

CHAPTER III

METHODOLOGY

This chapter explains the research methodology used to analyze the hedging devices used by students in their oral presentation. The researcher uses qualitative research design, specifically using content analysis method.

3.1. Research Purposes

The aim of this research is to investigate hedging devices that English major students use in their oral presentations and to explore the way they use them in oral presentations.

3.2. Research Method and Design

This research used the content analysis that applied “for making replicable and valid inferences from text (or other meaningful matter) to the context of their use” (Krippendorff: 1980). In this case, the oral presentation can be classified as the object of content analysis since it can be considered as spoken text. Qualitative research design was implemented in this study since the researcher wants to “explore and understand the phenomena occur in individual or group ascribe to a social or human problem” (Creswell: 2009), in which the phenomena of hedging use in students’ oral presentations.

3.3. Scope of the Study

The scope of the study was the use of hedging devices in oral presentation performed by 3rd year students of English Department at State University of Jakarta, specifically students of 11 Dik B class, on their final task in Academic Presentation course. The hedging devices that were analyzed in this study is in the form of lexical expressions used to hedge the utterances in academic discourse. However, “other forms of hedging such as vocalization (like *aaw, uuh, uum, well*) or gestural devices such as a dismissive wave of the hand or a shrug of the head” (Fraser: 2010) were not the focus in this study.

3.4. Time and Place of the Research

The research was conducted in English Department State University of Jakarta, which is located in Jl. Rawamangun Muka - Rawamangun, East Jakarta. It was held on April 2014 up to July 2014.

3.5. Data and Data Source

The data are 23 spoken texts that were transcribed from video recordings on students' oral presentation performances final test and the data source in this study were the students of Academic Presentation class.

3.6. Research Procedures

The following procedures will be used in conducting the research:

1. Observing/ Recording

The students' performances in oral presentations in class were observed by recording each performance of students

2. Transcribing

The students' oral presentation recordings were transcribed manually by the researcher

3. Note taking

The researcher finds the word, words, phrases, or clauses used which were considered as hedged utterances by its form and function. Then, the hedging devices in each utterance were highlighted and noted. When certain forms in some utterances were doubtful to be judged as hedges, the Crompton's 'test of hedges' was adopted to determine whether or not their occurrences make the sentences were hedged.

4. Classifying

The hedging devices noted were classified into five categories according to Meyer classification of hedging devices, they are Shields, Approximators, Author'Speaker's Personal Doubt and Direct Involvement, Emotionally Charged Intensifier, and Compound Hedges.

5. Analyzing

The classified hedging devices used were quantified. Then how students used them in their oral presentation were analyzed and discussed based on the underlying theories of hedging of each forms and functions.

6. Concluding

The conclusions were made based on the result.

3.7. Data Collection Techniques

The following steps were used in collecting the necessary data:

1. The 3rd year English Department UNJ students enrolled in Academic Presentation course, specifically students of 11 Dik B class, were chosen as the object of the study.
2. The Academic Presentation lecturer's permission was asked to conduct the observation and record students' performances during his/her the sessions
3. The students' oral presentations performances in class were observed and each performance of students were recorded

3.8. Data Analysis Techniques

The following steps were used in analyzing the collected data:

1. The oral presentation recordings were transcribed manually by the researcher
2. The oral presentations were explored and the word, words, phrases, or clauses used which are considered as hedged utterances are highlighted
3. The simple 'test of hedges' presented by Crompton (1997) was used by the researcher to determine whether or not the utterances were hedged when necessary
4. The hedging devices used by each participant were noted and classified according to Meyer classification of hedging devices by the researcher since it is suitable and more reliable for academic discourse and had been used in some academic researches.

5. How students use the hedging devices were analyzed mainly based on Meyer classification and supported by various related theories developed by previous researchers

6. The conclusions were drawn based on the result