CHAPTER III
RESEARCH METHOD

This chapter discussed the research method used in this study. It covered the discussion of the research design, research instrument, setting and subject of the research, data and data sources, technique of data collection, the technique of data verification, and method of data analysis.

A. The Research Design

This study is categorized as discourse analysis as the approach and qualitative as the design. Discourse analysis is one of the types of qualitative research which focus on a detailed analysis of the linguistic features of texts which considers focusing on the social aspects of text production, transformation, distribution, consumption and redistribution that focusing only on discourse (Waller, 2006). Discourse analysis provide a framework (rather than just a theory) for analyzing discourses and linking the text to broader socio-cultural practices (Van Dijk, 1993). Even, discourse analysis characterized by its consideration of the relationship between language and society in order to understand the relations between discourse, power, dominance, and social inequality (McKenna, 2004). Then, qualitative research enabled the researcher to view the informants holistically within their natural settings without limiting the focus of the research to one or two variables (Taylor & Bogdan 1998). In discourse analysis, the researcher observed the language function and its use in the social dimension. Based on this definition, the researcher investigated how the types of hedges of

lecturers and students in ELT classroom discourse and reasons why certain hedges are more often used by lecturers' and students' utterances in their spoken language of communication in the classroom.

B. Setting and Subject of the Research

1. Place and time of the research

Sukardi (2005) states that the place of research is the place where the process of study which is used to get the problem solving of research. The research carried out at IAIN Tulungagung, East Mayor Sujadi street, No.46, Kudusan, Plosokandang, Kedungwaru, Tulungagung regency, Jawa Timur 66221, in particular in English language and teaching program of school of graduate students of IAIN Tulungagung in the academic year 2019.

Therefore, there were two classes that did learning in the classroom discourse that was divided into class A and class B with 35 students. Class A has 19 students and class B has 16 students. Later, there were 5 lecturers who taught in these classes.

Time of this study was taken by the researcher during finished this study, starting from March, 19th up to March, 27th 2019. The researcher comes in to the class doing the observation two weeks often on Tuesday and Wednesday at first or up to fourth periods with time duration around 1200 minutes. So, the researcher has little suitable time in record the classrooms' activities. Then, the researcher transcribed those video records while analyzing their utterances to find out the data. After that, starting

from July up to August 2019 the researcher has several meeting with the informants to have deep interview about the subject of this study. They are on Wednesday, July 31st and Thursday, August 01st 2019. Time duration of interview that used by the researcher and informants along 35 minutes.

The reason of the researcher conducted research at graduate students of IAIN Tulungagung was refer to the vision and mission of English language and teaching program of school of graduate students of IAIN Tulungagung "*Menyelenggarakan pendidikan dan pembelajaran dengan muatan kurikulum yang menunjang pencapaian kompetensi sebagai problem solver dalam bidang Pendidikan Bahasa Inggris Multi-Literasi dan melaksanakan penelitian dengan grand tema problem solving dalam bidang Pendidikan Bahasa Inggris multi-Literasi*" (Organizing education and learning with curriculum content that supports the achievement of competence as a problem solver in the field of Multi-Literacy English Education and carry out research with a grand problem solving theme in the field of multi-literacy English Education).

It means that it often happens in a communication that between an addresser and addressee cannot reach communicative competence and cannot yet sort the language used to communicate with several people of different ages, different positions, and even different contexts. In addition, graduate students are also required to carry out research with a problem solving grand theme, so researchers took the initiative to apply the mission in linguistic circles in ELT classroom discourse.

From the other side, the reason of the researcher conducted the research was graduate students in IAIN Tulungagung, because the graduate level is the highest level in formal education that allows students to have more and varied vocabulary and English skills, so they understand the use of language in each different context with a more appropriate and polite variety of languages so communicative competence can be formed.

This study focused on English spoken language in ELT classroom discourse that contains hedges and the researcher wants to ascertain whether lecturers and students know and apply hedges in their communication.

2. The subject of the research

Qualitative research required standardization of procedures and random selection of participants to remove the potential influence of external variables and ensure generalizability of results. In contrast, subject selection in qualitative research was purposeful; participants were selected who can best inform the research questions and enhance understanding of the phenomenon under study (Creswell, 2009). Hence, one of the most important tasks in the study design phase was to identify appropriate participants. Decisions regarding selection were based on the research questions, theoretical perspectives, and evidence informing the study.

The subjects of this research were all of students who taking study in English language and teaching program of school of graduate students

of IAIN Tulungagung at second semester in the academic year 2019 and lecturers teaching them. The researcher chosen these subjects because what made it possible to become a participant in ELT classroom communication were the lecturers and students present in the class.

C. Data and Data Sources

The qualitative research deals with data that are in the form of words or pictures, rather than numbers and statistics (Ary, 2006). In this research, the data was the lecturers' and students' utterances containing hedges along their context situation. Then, the data source was a source where data were taken from. In this study, the data source was from the utterances and informant. The utterance used in this research was lecturers' utterances and students' utterances. And then, the researcher also used information from informants to make sure that they know what they have said was hedges and find out the reason why particularly they were using these types of hedges. The informants in this site were a lecturer and a student who most often used hedges in their utterances in ELT classroom discourse.

D. The Technique of Data Collection

According to Ary (2006), most qualitative studies, data collecting and data analysis take place simultaneously. It means that the researcher did not wait until all the data were collected before interpreting them. In this research the data collecting methods applied by the researcher are:

1) Observation

Observation is techniques of obtaining data through direct contact with a person or group of persons. Observation means the action or process of closely observing or monitoring of someone (Hornby, 2002). According to Ary (2000), qualitative observations rely on narrative to describe the setting, behaviors, and the interactions. It means that observation is a systematic way to collect the data before understanding and interpreting them.

Observation used to collect information about lecturers' and students' utterances during their contexts by transcribing the video recordings. In the process of observation, the researcher came to the classroom and was taking video records. Later, the researcher was transcribing those videos and writes a note for helping the researcher in taking data during observation. These field notes were video transcripts along its context and the description of situations.

2) Interview

The interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic (Esterberg, 2002). According to (Ary, et.al, 1972) interview is one of the most widely used methods for obtaining qualitative data.

The interview here was conducted for the lecturer and the student who used hedges more often in their utterances. This interview was conducted to get more data about hedges that used by lecturers' and

students' utterances than to know the reason why particularly hedges employed more than others by lecturer and student are. Interviews were carried out to confirm whether the data obtained from the main technique of data collection, observation, they correctly used hedges or not in their utterances and to get information why they used its types of hedges.

The researcher prepared some questions which was relevant to research question of this research that asked to the lecturer and the student who used hedges more often in their utterances than others, later recorded the video record of the conversation in asking and answering the question. Then, the researcher asked the questions that had been prepared while recording. The last, the researcher wrote the result of the interview.

E. Research Instrument

The research instruments are divided into two groups; these were the main instruments and supporting instruments. In this research, observation as the main instrument. The position of the researcher becomes the main instrument because of researchers as an active respondent in the research process. In this case, researchers use their sensory organs to grasp the objects of this study, mirroring them in their consciousness, and then they are converted into phenomenological representations to be interpreted.

Afterwards, supporting instruments of this research includes video recorder used in observation, interview guidelines as the tool of interview, and field notes in the form of a video transcripts of observation and interviews and then a description of the situation in the context. Supporting

instruments served to strengthen the data that has been done using the main instrument.

F. **Method of Data Analysis**

Method of data analysis is the way how the data is analyzed. Bogdan in (Sugiyono: 2013) states that data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others. So, analysis data in this study is the researcher activities in the process of accumulate information.

Ary et al (2010) stated the data analysis in this research can be broken down into four stages; they are coding, data reduction, data display, and drawing a conclusion or interpretation. Those can be explained as follows;

i. Coding

The first stage in analyzing qualitative data here involved coding. Coding was analogous to getting ready for data providers. In this stage, after getting the data, the researcher collected the data. After all data were collected, the researcher placed all units having the same coding together. It was easier to read the data.

In short, by coding all data that gathered by the researcher, the researcher could underline the significant data that were appropriated with the topic of this research. Thus, it was easier to read the data before

the data was reduced. The coding here was the parameters of hedge expressions.

These parameters were used as the tool that made it easier for the researcher to analyze the data; it was types of hedges contained in lecturers' and students' utterances. Not all utterances could be categorized as the data, only utterances that contain hedges that were used by lecturers and students. The parameters of hedges expressions would be explained below;

Table 3.1 Types of Hedge Expressions
        (Yule, 1996, p. 38-39)

No	Types of hedges expression	Criteria	Indicators
1.	Hedges of the quality maxim	Hedges of the quality maxim will apply when the addresser has the limited information and the addresser does not fully obey the information.	1) *as far as I know……* 2) *I am not sure if this is true……* 3) *I may be wrong, but……* 4) *I may be mistaken, but……* 5) *I am not sure if this is right, but……* 6) *……, I guess……* 7) *soon.*
2.	Hedges of the quantity maxim	When the addresser does not as truthful as normally expected, he/she will practice the hedges of the quality maxim.	a. *they say,……* b. *as you probably know, ……* c. *I can't stay more, ……* d. *I probably do not need to say this, but……* e. *so, to cut a long story short,……* f. *I won't bore you with all the details, but……* g. *etc.*
3.	Hedges of the relation maxim	The hedges of relation maxim will be used by the addresser if he/she does not obey that his/her says is relevant.	i. *oh, by the way,……* ii. *I am not sure if this is relevant, but……* iii. *I don't want to change the subject, but……* iv. *I don't know if this is important, but……* v. *This may sound like a dumb question, but……* vi. *Well, anyway……* vii. and many others.
4.	Hedges of the manner maxim	The addresser delivers messages in perspicuous	1) *I am not sure if this is clear, but……*

		ways by using hedges of manner maxim. The addresser delivers the messages because the messages may be obscure, ambiguous, not brief, and not in good order.	2) *I don't know if this makes sense, but……* 3) *this may be a bit tedious, but……* 4) *if you see what I mean……* 5) *this may be a bit confused, but……* 6) and so on.

In this stage, the researcher transcribed videos that have been recorded in the classroom, later was analyzing each utterance to look for the utterances containing hedges, and then coding each type of hedges that have been found. All of the data found by the researcher would be marked separately. After getting all of the data, the researcher would go to the second stage that was data reduction.

ii. Data Reduction

The second step of the data analysis was data reduction. It was the process of reducing the data occurring repeatedly. Reducing meant summarizing, then, taking the main point of the data that would be findings of this study. In this part, the researcher reduced data that appropriate with the subject of this study.

The researcher has got all the data from the first stage that was coding. Afterwards the data obtained from the coding results would be reduced according to their respective types. If in the reduction session there was coding data that did not match between the utterance, context, and type of hedges, it would be reduced. The way of analyzing the data what did by the researcher did not stop at this stage; the researcher input the data to be displayed.

iii. Data Display

        After data reduction, the next step was data display. This was the process of displaying data in the form of the table and description of its context, so the data were more understandable. By looking at displays would help us in understanding what was happening and what was going further from the subject.

        In the data display, the researcher tried to present the data that has been obtained in the data reduction. In the data display, the researcher would display the data in tabular form to make it easier to analyze. Not only limited in table views, the researcher also described the tables according to the description of its context in order to clarify the reasons and strengthen the determination of the data, the reasons why the data were categorized in hedges. To complete the analysis that conducted by the researcher, the researcher would do the final stage in analyzing the data that is drawing conclusion.

iv. Drawing Conclusion

        This is the last step of data analysis that is drawing a conclusion. In this part, the researcher began to see what the data is. The researcher examines all entries with the same code and then merged these categories and finding the connection between the categories. Finally, the researcher got the result and conclusion of this research.

G. The technique of Data Verification

In qualitative research, there is a common technique that is usually used to increase the research data validity that is called triangulation. Triangulation is defined as the technique of collecting data by a combination of some different data sources (Sugiono, 2009). In this study, the researcher used technique triangulation. According to Sugiyono (2013) state that technique triangulation is to examine credibility data done by checking data from the same source within the different technique. So, the researcher checks the data of this study from the same source that documents analysis of types of hedges and its competences within the different technique.

The way to implement this technique triangulation in this study is the researcher gets data from observation and the last is checks data with the result of the interview. See the diagram of the technique of data verification below!

Diagram 3.1. Technique Triangulation
(adopted by Cresswell, 2009)

Observation ⟷ Interview

The first step that used by the researcher is observation. The researcher came to the classes, then taken video records while maked field notes all of activities of lecturer and students that cointain hedges. Then, the researcher trancripted those videos, analyzes the trancript that contain hedges as the data. After getting the data, the researcher did interview with informants to check the data data. The informant here was the addresser who

particularly employed hedges more than others. The researcher have two informants, there are the lecturer and the student.