

CHAPTER III

RESEARCH METHODOLOGY

This chapter will discuss research setting, data and data sources, the research methodology, data collection technique, data analysis technique, and the trustworthiness of the study.

3.1 Research Site

This research has been conducted at MTS Pulokemiri which is located at Jl. Kutacane-Blangkejeren No. 88, Pulokemiri Kutacane, Kec. Babussalam, Kab. Aceh Tenggara Prov. Aceh. The researcher has chose MTS Pulokemiri because it was the location of the researcher's Field Practice Introduction (PPL I) so that the researcher is quite familiar with the environment of MTS Pulokemiri.

The research began with preparation activities, preparation of proposals and revisions, obtaining research permits, data collecting, preparation of research reports, and revisions.

3.2 Data and Data Sources

The data source of this research was the teacher's utterances in English learning interaction at MTS Pulokemiri. The data in this study were the teacher's utterances that contain directive speech acts, so that it will be able to be analyzed regarding the type of directive speech acts, the strategy of directive speech acts, and the factors behind the use of directive speech acts. Learning interaction in the classroom occurs between English teachers and students of class VIII MTS Pulokemiri. In this case, the students will act as the speech partner of the teacher in the interaction so that it becomes an important context in the interpretation of the teacher's speech. The subject of this research was the English teacher who teach at class VIII of MTS Pulokemiri.

3.3 Research Methodology

Flick (2010) explained that qualitative research is a study of social conditions and relationships caused by diversity in the real world. Sugiyono (2010) states that qualitative research is research used to examine natural contexts and according to this statement, the researchers have a function as key instruments. Creswell (2007) divides qualitative methodologies into five categories: phenomenological research, grounded theory, ethnography, case study, and narrative research. Furthermore, Creswell (2007) stated that phenomenological research defines the meaning of actual experiences of individuals in relation to a specific phenomenon before creating a comprehensive description of the phenomenon.

From those explanation above, in this research, the researcher has used qualitative research with phenomenological approach and the result is presented in form of description. The researcher chooses this method because the method is in accordance with the research that the researcher will conduct that related to the phenomenon of the use of directive speech acts by teachers in middle school level. As qualitative method is understood as a method that focuses on describing certain phenomenon. The aim of this research is to describes the types, strategies, and factors behind the teacher's directive speech during the English learning process at MTS Pulokemiri.

This study aims to describe the type of directive speech that will be used by teachers, the strategy of directive speech acts, and the factors behind the use of teachers' directive speech acts in the English learning process in class VIII of MTS Pulokemiri.

3.4 Data Collection Technique

The data has been collected using observation technique which will be supported by documentation technique. The observation technique is used because the researcher directly observed the interaction process during English learning which during this interaction process the subject produced directive speech acts which then has been listened by the researcher during the observation process.

Each result of the observation becomes data that has been processed by the researcher. The researcher as a human instrument in this research listened and observed the use of directive speech acts during the interaction between English teachers and students in the learning process in class VIII of MTS Pulokemiri.

1. Observation

Observation is a method of gathering data by observing a phenomenon and providing evidence of it. According to McMillan and Schumacher (2010), observation is a method for the researcher to see and hear what is naturally occurring at the research site. Because it is performed by the observer, this technique is known as observation. In this research, the researcher has been observing the teacher's utterance in the English learning interaction.

2. Documentation

The recording technique will be used to record speech or speech events that occur between English teachers and students during the learning process. According to Penn-Edwards (2004) video recording can be a credible tool for qualitative research. Thus, this study will use a video recorder to help and assist the researcher in data collection. The recording device to record the entire English learning process in the classroom will be handphone camera.

After recording, the next stage was taking notes on the recordings by using the transcription results. After the transcription process, the researcher classified the data and code the data with number of data, number of speech, class that has been observed, and observation date. Data cards were used to facilitate researchers in categorizing existing data. The example of data card used in this study is as follows.

Table 3.1 Data Card of Directive Speech Acts

(001/002/1/2/08052023)	
Data	
Context	
Analysis	(Types of directive speech act Directive speech act strategy Factors of speech act)

Data code description: (001/001/1/3/08052023)

- 001 : Sequence number of data
- 002 : Sequence number of Speech act
- 1 : Teacher's code
- 2 : Class Code
- 08052023 : Month, day and year of data collection

3. Interview

An interview is as an interactive process where someone asks questions in order to obtain specific information (Adhabi & Anozie, 2018). According Kvale (1996), interviews are an endeavor to comprehend the world from the perspective of the subject, to clarify the significance of peoples' experiences, and to expose their lived world prior to the development of scientific interpretations. According to Holloway and Wheeler (1996), qualitative research generally uses unstructured or semi-structured interviews. In this study, the researcher used semi-structured interviews to the English teacher who teach class VIII at MTS Pulokemiri. The set of questions in the interview was adapted from Kvale's (1996).

3.5 Data Analysis Technique

The data has been analyzed based on the problem formulation in this research. There are three problems that will be investigated, namely the type of teacher's directive speech acts, the strategy of teacher's directive speech acts, and

the factors behind the use of teacher's directive speech acts. The analysis method that were used to obtain the data is pragmatic equivalent. Pragmatic equivalent is a data analysis method which has outside determining tool, independent, and not part of the language concerned such as, speakers, interlocutors, or context (Mahsun, 2007). The data that has been collected will be recorded and classified based on the types, strategies, and factors of the use of directive speech acts and compared with elements outside the language (extralingual). This extralingual analysis will be done by analyzing elements outside the language, namely the context of speech. The context of the speech includes the setting of the place and the situation in which the speech occurs. The process has been done by noting the data into the data card and then the data will be analyzed according to the context of the speech.

The data analysis that will be used in this study refers to the theory developed by Miles and Huberman (Sugiyono, 2013) there are four stages in qualitative data analysis, namely data collection, data reduction, data presentation, and conclusion drawing. The researcher as a human instrument plays an important role at each stage of the data analysis. The followings are some explanation of each steps of data analysis in this study.

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1. Data Collection
Data collection is a process in obtaining research data. The researcher as a human instrument will conduct data collection with various methods, namely observation, assist by some instruments to gain information about the types, strategies, and factors of teachers in using directive speech. Data collection in the field has been obtained by recording all events of English learning interaction to obtain a description of English teachers' and students' speech during the learning process through video recording.

2. Data Reduction

The data reduction process is a process in selecting the data. Denzin and Lincoln (1994) said that with data reduction, the potential universe of data is

reduced is an anticipatory way as the research chooses a conceptual framework, research question cases, and instruments. After the researcher obtains data in the form of teacher and student utterances in English learning in class VIII of MTS Pulokemiri, the researcher then transcribed the recording data by writing down all the results of the utterances in the recording into the transcription sheet. The writer only presented the data that is considered necessary and will be analyzed further. Data that does not support the interpretation of teachers' directive speech act has been eliminated so that the analysis process will be more focused.

3. Data Display

At this stage, the data has been coded to assist the researcher in analyzing and drawing conclusions. Data presentation has been carried out by presenting information that is organized and provides the possibility of drawing conclusions. The researcher presented the data that has been screened and has been analyzed based on the theory used as a baseline.

4. Conclusion Drawing

The conclusion drawing has been done after the data collection on the data record sheet and data classification sheet. From the data collection, the researcher plan to identify the frequency of the types, strategies used, and factors of the use of directive speech acts of teachers in English language learning in class VIII of MTS Pulokemiri. It has been done to find the actual situation in the field related to the types, strategies, and factors of the use of directive speech acts used by teachers in English learning. The results of the qualitative data analysis will then be concluded based on the problem formulation in this study.

The criteria that has been used as a reference in data collection and data analysis in this study has presented in the form of an indicator table in the appendix section. The indicator table is a table that contains instructions in grouping the types, strategies, and factors of the use of directive speech acts of teachers. The use of this table aims to assist the researcher in classifying and analyzing the data.

3.6 Trustworthiness of Study

Data validity check in this research has been carried out with triangulation. Triangulation has been done to ensure that the data is more consistent so that it can be considered as valid and can be justified. Moleong (2014) states that triangulation is a data validity checking technique that utilizes something outside the data for the purpose of checking or comparing the data obtained. Furthermore, Denzin (Moleong, 2014) distinguishes triangulation into four types, namely by utilizing the use of sources, methods, investigators, and theories.

Based on the four types of triangulation, the researcher used source triangulation in this research. The source triangulation has been done by interviewing the English teacher to produce valid and justified research data. At this stage, the researcher will compare the observation data in the form of speech act events in learning interactions and learning contexts with the informants perspectives. Furthermore, the interview aims to verify the data by asking approval from the research participants regarding the results of the research that has been carried out in order to obtain a complete view and not subjective or not one-sided, so that a thorough conclusion can be drawn. Thus, the description related to the types, strategies, and factors of the use of teachers' directive speech acts in English learning interaction at MTS Pulokemiri can be described fully and thoroughly.

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