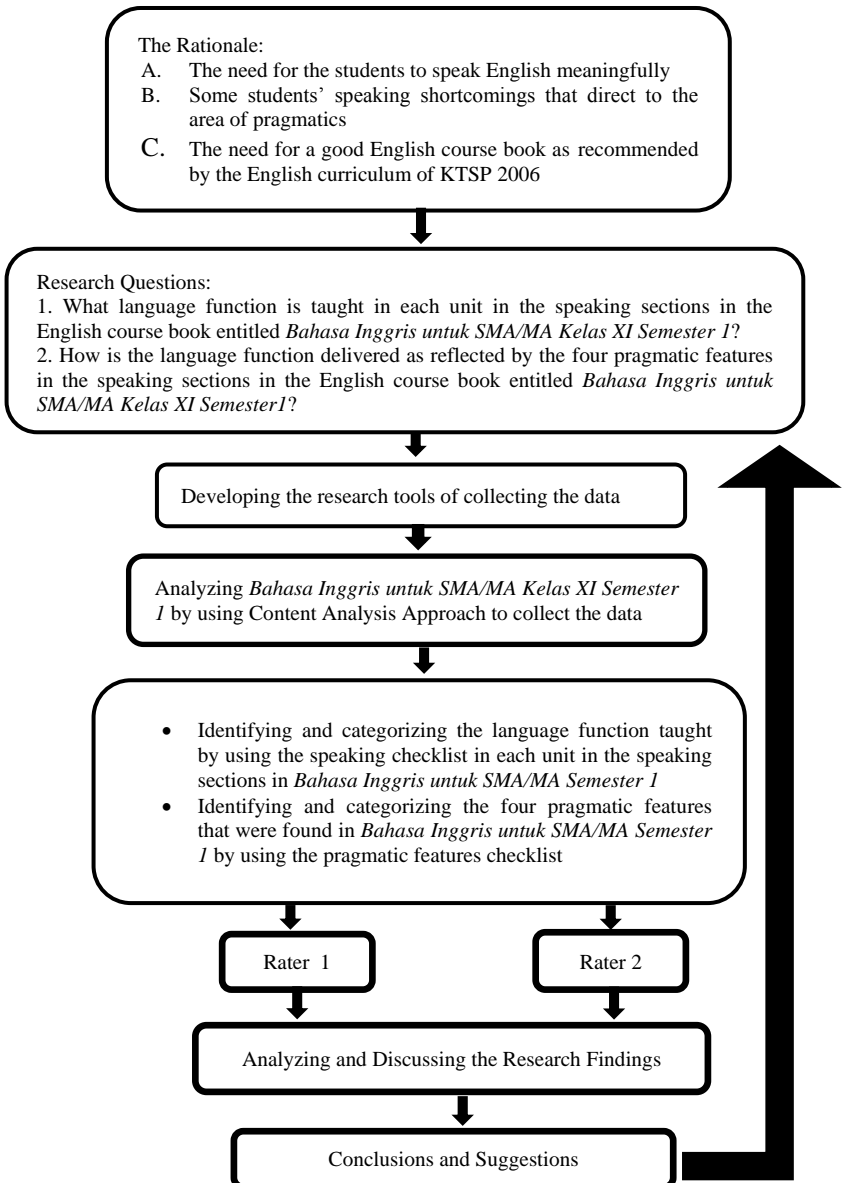
This study was a content analysis that took these following sequences. Derived from the rationale of the study, the need for the students to speak English meaningfully, some students' speaking shortcomings that direct to the area of pragmatics and the need for a good English course book as

recommended by the Curriculum 2006, then the two research questions were formulated. The research questions are two. The first research question is, what language function is taught in each unit in the speaking sections in the English course book entitled *Bahasa Inggris untuk SMA/MA Kelas XI Semester 1*. The second research question, how is the language function delivered as reflected by the four pragmatic features in the speaking sections in the English course book entitled *Bahasa Inggris untuk SMA/MA Kelas XI Semester 1*.

To help in figuring out the answers of the two research questions, it was developed two research tools. These instruments were used in analyzing *Bahasa Inggris XI untuk SMA/MA Kelas XI Semester 1* by applying steps in content analysis. Then, it was followed by identifying and categorizing the language function is taught in each unit in the speaking sections. Next, identifying and categorizing the four pragmatic features to give description on how the language function was delivered as reflected by the four pragmatic features. The data from both checklists were composed and arranged within analysis and findings from both rates' each checklist.

The discussing the research findings followed. The conclusions and suggestions were to wrap this study as whole. To give a much clearer picture, the research activities are presented in this figure 3.1:

Figure of The Structure of the Research Design



Research Data

The source of the data in this study was taken from an English course book for XI graders entitled *Bahasa Inggris untuk SMA/MA Kelas XI Semester 1*. This course book was for three programs in senior high school: Science Studies, Social Studies and Religious Studies. The course book was for semester 1. Speaking sections in all units of semester 1 in this course book were the data with the consideration that they were representative for the whole one year program of the course book.

The data was collected from the speaking sections in each unit. There were four units in the course book. The types of the data were the written text only so they covered sentences, clauses, phrases and words. Because the data focus was in speaking section, they were in spoken language but in form of written text. They were collected from the examples of the conversations (dialogs), 3 dialogs in the exercises and the second were the expressions (of the language functions) given by the course book and also any information, description or explanation along with their instructions in each exercise. The data were from unit 1 to 4 as these following sentences. There were 14 dialogs. They consist of eight dialogs for examples and six dialogs in the exercises. There were 7 sets of expressions

given and the instructions were 47 and the exercises were 41 altogether. It was described in the table as follows 3.1:

Table of
The Data of the Study

Unit	Σ Examples of dialogs	Σ Sets of expressions	Σ Dialogs in exercises	Σ Instructions	Σ Exercises
1	4	2	3	13	11
2	2	2	1	12	10
3	1	1	-	10	9
4	1	1	2	12	11

Some exercises in the speaking sections that were not in form of dialogs. These exercises were not part of the investigation because this study focused on the rationale that senior high school students' shortcoming of speaking skill in communicating (making and maintaining conversation). The instructions and their form of these non-dialog exercises were still included. They were noted, mark and identified for the second instrument's completeness. They were included to help in finding the variety of exercises given by the course book. In that way they helped in finding out the answer of the second research question.

Research Instruments

A research instrument—a checklist—was used in the data collection. This checklist was to help the researcher to answer the first research question. The first instrument was the speaking checklist. It was adopted and adapted from the Standard Competency and Basic Competency for XI graders from the Regulations of National Education Minister of Republic Indonesia, from Ur (2000:10-17) about the teaching process and the process of learning a skill, to access and evaluate a good course book from Cunningsworth (1994:70) and the aspects of activities in teaching speaking from Bilash (2009). The Speaking Skill Checklist was formed as in table 3.1 as follows:

Table of
The Checklist of Speaking Skill

Standard Competency: Speaking

Expressing the meaning in transactional conversation text and interpersonal formal and continued (sustained) in daily life context

Basic Competency: Expressing the meaning in transactional conversation (to get things done) and interpersonal (to socialize) formal and continued (sustained) using varied spoken language accurately, fluently and accepted in daily life context and involving speech acts:

Items of Basic Competency	* Description: There is any...								Explanation	The Sequence of Presentation from A to G
	Page	A	B	C	D	E	F	G		
Conveying opinion										
Asking opinion										
Expressing satisfaction										
Expressing dissatisfaction										

*

A = Examples of dialogs

B = Explanation of the use of language

C = Instruction or situation, setting and background

D = Examples of expressions

E = Discussions of new language item

(e.g. pronunciation, social rules, social norms, turn taking, roles of participants, etiquette, and social register)

F = Variety of exercises

G = Exercises for learners to function to create dialog

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The next instrument applied was the pragmatic features checklist. This checklist was generated from definitions from Mey (2000), Paltridge (2006), Peccei (1999) & (2001), Clarkson (2010), Yule (1996), Cook (1989), Hedge (2000), Cutting (2008) and Oshima & Hague (2006). The pragmatic features checklist was described as table 3.3 as follows:

The Pragmatic Features Checklist (Simple)

Features	Characteristics	Word/ Phrase/ Sentences
1. Context	A. The speaker's background B. The background knowledge C. Register	
2. The Cooperative Principles	A. Maxim of Quantity B. Maxim of Quality C. Maxim of Relation D. Maxim of Manner	
3. Speech Acts	A. Locutionary Act B. Illocutionary Act C. Perlocutionary Act	
4. Politeness	A. The Three Maxims of Politeness B. Positive politeness C. Negative politeness D. The range of politeness	

The complete pragmatic features checklist was provided in the appendices.

Data Collection Procedures

1. To collect the data, these following steps that were adopted and adapted from steps in content analysis are going to be applied:
2. Determined the material. Based on the rationale, the material of this study was from all four units of the speaking sections of *Bahasa Inggris untuk SMA/MA Semester 1*.
3. Analyzed of the situation in which the text originated. The choice of the English course book entitled *Bahasa Inggris*

untuk XI SMA/ MA Semester I because it was widely used in senior high schools in Surabaya.

4. Decided the formal characterization of the material. The material was spoken language in form of dialogs.

5. Determined the direction of the analysis. The analysis was intended to figure out the answers of the two research questions.

6. Had theoretically informed differentiation of questions to be answered. To help the investigation of the first research question, the speaking checklist had been formed. To answer the second research question, the pragmatic features had been developed.

7. Defined the unit analysis. The units of analysis were words, phrases and sentences.

8. Took the data. The data was taken from the examples of the dialogs, and the expressions given, the dialogs in its exercises and also all the instructions in each exercise and all the exercises in all four units in the speaking section.

9. Gathered and counted the data based on each unit that was described in the table 3.1 below:

Table of the Data of the Study

Unit	Σ Examples of dialogs	Σ Sets of expression	Σ Dialogs in exercises	Σ Instructions	Σ Exercises
1	4	2	3	13	11
2	2	2	1	12	10
3	1	1	-	10	9
4	1	1	2	12	11

10. Made 2 copies of the speaking checklist for the inter-rater for all four units to help in answering the first research question.

11. Made 14 copies of the checklist of pragmatic features for 14 dialogs to help in answering the second research question for the inter-rater

Data Analysis Techniques

There were steps in analyzing the data as follows:

1. Read the source of the data to get an overall preview
2. Re-read the collected data while citing and marking by making use the speaking checklist as a means.
3. Re-read the data while citing and marking the indicators of pragmatic features
3. Confirmed the citing and the marking the collected data once again to re-check the accuracy
4. Put the marked and the cited collected data based on the indicators to their group in the pragmatic features checklist

6. Had the inter-rater to maintain reliability as triangulation. Gave the inter-rater the same data and the instruments.
7. Got all the collected data and filled out instruments from the inter-rater
8. Compared the marking and the citing of the collected data from the inter-rater.
9. Listed any same and differences of the marking and citing from the inter-rater.
10. Analyzed and interpreted the findings from the first instrument
11. Analyzed and interpreted the findings from the second instrument
12. Made conclusions

An Example of Collecting Data Using the Pragmatic Features Checklist

To make a clear description of how to use the first instrument, this following was an example of how to collect the data by using the pragmatic features checklist.


1.1 Expressions

Brief Materials

Expressing Relief, Pain and Pleasure


Read the following dialogs.

1




The sentence **"What a relief!"** expresses a feeling of relief. The girl feels relieved for she is not late for the seminar, even though she arrives a little late.

2



The exclamations **"Ouch!"** and **"Ouch! It's really painful!"** are used to express pain.

3



In the dialog, the boy feels so happy for he achieved a perfect score and will get a free ticket to watch the final of the interschool basketball competition. The sentence expressing pleasure is **"How great!"**

2 Narratives

X: Sorry, I'm late. The traffic was really awful.

Y: It's all right. We're still waiting for the major to open the seminar anyway.

X: What a relief! I thought I was late

The indicators:

1. Context:

a. The speakers' background (relationship): friends

b. Background knowledge:

what: asking apology and expressing relief

where & when: in a seminar

why: the first speaker comes late and apologizes

how: the first speaker comes late, apologizes and the second speaker explains that he/she is not late yet. He/ she expresses his/her relief

c. Register: informal, uses contracted forms, 'sorry'

3. The Cooperative Principles:

a. Maxim of Quantity:

- Contribution as informative as required: 'The traffic was awful'; 'It's all right. We're still waiting for the major to open the seminar anyway'

b. Maxim of Quality:

- Not saying things that are false: 'We're still waiting for the major to open the seminar anyway'

c. Maxim of Relation

- Speaker speaks and responds relevantly: in all lines

3. Speech Act:

a. Locutionary: the first speaker has an intention of expressing apology and relief → 'Sorry'; 'What a relief'

b. Illocutionary Act: Expressiveness: Apologizing: sorry

Illocutionary Act: Representatives: Affirming: It's all right

Speech Act: Illocutionary Act: Representatives: Stating relief: 'What a relief'

c. Perlocutionary Act: the second speaker understands the first speaker's intention → 'It's all right. We're still waiting for the major to open the seminar anyway'

4. Politeness:

- The three Maxim of Politeness: Make hearer feel good → 'It's all right...'

-Positive politeness: Use slang expressions → 'Sorry'

Use more 'we' → '... We're still...'