

## **CHAPTER III**

### **METHOD OF THE STUDY**

#### **3.1. Research Approach**

The writer used descriptive qualitative approach to conduct this study. It is because the writer wanted to observe the types of speech acts in a two years old Javanese child's utterances. Descriptive qualitative approach is used due to the fact that the study conducted by the writer is not about mathematics statistic procedure but person's behavior. By using this approach, the result of the study is in description form with paragraphs. Strauss & Corbin (2009) stated that qualitative research consists of observation of person's behavior which is presented in description paragraphs.

#### **3.2. Participant**

The participant of this research was a child at the age of two years old and from middle socio economic families in Mojowarno, Jombang. The participant is a boy whose name is Ananda Putra Pratama. In family he is usually addressed by nickname Nanda. Nanda was two years and nine months old when the data recording is done. His mother is a housewife and father is an employee. Both of them have graduated from senior high school. All members of the family mostly use Javanese language in their daily conversation. The writer chose the child in Jombang because it was accessible for the writer and it was due to the effectiveness of the study. Javanese

was chosen due to the consideration that is according to Kridalaksana (2001) Javanese is one of the highest produced language in Indonesia by mostly occupying in Central Java and East Java, while Jombang is including to East Java.

The writer chose a two years old Javanese child due to some considerations. Firstly, according to Menyuk & Brisk (2005) language development during this year is very rapid. The writer believes that the child in this age is able to interact with other people. Thus, the child is believed to be able to produce utterances. Secondly, the child must have used Javanese in his daily conversation and it becomes the first language. This consideration is based on the fact that there is no study conducted to analyze the speech acts of Javanese child yet. Therefore, the reason why the writer chose Javanese child is that because the writer would like to find out the types of speech acts of a Javanese child's utterances in order to accompany the child's language development.

### **3.3. Technique of Data Collection**

In collecting the data, the writer recorded the conversation among the child and other people around him. It was due to the child lived with an extended family. The other people in the conversation were coded in the letter form of S that stands for the child's uncle, A stands for the elder person, W stands for the writer, M stands for the child's mother, A2 stands for the child's grandmother, T stands for the child's aunt, while C stands for the child; the participant in this study. The duration of the recording was about three hours. However, the data was not recorded directly three

hours. During the data recording, the writer had involved in the conversation with the child since the child tried to communicate to the writer. The writer did not give instructions what mother should speak and act to the child. The writer recorded the conversation among the child and other people around him due to the consideration that the child according to the mother will produce many utterances and will be very active rather than just with the mother. As a result, the conversation of the child had run.

It took several steps to collect the data. Firstly, the writer chose the participant based on the considerations. And then, after choosing the participant, the writer asked for permission to the mother in order to record the child conversation.

### **3.4. Technique of Data Analysis**

After collecting the data, the writer began to analyze the data based on the theories mentioned in chapter II. First of all, the writer transcribed orthographically all utterances during the recording. Secondly, the writer identified and classified the utterances according to the speech acts categorization by Ninio & Snow (1996). The speech acts are (1) directives and responses; (2) speech elicitations and responses; (3) commitments and responses; (4) declarations and responses; (5) markings and responses; (6) statements and responses; (7) questions and responses; (8) performances; (9) evaluations; (10) demands for clarification; (11) text editing; and (12) vocalizations. Finally, the writer analyzed the frequency of speech acts produced by the child to find out the most frequent type occurred in child's utterances.