CHAPTER III
METHODOLOGY

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

3.1   Research Method

The method employed in this study is descriptive analytical study by collecting some information from the sample to be categorized based on Hyland's interpersonal categories . It would reveal the occurence and the frequency of interpersonal metadiscourse and the most dominant sub categories in finding and discussion section of student's Skripsi of English Departement, especially English Language and Education Study Program (ELESP) in Universitas Negeri Jakarta.

The primary data is required from finding and discussion section of student's skripsi in English Department, especially English Language and Education Study Program (ELESP) in Universitas Negeri Jakarta. This research focus to investigate the interpersonal metadiscourse established by Hyland.

3.2   Setting and Data Resource

The corpus of this study comes from student's skripsi of English Department in Universitas Negeri Jakarta, especially English Language and Education Study Program (ELESP) which has been chosen ramdomly. Six (6) skripsi in 2014 are taken from students English Language and Education Study Program (ELESP). The time of the research is held from January 2016 untill June 2016 in Universitas Negeri Jakarta by conducting three steps: preparing data collection on January until February, collecting the data on March, and then data analysis is from March to June.

3.3 Data Collection Procedure

Here are some procedures conducted in collecting the data:

1. Choosing six (6) students' skripsi of English Department, especially in Literature and Education program. Three (3) skripsi from Literature program and three (3) skripsi from male and female students of English Language and Education Study Program in 2014.

2. Reading and identifying the interpesonal metadiscourse that appears in fnding and discussion section of six (6) student's skripsi in English Department from English Language and Education Study Program from 2014. The researcher read every sentence and clause to see whether the sentence indicated carrying sub category of interpersonal metadiscourse marker.

3. Categorizing the interpersonal metadicourse that occurs in the finding and discussion section of student's skripsi using Hyland's theory; interpersonal metadiscourse that consists of hedges, boosters, attitude markers, self-mentions and engagement markers. The researcher put the word or clause into the table of analysis below after the researcher found it.

Table 2. Analysis of interpersonal metadiscourse in each title of skripsi from English Language and Education Study Program of English Department.

Title of Skripsi :

NO	INTERPERSONAL METADISCOURSE						
	Preceeding	Hedges	Boosters	Attitude	Self-Mention	Engagement	Following

				Makrers		Markers	

3.4 Data Analysis Procedure

The following are the steps in analyzing the data:

1. Finding interpesonal metadiscourse that occurs in skripsi based on the criteria. Each *Skripsi* is carefully read and examined for different feature of interpersonal metadiscourse.

2. Categorizing the interpersonal metadiscourse based on Hyland's theory. Interpersonal metadiscourse that consists of hedges, boosters, attitude markers, self-mentions and engagement markers. Once it is determined that a given feature qualified as interpersonal metadiscourse, it is then assigned to one of the subcategories. Next, each feature is carefully analyzed based on the context situation to ensure that it actually functioned as an interpersonal metadiscourse marker and could be incorporated into the counts.

3. Presenting the total number of each type of interpersonal metadiscourse using table analysis to show which is the most dominant interpersonal metadiscourse that occurs in student's skripsi of English Language and Education Study Program (ELESP). After analyzing all the feature of interpersonal metadiscourse applied in *Skripsi,* the researcher counted the total number of interpersonal metadiscourse of each sub category using the table below:

Title of *Skripsi*	Interactional Metadiscourse					
	Hedges	Boosters	Attitude markers	Self-mention	Engagement markers	Total Number

4. Explaining the interpersonal metadiscourse markers that occur in finding and discussion section of student's skripsi in English Department.

5. Describing a conclusion after getting the data analysis.

The result of analysis is showed by using chart to see the percentage of Hyland interpersonal metadiscourse and their sub-categories (hedges, boosters, attitude markers, self-mentions and engagement markers) in *Skripsi* from students of English Language and Education Study Program (ELESP).

FIGURE 1. Percentage of use of interpersonal metadiscourse markers in students' skripsi of English Language and Education Study program