CHAPTER III

METHODOLOGY

This chapter explains the research methodology used to analyze the attitude markers used by students in their speech. The researcher uses qualitative research design, specifically using content analysis method.

3.1   Research Design

The researcher used content analysis as Holsti, 1968 propose that any technique for make inferences by systematically and objectively identifying special characteristic of messages. This means photograph, videotape, or any item that can be made into text are amendable to content analysis. Moreover the researcher focus on some of seven major elements in written messages can be counted in content analysis: words or terms, themes, characters, paragraphs, items, concepts, and semantics (Berelson, 1952; Berg, 1983; Merton, 1986; Selltiz et al., 1959), which is words and themes.

3.2   Time and Place of 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 February to June 2015.

3.3   Data and Data Source

The data are 16 Spoken text transcribed from video recordings of students' speech and the data source in this study were the students of 11 Dik B reg public speaking class.

3.4   Research Procedures

1. Recording

Students' speech performances during mid-term test were recorded.

2. Transcribing

All the recorded performances are transcribed into text.

3. Coding

The spoken text that have been transcribed then coded and symbolized with number from STUDENT 01 until STUDENT 16.

4. Note-taking

After all the data have been coded, the researcher searched for the words, phrases, or sentences in each data which are considered as attitude markers were highlighted and noted.

5. Classifying

The attitude markers that have been highlighted previously were classified according to Hyland's (2005) model of attitude markers, including *attitude verb, adverb, and adjective.*

6. Calculating

Classified attitude markers were then calculated to show the frequency of each category

7. Drawing inference

After calculating the number of attitude markers used by the students, inference was drawn from the total number and frequency.

3.5   Data Instruments

Students	Total of		%of AMs per Running words
	Running words	AMs Used	

Table 1. Total and Percentage of Attitude Markers Used by Students

To find the frequency of attitude markers and how they were used by the students, analysis and classification were made using Hyland (2005) model of attitude markers through the following table analysis:

Attitude markers	Speech Performances	
	Total	Percentage
Attitude Verb		
Adverb		
Adjective		

Table 2. Total and Percentage of Attitude Markers Used Per Category

(Modified from Hyland's Table (2005)

Attitude Verb	Percentage	Total

Table 3. Frequency of Attitude Verb Used by Students (Modified from

Hyland's Table (2005)

Adverb	Percentage	Total

Table 4. Frequency of Adverb Used by Students (Modified from

Hyland's Table (2005)

Adjective	Percentage	Total

Table 5. Frequency of Adjective Used by Students (Modified from Hyland's Table (2005)

3.6   Data Collection Procedures

The steps used in collecting data are described as follow:

1. Students of 13DBR in English Department enrolled in public speaking class were chosen to be the data of this research.
2. The lecturer of the class is asked for permission to observe and record the students' performance in his/her academic presentation class.
3. Each performance of the students is recorded, for later to be transcribed, coded, analyzed, classified, and concluded.

3.7   Data Analysis Procedure

1. Attitude markers found in the transcribed text are highlighted and noted.

2. Highlighted attitude markers are classified into three categories as proposed by Hyland (2005).

3. Classified attitude markers are analyzed to seek its function in the content of the students' speech.

4. The inference or conclusion drawn based on the result.