

CHAPTER 3

RESEARCH PROCEDURES

This chapter presents the methodology employed in this study. It describes six parts of research procedures: the research method, setting and participants, data collection, data analysis, and research schedule.

A. Research Design

This study employs a qualitative method, specifically the field of pragmatics, which is a branch of linguistics that examines how context influences the interpretation of meaning. More specifically, this study focuses on speech acts to identify the types and functions of utterances made by English teachers in EFL classrooms.

B. Research Setting and Participants

In this study, researcher collected the data through observation and recorded all of the teachers' speech acts during. The observation and recording were conducted during three lessons at a junior high school in Tasikmalaya. The classroom activities focused on recount texts. The teachers explained the material, discussed it with the students, and asked the students to apply the concept of recount texts through stories about their experiences after participating in a study tour.

The study involved four participants. A female teacher had more than twenty years of teaching experience. A male teacher had less than twenty years of experience. A male participant was pursuing a Professional Teacher Education program. Another female participant was a prospective teacher who was still studying at a University in Tasikmalaya. The researcher selected these four participants to observe variations in their pragmatic abilities. Differences in teaching experience were considered as factors influencing this ability and were assessed in a short period of time through a Written Discourse Completion Task.

This study also complied with essentials ethical considerations throughout the research process. All participants were given a clear explanation of the research objectives, the procedures involved, and their rights as research participants. Prior to data collection, they voluntarily provided informed consent, acknowledging their

willingness to participate. Their privacy and anonymity were strictly protected by assigning pseudonyms (P1, P2, P3, and P4), and they were assured that they could withdraw from the study at any time without any consequences. All data collected was processed confidentially and used solely for academic research purposes. In addition, participants were informed in advance of the interview schedule to ensure transparency and comfort during the data collection process.

C. Data Collection

To collect data, researcher conducted classroom observations and records them over a certain period of time, referring to the use of longitudinal method. In pragmatic studies, longitudinal methods refer to a certain period of time to observe changes in speech patterns, functions, and strategies. This approach emphasizes that pragmatic is not static, but develops along with changes in context, interaction, and speaker experience. Longitudinal research collects data from the same source or participant at several points in time to trace how speech changes, strengthens, or shifts according to communication needs (Wu, 2023). This approach allows researcher to understand the pragmatic process deeply because changes in the use of speech acts can be observed as part of the dynamics of social interaction over time. Therefore, researcher conducted observations during three meetings, each lasting 1-2 hours, to observe changes in the speech acts conveyed by participant P1 over time.

The researcher also gives participants a Written Discourse Completion Task (WDCT). WDCT is a research tool mainly used in the field of pragmatics to evaluate participants' ability to perform speech acts in written form (Rashtchi et al., 2020). These tasks consist of a series of carefully designed situations to elicit participants' responses to potential scenarios. This instrument helps identify language choices, politeness strategies, and variations in directives that may not always be apparent during classroom observations. In addition to these methods, the researcher also conducted interview with the first participant (P1) since she is the most experience teacher rather than other participants. This interview aimed to gain deeper insights into the participants' perspectives and experiences.

To enhance the validity and credibility of the findings, several strategies were applied. Data triangulation was conducted by comparing responses across participants, ensuring consistency in the patterns identified. Member checking was also carried out by confirming the accuracy of the participants' statements after transcription. In addition, the use of J.L Austin (1962) framework to design the interview guide strengthened the reliability of the data collected. This alignment with an established theoretical model ensured that the findings were trustworthy, relevant, and closely tied to the objectives of the research.

D. Data analysis

In this study, the teacher's speech acts that become data analyzed using one of Austin (1962) speech act classifications. The aspects that was examine namely illocutionary which is then continued with the illocutionary classification by Searle (1979) which focuses on directive speech acts and their types. Furthermore, the data will be further analyzed using the classification of directive speech act functions based on Suryandani & Budasi (2021) to gain a deeper understanding of the types and functions of directive speech acts used by teachers in the learning context.

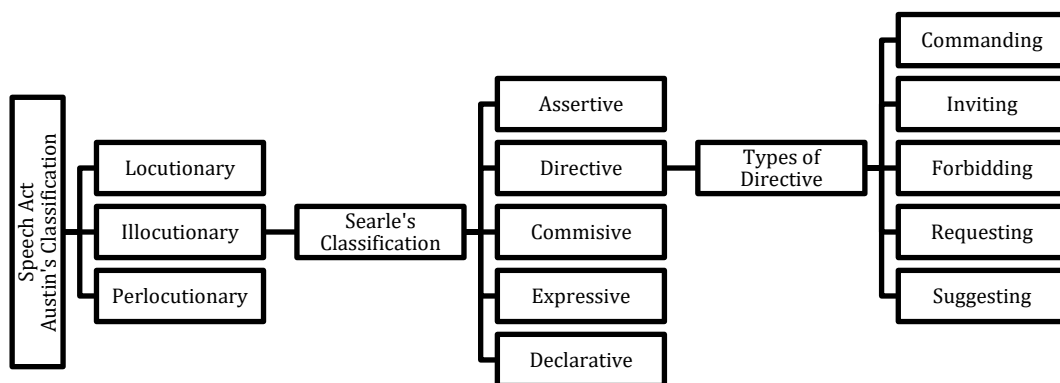


Figure 3.1 The Classification of Speech Act

The figure above presents the steps of speech acts analyze. Each utterance of the speech act will be analyzed into one of speech act classifications, namely

illocutionary. After that, illocutionary speech acts will be further analyzed which focuses only on directive speech acts. Furthermore, the directive speech acts will be analyzed for their functions. Table 1 provides a sample of speech act analysis.

Example Teacher utterances (Data):

“Please open your book page 45 and read the first paragraph”

Table 3.1 *Sample of Speech Act Analysis*

Step	Analysis
Austin’s Speech Act Classification	Illocutionary Act: The intent behind the utterance: the teacher does not just state something, but asks or commands the students to perform an action, which is to open the book and read it. This is the performative aspect of the utterance, where the teacher uses her authority to direct students' actions in the classroom context.
Searle’s Illocutionary Classification	Directive Speech Act: The utterance is intended to make the listener (student) do something, which is to open the book page 45 and read the first paragraph.
Types of Directive Speech Act (Searle, 1979)	Commanding: The teacher asks politely (using the word “please”) but the context and authority make the utterance function as an order.
Functions of Speech Act (Suryadani & Budas, 2021)	Instruction: The speech functions to instruct the students to do certain activities in the classroom (opening books and reading).

This study uses thematic analysis to analyze the data from the data collection that will be conducted by recording the classroom learning. Thematic analysis makes it possible to identify and explore patterns or themes that emerge from the data. The researcher can categorize different types of speech acts and their functions in the context of directive speech acts. The researcher uses NVivo software to facilitate data analysis using thematic analysis (Braun & Clarke, 2012). In analyzing the data, the researcher followed the six-stage thematic data analysis process developed by Braun & Clarke (2012) as follows:

1. Familiarizing with the data.

The researcher imported recordings of English language lessons in the classroom into NVivo software. After that, the researcher transcribed all of the lesson recordings, read the transcripts several times to understand the context

and general picture of the data, and noted patterns or ideas that emerged during the reading. For example, in the transcript the teacher stated “Okay, attention please”. During the familiarization stage, the researcher noted that this utterance appeared at moments when students were distracted. This stage allowed the researcher to recognize that many utterances were intended to regulate student behavior.

2. Creating initial codes.

Researchers added the code “Illocutionary” to the Nodes menu in the NVivo software. This code can include keywords or phrases that reflect the meaning of illocutionary text, namely that the speaker aims to make the listener perform a certain action in accordance with the speaker's wishes. For example, the phrase “Collect your book” reflects the speaker’s

3. Create themes.

In this phase, the researcher reviews the coding and combines the initial codes into broader code categories by identifying the relationship between the codes and the textual meaning of the existing phrases. The researcher adds a subcode called “Directive Speech Act” and includes phrases that correspond to the lexical verb and textual meaning of the directive speech act. For example, the teacher stated “Collect your book”, this utterance is added to the node of directive speech act.

4. Reviewing potential themes.

The researcher revisits the identified data and ensures that the phrases are truly representative a directive speech act.

5. Determining and naming themes.

Researchers determine names for each theme that accurately reflect the content and meaning of the theme, which will be explored further by the research questions. Researchers add subcodes in the form of the type and function of directive speech acts to the nodes and then group phrases that correspond to their type and function into the available codes. For example, teacher’s utterance “Don’t forget to bring your book” classified as forbidding (type) and Instruction (function).

6. Compiling the report.

The final stage involves writing an analytical memo to accurately summarize the content of each theme and develop arguments related to the research questions. For analytical writing, researchers use features available in Nvivo, such as the graphing and mind mapping features, to facilitate the attachment of the results of the analysis that has been carried out.

Example:

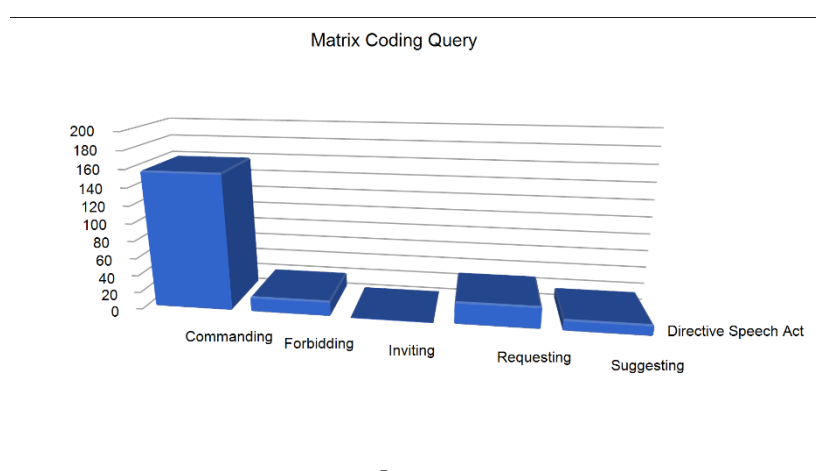


Figure 3.2 Example of the Data Result

The researcher then wrote analytical memos such as: “Commanding is dominant, suggesting strong instructional control but also efficiency in time management.

E. Research Schedule

As shown in the table, this study was conducted from September 2024 to July 2025. It took place in one of the junior high schools in Tasikmalaya, where the teacher P1 teaches an EFL classroom. Meanwhile, WDCT completion by P1, P2, P3, and P4 was conducted online. Below is the researcher’s research schedule.

Table 3.2 *Research Timeline*

Activities	Month							
	Sept 2024	Nov 2024	Des 2024	Jan 2025	Feb 2025	Jul 2025	Feb 2026	Apr 2026
Research Proposal Writing								
Research Proposal Examination								
Data Collection								
Data Analysis								
<i>Seminar Hasil</i> Examination								
Final Thesis Examination								