**CHAPTER III**

**RESEARCH METHODOLOGY**

1. **Research Design**

This research is an ex post facto research where data were taken from the real condition as happened at a preschool in Semarang named TK Islam Masjid Al Falaq. The students in the school are those in their 4-6 years old or in preschool period.

Piaget classifies this preschool period as pre-operational stage where children start to develop their cognition through symbols and words (Santrock, 2007: 49). The writer observes during students’ activities around the school, in and off-class. She just monitors the interaction of the students and their teachers (in the classroom) and directly interacts with students while off-class.

Based on the objective of this study, this research is also categorized as qualitative descriptive because the result of this study is drawn clearly, accurately, and systematically as the real situation and classified based on the related theory. This is in line with Best (1981:93) opinion that descriptive research also known as non-experimental research, deals with the relationships between variables, the testing of hypotheses, and the development of generalization, principles, or theory that have universal validity.

The data of this study consist of primary and secondary data. The primary data of this research are spoken data which in this case are utterances produced by the students’ when they communicate to the others (friends, teacher, parents, or other adults which happened at the schools) and the result of opened interview with them. The secondary data of this study are taken from opened interview with teacher, staff and students’ parents.

This research uses pragmatic approach because the data, as utterances which are produced by the students, are the manifestation of using language for communication. In a communication, both speaker and hearer must have the same meaning. Therefore, *context* is very important part of people’s utterance in order to communicate to others. Besides, students’ responses toward other people’s utterances are also as the sign of the use of language.

The steps in doing this research are *first,* collecting data through attentive observation toward the interaction among the students and adult at the school. During the observation, supportive instruments which are audio recorder and researcher’s notation are needed. The *second* step isanalyzing the data by explaining them according to the relevant theories as presented in the previous chapter. And the *final* step is presenting the data into a detail description, based on the concept of direct and indirect speech acts so that the objective of the study can be obtained.

1. **Research Approach**

Approach used in this research is pragmatic approach because the subjects discussed are in line with the characteristics of Pragmatic: text, context, and meaning. Leech (1983:11) mentions that Pragmatics is the study of linguistic communication based on conversational principles. He also believes that Pragmatics focuses on two meanings, *intended meaning* and *interpreted meaning*. Intended meaning means meaning which is expected by the speaker, while interpreted meaning means meaning interpreted by the hearer.

To make sure that meaning of speaker and hearer are just the same, *context* has a very important role. Context is physical environment which help both speaker and hearer in recognizing which one to be referred when an utterance is produced. That is why Levinson (1983:9) defines Pragmatics as study of correlation between language and context which act as essential parts of understanding a language.

1. **Location of the Study**

This research is held in TK Islam Masjid Al Falaq which is located at JL. Payung Prasetya Raya no.1 Semarang. The location of the school is in the border of modern houses and kampong so the students of this school are from various family backgrounds. The school has two levels of classes, they are *group A* (4-5 years old), and *group B* (5-6 years old).

1. **Collecting the Data**

The process of collecting data in this research consists of three sections, starting from choosing the data resource, deciding the population and sample, as well as selecting the correct instrument. Detail on every section will be explained as below.

1. **Data and Data Resource**

Data used in this research are taken from attentive observation toward the interaction between students and other people at the school from August 8th- September 17th 2011. The data of this research is spoken and also action of the students as responses of an utterance. Utterances from the students are categorized as spoken data while responds of the students are noted as another type data.

To get the objectives, this research consists of primary data and secondary data. The primary data consists of utterances produced by students and the response of the students toward other people’s utterances (as action or verbal responses).

The utterances are recorded in audio and or video recorder while the context/situation of communication will be noted at the researcher notes. The researcher also interviews teachers and or parents in order to enrich the data and it can be used as secondary data to support and confirm the primary data.

1. **Method of Collecting Data**

The method used in this research is direct observation toward students, when they communicate to others. Here, the researcher is involved as participant of the research. Making note technique is used to complete audio and video recording. The elicitation technique is also used in order to get more data from children because most of the time the researcher cannot get the related utterances which may occur in a certain situation. In fact the children produce unpredictable speech or action.

1. **Population and Sample**

As a qualitative study, the population in this research is preschool children (age 4-6) as students in TK Islam Masjid Al Falaq, JL. Payung Prasetya XV no.1 Pudakpayung, Semarang. As an ex post facto study, the researcher observed all students for the DSA, in total there are 50 students. However, during the research only 20 respondents can be observed because of the limitation of the time.

1. **Instrument**

To get the data, the researcher acts as the main instrument that is supported by additional instruments; they are audio recorder, video recorder, observation sheets and researcher’s note.

1. **Data Analysis**

As final part of this research method, the collected data are then analyzed based on the theoretical framework which has been discussed in the earlier chapter. After all data are gathered, the researcher compiles and clusters the data based on the aim of the study.

The data are stated in detail based on analytical descriptive on conversation analysis in order to get the meaning of each discourse. Based on the sequence structure and adjacency pair of each context, the description can be more detail.

Discourses as the data of this research are described and categorized based on the theory of DSA and children’s language competence. The ability of the subjects in responding and producing DSA in the forms of direct-indirect speech acts are also considered as part of the categorisation. The analysis also involves the context of the discourse. Thus, the note of students’ responses and the context of communication are very important to give meaning of each utterance.