

## **CHAPTER III**

### **METHODOLOGY**

This chapter provides the research design, time and place of the study, source of the data, data collection technique, and data analysis technique.

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

Qualitative content analysis were used in this research. Content analysis, according to Krippendorff (1998), were research technique which aim to make replicable and valid inferences from analyzed data to their context. Krippendorff (1989) also explained the data for this research technique are “texts which meanings are conventionally attributed”. In this research, the data were verbal discourse. This is applicable as the main purpose of this research is to analyze the use of booster by the students in specific context. Specifically, Hsieh & Shanon (2005) explained further that qualitative content analysis as “a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or pattern.”

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

This study was conducted at English Department of state University of Jakarta from December 2016 until January 2017

### **3.3 Data and Data Sources**

The following procedures were used in collect data of the study:

1. The writer collected three rubric opinions in The Jakarta post
2. The writer identified the data

This research was analyzed booster devices occur in Rubric opinion. As the writers, assuredly want their message to be understood (an illocutionary) and to be accepted (a hoped for perlocutionary effect). Referring to Brazerman (1988), readers will accept the message not only because they believe the writer to represent independent truths or faultless logic, because they have been persuaded by a writer's systematic appeal to the disciplinary meanings and values that hold. Nevertheless, boosters as the rhetorical strategies will surely help the students producing a successful Academic Discourse.

### **3.4 Data Collection Procedures**

The data collection procedures are described as following;

1. The writer collected three authors' rubric opinion from The Jakarta post newspaper.
2. The data was converted into text format so that could be operated on software.

### **3.5. Data Analysis Procedures**

Analysis were made using Hyland's taxonomy list of boosters (2005:218) which had been classified by Kondowe (2014) into five types in each category

1. Identifying

The writer identified the number of words the *Jakarta post* had for each section and for the total. Then the overall identification was put into the Table 1.

2. Coding three selected The Jakarta post then coded and differentiated into symbolic numbers from 1(ROJ) to 3(ROJ) for Rubric Opinion Jakarta.

3. Manual analyzing followed immediately to identify other items that performed equal function of boosting devices which were not included in the model. When certain forms were doubtful to be judged as boosters, Hyland's justification (1998, p350) was used to determine whether those are boosters or not.

4. Classified

The findings of the usage of boosters were put in Table 4. Then, the writer classified the boosters found based on the types into tables.

5. Calculating

The types of boosters that had been classified in rubric opinion will be calculated. The writer put the result in one table in (Table 7) in order to see the most dominant boosters. Then the number of boosters found in three rubric opinions will be put in table 8. The markers were highly used and seen important or not, this was found out according by (Biber,2009)

## 6. Inputting

The writer put the results in one table (Table 4) in order to see the most dominant boosters. Then the number of boosters found in frequency of every rubric opinion was be put in table 10. This was to find out whether the markers were highly used and seen important or not (Biber, 2009).

### 3.6 Data Instruments

To analyze the devices used, Hyland's list of boosters (2005, p.218) which had been classified by Kondowe (2014) into types:

**Table 1: Distribution of Boosters**

	<b>Type 1 (Lexical Verbs)</b>	<b>Type 2 (Modal Verbs)</b>	<b>Type 3 (Adjective)</b>	<b>Type 4 (Adverbials)</b>	<b>Type 5 (Solidarity Features)</b>
<b>Examples:</b>	Believe, Know, Show, Sure, Etc.	Must, Should, Have to, Need to, Etc.	Undeniable Clear, Definite, Doubtless, Etc.	Truly, Undisputedly, Surely, Clearly, Etc.	Itis claimed that, it is a fact, as cited in, etc.

However, Adel (2006) and Vassileva (2001) admitted that no comprehensive list exists for all of the markers, in keeping with the main criteria, some forms not mentioned in the list were also recognized in the process of analysis using Hyland's judgement of boosters (1998, p. 350). There were also several tables that helped the speaker to analyze and present the *Article* and classify boosters:

Table 2 presented the number of words found in rubric opinion section of 3 *article* and their percentage.

**Table 2: Identification of The Data**

Sections	Words	Percentage
Total		

*Modified from Hyland's Table 2 (1998,p.446)*

**Table 3: Table of Usage of Each Type**

TYPES	USAGE
Lexical Verbs	
Modal Verbs	
Adjectives	
Adverbials	
Solidarity Features	

*Modified from Hyland's Table 3 (2008, p.15)*

Table 3 functioned to gather the overall information collected based on the writer analysis. It revealed the number of boosters found for each type and section and their percentage of total.

Table 4 functioned to gather the overall information collected based on the writer analysis. It revealed the number of boosters found for each type and section and their percentage of total.

**Table 4: Frequency and Percentage of Total Types**

TYPES	ITEMS PER SECTIONS				% OF TOTAL BOOSTERS			
	ROJ1	ROJ2	ROJ3	Total	ROJ1	ROJ2	ROJ3	Total
LEXICAL								
MODAL								
ADJ								
ADV								
SOLID								
TOTAL								

*Modified from Hyland's Table 4 (1998, p.448)*

In order to help the writer found the most dominant boosters for each type and its frequency, the writer used the tables below, adopted from Hylands, (1998, p. 446).

**Table (5-9): Table of Boosters Type**

Boosters: _____	Frequency

*Modified from Hyland's Table 5-9 (1998, p.446)*

Table 5-9 was to show the frequency of boosters. This was to see whether the writer use boosters quite much and see them as important or not (Biber, 2009, P.337)

Rubric opinion in The Jakarta Post			
Section			
Boosters			
Total			

**Table10: Frequency of Boosters in 3 rubric opinion**

*Modified from Hyland's Table 10 (2008, p.12)*

It is worth mentioning that the identification of the grammatical forms of boosters in the Jakarta post was carefully carried out with the help to keep the originality and validity of the data (Jewell, Abate, & McKean, 2005).