CHAPTER 3

RESEARCH PROCEDURES

A. Research Method

This study utilizes qualitative discourse analysis approaches on speech act theory as the design, adopting Searle's speech acts theory as the main basis for categorizing speech act variations. Discourse analysis, in its term, is the study of language that assess patterns and regularities, and often used in the study that intends to find the meaning behind utterances. Al-Hindawi & Saffah (2017) argued that "the discourse analysis needs to take a pragmatic perspective when doing discourse analysis" (p. 95), hence, in line with this method, context plays as an essential role in what language is used and utilized for. Moreover, this research method elicits on how formal and situational features of the language, which can be connected with context, deliver cohesion and coherence to the text (Kamalu & Osisanwo, 2015). In correlation with the speech acts analysis, this study utilizes an approach that is suitable for further findings, concerned with three concepts of discourse analysis elements (Rahim, 2018).

Discourse Analysis Theory		
Content	*Context*	*Assumption*
1. Theme	1. Grammar	1. Opinion
	2. Setting	2. Reference
	3. Emotion	3. Questions

Table 3.1 Discourse Analysis Theory proposed by Rahim (2018)

Critical features and structures need to be considered when performing the analysis: conversation, discourse, discourse opening, discourse closing, discourse participants, discourse interruption, speaker (both current and next), speaker change, role sharing, adjacency pairs, speech errors, repair mechanism, turn and turn-taking, topic negotiation, talk initiation and elicitation in talk, and summon (Kamalu & Osisanwo, 2015).

B. Focus of the study

This research is focused on the analysis of speech acts represented in the Indonesian English textbook of middle-high school. This research has the same focus that one article from Siswantara & Ariffin (2021) put on, however, to create the discrepancy, this research provides the view of qualitative analysis approach and explores the new English textbook publication of curriculum Merdeka, to provide a different breadth and depth in the same theme and fulfill the gap from the previous study.

C. Data Resources

This study analyzes the dialogue sections that are presented in one Indonesian ELT textbook titled *English for Nusantara untuk SMP / MTs Kelas VII* written by Damayanti et al., (2022), published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud. This textbook is considered new since the content is based on the new Merdeka curriculum, which is the newest curriculum organized by Nadiem A. Makarim in 2022. Thus, in the aim to fill the gap and continue the development for further study, the recent publication of an English textbook is chosen considering the potential it has. There are five chapters of the book: Chapter 1 About Me, Chapter 2. Culinary and Me, Chapter 3. Home Sweet Home, Chapter 4. My School Activities, and Chapter 5. This is My School, and all the chapters were analyzed.

D. Technique of Collecting the Data

Document analysis (henceforth, DA) or Documentation is used to collect the data. The use of DA supports this research because it is less time-consuming, less-costly, and the exactness of details offers advantages for the process (Bowen, 2009). DA allows any type of document (including printed and electronic) to be evaluated which contains text (in this context, dialogue) that has been obtained without the researcher's intervention (Bowen, 2009).

One sample of the ELT textbook titled *English for Nusantara untuk SMP/MTs Kelas VII* written by Damayanti et al., (2022) is chosen as the selective material to analyze the number of speech acts provided, with no limitations and provides all the types based in the textbook, for the sake of seeing how the textbook represents speech acts. The goal of this study is to deliver the understanding that language is used as contextual, and embedded in context.

The data operational is collected by following Fereday & Muir-Cocharane's (2006) steps:

1. familiarization. In this stage, the researcher carefully read and reviewed all dialogue transcriptions to gain a deep understanding of the collected data. Since the dialogues in the textbook are originally presented as pictures containing character speech bubbles, the researcher first transcribed the locutionary acts (the utterances as produced) to obtain their locutionary force (the literal meaning conveyed by the utterances).

To illustrate the data collection process, the following excerpt represents one of the dialogue segments taken from the textbook. The original dialogue appears in image form, but it is transcribed here for clarity and analytical purposes:

Andre:	"Monita likes playing mobile games, too."
Monita:	"And, I also like drawing manga."
Galang:	"Cool. I love manga. But, I can't draw."
Andre:	"You know, we can play mobile games together."
Galang:	"The more, the merrier."
Monita:	"Right! By the way, I've got to find my seat. **See you later.**" (Chapter 1, p. 24)

Table 3.2. Sample of transcribed dialogue

2. identifying a thematic framework. At this stage, a thematic framework was established to filter and classify the data. The categorization follows Searle's (1979) speech act model, which serves as the primary set of themes. Each transcribed locutionary act was preliminarily assigned to its corresponding illocutionary category (assertive, directive, commissive, expressive, or declarative), along with its more specific illocutionary forces (e.g., representation, request, apology).

Illocutionary Acts Categories	Illocutionary Forces Types
Assertives	Stating
	Informing
	Describing
	Agreeing
	Explaining

Directives	Questioning
	Ordering
	Commanding
	Requesting
	Suggesting
	Inviting
Commissives	Promising
	Accepting
	Refusing
	Offering
	Planning
Expressives	Thanking
	Congratulating
	Greeting
	Welcoming
	Complimenting
	Stating surprise
	Stating farewell
	Stating disappointment
	Stating hope
Declaratives	naming, pronouncing, formal institutional acts

Table 3.3 Illocutionary Acts Categories and Their Illocutionary Forces Types

Perlocutionary aspects were noted only in brief to assist later interpretation, but the main focus of this stage remained on identifying the thematic codes needed for further analysis.

3.   indexing. In this stage, a numerical indexing system was applied to organize and reference each utterance in the dataset. Every transcribed locutionary act was assigned an index number and charted into a data table. The indexed items were then annotated according to their corresponding illocutionary act categories (assertive, directive, commissive, expressive, or declarative) and further coded into their more specific illocutionary forces based on Searle's (1979) typology.

This indexing system enabled the researcher to systematically track the frequency of each category and subcategory. The compiled index later served as the basis for calculating the overall distribution and percentage of speech act occurrences within the textbook, which is presented in the findings chapter.

4.   charting. In this stage, the indexed data were organized into structured tables that display the categorization of speech act variations. Each utterance's illocutionary act and specific illocutionary force were arranged in tabular form to allow clear comparison across categories. Although the original framework refers to "charting," this study employs tabular data displays rather than visual charts, as tables sufficiently represent the distribution patterns needed for the subsequent analysis.

5.   mapping/interpretation. In the final stage, the categorized and charted data were mapped to identify emerging patterns and relationships among the speech act types and their specific forces. This step marks the transition from data preparation to analytical interpretation. The interpretation of these mapped patterns is presented in the findings and discussion chapter.

E. Technique of Analyzing the Data

This research adopts the speech acts theory proposed by Searle (1979), because it is the most recent theory under the speech acts field development and it has been supported by various pragmatic researchers, for instance; Yule (1996), Mey (2001), and Cutting (2002) (Siswantara & Ariffin, 2021). The number of speech acts gained in the dialogues of the textbook are listed through a simple quantification frequency according to Searle's speech act taxonomy to code each type of declaration, representatives, expressive, directives, and commissives that are contained in the dialogues of the textbook as the reference. Afterward, the analysis is processed through discourse analysis characteristics and the five major components of the adopted theory.

This study adopts Searle's (1979) speech act theory as the analytical framework because it provides a clear taxonomy for categorising illocutionary acts (representatives, directives, commissives, expressives, and declarations) and is widely used in pragmatic research. The analysis combines principled speech-act coding with discourse analysis techniques to interpret how speech acts are represented in the textbook dialogues. The following procedure describes, step by step, how the raw textbook data were prepared, coded, quantified, and interpreted:

1. Data Preparation and Transcription

All dialogue segments were transcribed verbatim from the textbook images into a standardized tabular format. Each utterance (representing a single locutionary act) was placed into a separate row. Instead of numerical indexing, a color-coded analytic system was employed to mark the speech act category of each utterance. Every color corresponds to one major illocutionary type, enabling clear visual identification throughout the transcript. For each utterance, the table includes speaker label, the transcribed locution, page/unit reference, the assigned color code, and an additional written note specifying the specific illocutionary force. This color-coding method functions as an analytical marker equivalent to conventional indexing systems used in qualitative research and assists the researcher in tracking patterns of speech act distribution.

Assigned Color Codes
Assertive: the type of act in which the speaker is committed to expressing the truth. It forms stating, informing, describing, agreeing, and explaining. In detail, the speaker believes the situation is what happened and commits to the truth of what is asserted. Color coded with yellow.
Directive: when the utterance is delivered, it intends to make the listener do a specific action. questioning, ordering, commanding, suggesting, inviting, and requesting are included in this form. To be precise, the speaker wants the situation to happen by attempting. Color coded with green.
Commissives: the speaker will submit to do oncoming action. It could be delivered through promising, accepting, refusing, offering, and planning. This means the speaker intends the situation. Color coded with blue.
Expressives: this is used to express the speaker's emotions. The examples are apologizing, thanking, congratulating, greeting, welcoming, praising, stating surprise, stating farewell, stating disappointment, stating hope. In short, the speaker feels a variety of psychological states in the situation. Color coded with purple.

Declarative: this type of speech act is intended to change reality through a declaration. The speaker, in this position, causes the situation through words. Color coded with red.

Table 3.4. Assigned Color Codes for Illocutionary Categories

2. Unit of Analysis

The primary unit of analysis is the utterance (locutionary act). Each utterance was examined to determine its illocutionary force, which was indicated through the assigned color code and subsequent force label. When a single sentence contained more than one distinct illocutionary act, the utterance was analytically divided into multiple coded segments. Each segment retained the same utterance row but was marked with multiple color codes and corresponding force labels. For example, if an utterance simultaneously conveyed an Assertive and a Directive, both acts were coded and marked within the same transcription row using separate labels indicators.

Pipit:	"Hi Monita." (expressive)
Monita:	"Hi Pipit." (expressive)
Pipit:	"Bu Ayu advised me to stay focused on online learning?. (assertive) You know, I'm easily distracted. (assertive) Can you give me some tips." (directive)
Monita:	"Wait a second. I'll send you an infographic, (commissive) hope it can help." (expressive)

Table 3.5. Sample of Coded Utterances

Compound or multi-clause utterances were divided only when the clauses served clearly different illocutionary purposes; otherwise, they remained as one unified coded unit.

3. Operational Definitions and Codebook

An operational codebook was developed based on Searle's (1979) speech act taxonomy. Each major category—Assertives, Directives, Commissives, Expressives, and Declarations—was assigned a clear operational definition tailored to the context of the textbook dialogues. For each category, a set of

expected illocutionary forces (subtypes) found in the textbook was also listed, such as:

Illocutionary acts (category)	Operational definition	Illocutionary forces (subtype)	Example
Assertives	Utterences that commit the speaker to the truth of a preposition	Stating Informing Describing Agreeing Explaining	Galang: "It's fried rice for my breakfast."
Directives	Utterences that intended to make the listener to do something	Questioning Ordering Commanding Requesting Suggesting Inviting	Galang: "So, what's your hobby?"
Commissives	Utterences that commit the speaker to do something	Promising Accepting Refusing Offering Planning	Leni: "Wow, that sounds interesting. Ok, I will join the pencak silat club next Tuesday."
Expressives	Utterences which express the speaker's psychological state	Thanking Congratulating Greeting Welcoming Complimenting Stating surprise Stating farewell Stating disappointment Stating hope	Pipit: "Oh, alright. Thank you."
Declaratives	Utterences that bring about a change in institutional reality	-	-

Table 3.6. Operational Definitions for Illocutionary Acts and Forces

This codebook served as the reference of analytical framework during the manual color-coded analysis of the transcripts, ensuring consistency across all coded segments. The complete codebook is provided in the appendix.

4. Initial coding (assigning illocutionary act and force)

Each transcribed utterance was read in context (locution and immediate context). The researcher assigned: (a) one illocutionary act category (Searle's five types), and (b) a more specific illocutionary force (the function label, e.g., request, inform, apologize).

Pipit:	"Hi Monita." ((a)expressive, (b) greeting)
Monita:	"Hi Pipit." ((a) expressive, (b) greeting)
Pipit:	"Bu Ayu advised me to stay focused on online learning?. ((a) assertive, (b) stating) You know, I'm easily distracted. ((a) assertive, (b) informing) Can you give me some tips." ((a) directive, (b) requesting)
Monita:	"Wait a second. I'll send you an infographic, ((a) commissive, (b) promising) hope it can help." ((a) expressive, (b) stating hope)

Table 3.7. Sample of Initial Coding

Perlocutionary observations (anticipated or observable effects on the addressee) were noted in a separate column when relevant, but these were not the primary coding target.

5. Indexing and annotation.

All coded units received unique index identifiers and annotations (index, category, force, page/unit). This allowed traceability from the coded result back to the original textbook image/transcript.

Pipit:	"Hi Monita." ((a)expressive, (b) greeting)
Monita:	"Hi Pipit." ((a) expressive, (b) greeting)

Pipit:	"Bu Ayu advised me to stay focused on online learning?. ((a) assertive, (b) stating) You know, I'm easily distracted. ((a) assertive, (b) informing) Can you give me some tips." ((a) directive, (b) requesting)
Monita:	"Wait a second. I'll send you an infographic, ((a) commissive, (b) promising) hope it can help." ((a) expressive, (b) stating hope) (Chapter 4. p. 176)

Table 3.8 Sample of Initial Coding

The utterance previously identified and coded in Step 4 was subsequently indexed and annotated as Chapter 4. p.176.

6. Quantification: frequency counts and percentage calculation.

After coding, the frequency of each illocutionary category and each illocutionary force was counted. Percentages were computed using the standard formula:

$$Percentage\ of\ category = \frac{frequency\ of\ category}{total\ number\ of\ coded\ utterences}\ x\ 100\%$$

Figure 3.2 Formula for Data Quantification

For the example of the calculation process, if 20 utterances were classified as assertive speech acts out of a total of 80 coded utterances, the percentage of assertive speech acts was processed as follows:

Percentage of assertive speech acts = (20 / 80) × 100% = 25%.

Similarly, if 15 utterances were identified under the illocutionary force of requesting out of 80 coded utterances, the percentage was calculated through the same formula.

7. Mapping and discourse interpretation.

The quantitative distribution (frequencies and percentages) was used as a map to guide qualitative interpretation. The researcher examined representative samples and salient instances from each category to interpret how the textbook represents speech acts. Interpretive claims are reserved for the

findings/discussion chapter, but initial analytic memos were written during coding and saved as part of the audit trail.

8. Presentation of coded excerpts

In the findings chapter (Chapter 4), selected transcribed excerpts that exemplify each category and sub-force are presented and discussed. The full set of transcriptions and original textbook images are provided in the appendix for transparency.

F. Research Schedules

The researcher creates a research timetable as follows, settled for 2025:

Activities	Month					
	Feb-May	June	May	Jun-Nov	Nov	Dec
	2023		2024		2025	
Research Proposal Writing	■					
Research Proposal Examination		■				
Data Collection			■			
Data Analysis				■		
Writing the Report				■		
Telaah Komprehensif Examination					■	
Thesis Examination						■

Table 3.9 Research Schedule