

CHAPTER III

METHODOLOGY

This chapter reveals research method, subject of the study, source of the data, data collection procedure, and data analysis procedure.

3.1 Research Design

Qualitative content analysis is used in this research. 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 engagement markers in findings and discussion section. In this study, the researcher used content analysis as the method. According to Krippendorff (2004), content analysis is a research technique which analyze data within a specific context in view of the meanings someone – a group or a culture – attributes to them. In sum, content analysis is a research technique for making reliable and valid inferences from text (or other meaningful matter) to the context their use. Content Analysis also described as the scientific study of content of communication. It is the study of the content with reference to the meanings, contexts and intentions contained in messages (Prasad, 2008). In the same way, Chelimsy (1989) argued that content analysis is as a set of procedures for collecting and classifying information based on standardized format that allows researcher to make inferences about the features and meaning of

those written information or other recorded materials. It can be inferred that content analysis deals with the presence of certain concept of a text, in this case is the expression which use the feature of Engagement Markers in Discussion Section of ED' Skripsi. This research use Hyland theoretical framework on Engagement Markers which describe into five types: *reader pronoun, questions, appeal to shared knowledge, directives and personal asides*

3.2 Time and Place of Study

The research was conducted from April up to June 2016 in English Department State University of Jakarta, which is located in Jl.Rawamangun Muka – Rawamangun, East Jakarta.

3.3 Data and Data Source

The data were words, phrase, and sentences containing engagement markers written in Finding and Discussion Sections of English Department UNJ *Skripsi* and the data source is Finding and Discussion Sections of English Department UNJ *Skripsi*. The researcher used systematic sample as the sampling technique, as (Krippendorf, 2004) stated that content analysis means collecting data/texts systematically and randomly. The researcher analyzed 18 *skripsi*, taken from year 2015, from both education study program and literature study program.

3.4 Data Collection Procedure

In order to collect the data, the researcher did these following steps. Here are the procedures organized in collecting the data:

1. Choosing the data source

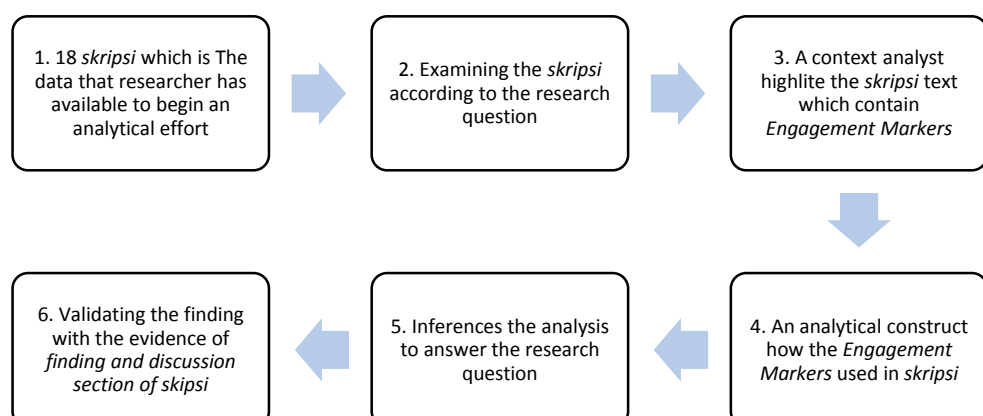
Eighteen skripsi year 2015 from English Department both education study program and literature study program Universitas Negeri Jakarta were chosen as the data source.

2. Selecting the unit of analysis

After choosing the data source, the researcher selects the unit of analysis of the data. The unit of analysis refers to the basic unit of text to be classified during content analysis. Texts or messages have to be selected before they can be coded, and differences in the unit selection can affect coding decisions as well as the comparability of outcomes with other similar studies (Krippendorff, 2004). In this case, the unit of analysis is finding and discussion sections of English Department UNJ Skripsi.

3.5 Data Analysis Procedure

In analysing the data, the researcher used content analysis. these following steps is adapted from Krippendorff (2004) content analysis framework:



1. 18 of *skripsi* which is the data. That researcher has available to begin an analytical effort.
2. Examining the *skripsi* according to the research question. Only finding and discussion sections of *skripsi* that analyzed according to the research question.
3. A context analyst highlight the finding and discussion *skripsi* text which contain function of *engagement markers*. The procedure is based on functional approach (Hyland, 2005), since it's describe the functional relationships between words, phrases or sentences of the texts
4. An analytical construct how the *engagement markers* used in finding and discussion sections *skripsi*. Based on functional approach, the researcher construct the used of *engagement markers* in finding and discussion sections *skripsi*.
5. Inferences the analysis of how *engagement markers* used to answer the research question.
6. Validating the finding with the evidence of *engagement markers* in finding and discussion section of *skripsi*.

There are also several tables helped the writer in presenting the result of the engagement markers analysis. To find the types of the engagement markers and how they were used in discussion section of English Department UNJ Skripsi, analysis and classification were made using Hyland's (2001) model of engagement markers through the following table of analysis:

Category	Total	% of Total Engagement Markers
Reader Pronoun		
Questions		
Appeal to Shared Knowledge		
Directives		
Personal Asides		

Table 2. Types of Engagement Used per Category (Modified from Hyland's Table 1 (2001:554))

Reader Pronoun	Total	% of Total Reader Pronoun

Table 3. Frequency of Reader Pronoun Used in Discussion Section of English Department UNJ Skripsi (Modified from Hyland's Table 1 (2001:554))

Questions	Total	% of Total Questions

Table 4. Frequency of Questions Used in Discussion Section of English Department UNJ Skripsi (Modified from Hyland's Table 1 (2001:554))

Directives	Total	% of Total Directives

Table 5. Frequency of Directives Used in Discussion Section of English Department UNJ Skripsi (Modified from Hyland's Table 1 (2001:554))

Appeal to Shared Knowledge	Total	% of Total Shared Knowledge

Table 6. Frequency of Appeal to Shared Knowledge Used in Discussion Section of English Department UNJ Skripsi (Modified from Hyland's Table 1 (2001:554))

Personal Asides	Total	% of Total Personal Asides

Table 7. Frequency of Personal Asides Used in Discussion Section of English Department UNJ Skripsi (Modified from Hyland's Table 1 (2001:554))