

## **CHAPTER III**

### **METHODOLOGY**

This chapter deals with methods used in conducting the study, including research design, time and place of the study, data and data source, data collecting procedure, data analysis procedure, and tables of analysis.

#### **3.1. Research Design**

In this study, the writer applied a content analysis method. This method was employed to support the data analysis since the data gained were in the form of texts (Krippendorff, 2003). Regardless of the term, Mayring (2004) describes the content analysis as a “mixed” method: categories of text as qualitative step and texts or passages analysis with certain procedure as quantitative step (p. 10).

A move analysis by Swales (1990) was also applicable since this study dealt with moves of a text in order to explore linguistic features used within the moves. In addition, Upton and Cohen (2009) developed an approach to help investigate the organizational tendencies of the corpus which led to generalized descriptions of discourse structure. Referring to what the scholars had mentioned in their work, this study of analysis adopted an approach focusing on the “distribution and functions of surface linguistic features” (Upton & Cohen, 2009, p. 2).

#### **3.2. Time and Place of Study**

##### **3.2.1. Time of the Study**

This study was conducted starting from September 2015 until the mid of June 2016.

### **3.2.2. Place of the Study**

This study was carried out at English Department of UNJ. It mainly took place at the ED library since the study was an in-library research analysis.

## **3.3. Data and Data Source**

### **3.3.1. Data**

The data used in this study were the academic phrases found in Introductions of *skripsi* written by students of English Department of UNJ. The data were broken down to analyze the academic phrases used in the section.

### **3.3.2. Data Source**

The sources of the data in this study were corpora of 20 *skripsi* by students of English Department of UNJ. The *skripsi* were collected according to graduate year of 5 years back, descending from 2015 to 2011. This assortment was decided since research publication in the course of five years was an ideal range of extensive research data sources. In favor of dissimilarities, the data were taken from both English Language Education study program and English Literature study program.

### 3.4. Data Collecting Procedure

The writer collected the data by choosing 20 *skripsi* randomly to avoid subjectivity. Twenty *skripsi* were made up of a total number of 2 *skripsi*, taken from both ELESF and ELLSF, by each year the *skripsi* were published starting from 2011 up to 2015.

### 3.5. Data Analysis Procedure

The writer followed several steps to collect as well as analyze the data as follows:

1. The writer began selecting *skripsi* randomly from the stack in the library.
2. The writer sifted through the first chapter of the *skripsi* to start with points to be analyzed.
3. The writer began to identify by underlining sentences that could fit in with substantial functions within an Introduction that were already spelled out.
4. The writer accumulated which functions were present and which functions were absent from the Introduction.
5. The writer proceeded to identify academic phrases ED students used to deliver such functions by placing the phrases that corresponded to a handful of moves and more general communicative functions from Morley's (2014) *Academic Phrasebank*.

6. The writer put the analyzed phrases into a table of analysis that compiled in accordance with features derived from the theory (refer to point above).
7. The writer eventually drew the kinds of phrases that were most frequently used to express these functions.
8. The writer discussed the findings and described what was found first from the data to later split the results into details.
9. The writer finally drew conclusions from the findings and summarized them into last statements.

### 3.6. Tables of Analysis

#### 3.6.1. Identifying the Communicative Functions

The table used to identify which of the points of the communicative functions in the section was present and what they were was shown in Table 3.1.

No.	Data no.	Communicative Function

**Table 3.1** Communicative functions in *skripsi* introductions

#### 3.6.2. Identifying the Kinds of Academic Phrases

The table used to identify the kinds of academic phrases to express the communicative functions found in the data set was as follows (see Table 3.2):

<b>No.</b>	<b>Data no.</b>	<b>Item no.</b>	<b>Communicative Function</b>	<b>Location</b>	<b>Academic Phrases</b>

**Table 3.2** Kinds of academic phrases