

CHAPTER III

RESEARCH METHOD

This chapter presents the research design, data and data source, instruments, data collection, data analysis, and triangulation.

A. Research Design

The research design is a system used to do the research. This study uses a corpus-based study. The corpus-based approach helps researchers identify and classify language items using high-power computers and extensive written or electronic collections of oral texts obtained from the real world. It allows linguists and language teachers to investigate written or spoken English by analyzing its native language collected in various unique and general databases.¹ This study enables it to be carried out more efficiently and reliably to avoid counting all discourse markers manually. The corpus is chosen to determine the type and make it easier to find the sentences that contain accuracy of students and students' problems of Discourse Markers usage by undergraduate students in their discussion section in the theses based on Bruce Fraser's in 2009, and Kao and Chen's theory in 2011.

¹ Semahat Aysu, "The Use of Discourse Markers in the Writings of Turkish Students of English as a Foreign Language:A Corpus Based Study," *Journal of Higher Education and Science* 7, no. 1 (2017): 135.

B. Data and Data Source

This research is conducted on Indonesian undergraduate learners. In this case, the researcher chooses 40 discussion sections of undergraduate theses from the English Department of IAIN Kediri, IAIN Tulungagung, IAIN Ponorogo, IAIN Salatiga, UIN Surabaya, UIN Walisongo, UIN Banten, and UIN Syarif Hidayatullah Jakarta, who is graduated in 2019. The discussion sections are chosen randomly from different institutions. They are selected for some reasons; they are from state Islamic colleges and have the same major, the English education department. The researcher wants to know the nature of the writer of the discussion section in the theses before. The researcher analyzes the discussion section in the theses only, and there are no other inferences.

C. Instruments

In this study, the researcher uses AntConc 3.2.4 to determine the occurrences of discourse markers. AntConc provides linguistic features at the syntactic level regarding word classes and grammar (syntactic), which helps the researcher carries out this research. In addition, the other instrument is tables of analysis based on discourse markers classification on Bruce Fraser's in 2009, and Kao and Chen's theory in 2011. They are used to find the types, to analyze the accuracy of students use of DMs, and to know the students' problems in using DMs in the sentences in the discussion section of undergraduate students' theses from the above institutions.

Table 3.1 shows Fraser's taxonomies for the discourse markers adopted in this study. Taxonomy of Fraser embodies three classes of discourse markers,

namely contrastive markers, elaborative markers, and inferential markers. Besides, table 3.2 consists of A (accurate) discourse markers if it is free from misuse patterns and I (inaccurate) when sentences of the discussion section are malfunction used, or incorrect punctuation.

Meanwhile, to know the students' problems of using discourse markers functionally in the discussion section of the English Department of Indonesian undergraduate students, the researcher uses the other table of analysis based on Kao and Chen's theory in 2011. The theory of students' problems in using discourse markers in table 3.3 involves non-equivalent exchange (NEE), overuse (O), surface logicity (SL), distraction (D), semantic incomplection (SI), and wrong relation problems (WR).

Table 3.1
The Types of Discourse Markers
Adopted from Bruce Fraser's theory in 2009

No	Data	Types of Discourse Markers	Function	Resources
		Contrastive Markers		
		Elaborative Markers		
		Inferential Markers		

Table 3.2
The Accuracy of Students Using Discourse Markers

No	Discourse Markers	The Thesis' Sentence	Accuracy		Reason
			A	I	

Table 3.3
The Students' Problems in Using Discourse Markers
Adopted from Kao and Chen's Theory in 2011

No	The Thesis' Sentence	Problems					
		NEE	O	SL	D	SI	WR

D. Data Collection

This study's data collection collects 40 theses, then the data identified on each body part of the discussion section in the theses. The next is to put the data into the corpus and analyzed it.

The researcher collects the English Department's theses of undergraduate students who graduated in 2019 from the English Department of IAIN Kediri, IAIN Tulungagung, IAIN Ponorogo, IAIN Salatiga, UIN Surabaya, UIN Walisongo, UIN Banten, and UIN Syarif Hidayatullah Jakarta. The data are gotten from <http://etheses.iainkediri.ac.id/>, <http://repo.iain-tulungagung.ac.id/>, <http://etheses.iainponorogo.ac.id/>, <http://e-repository.perpus.iainsalatiga.ac.id/>, <http://digilib.uinsby.ac.id/>, <http://eprints.walisongo.ac.id/>, <http://repository.uinbanten.ac.id/>, and <https://repository.uinjkt.ac.id/dspace/handle/123456789/110>.

Then the data is read and identified with a focus on each part of the discussion. The next step is converting the data into plain text and inputted into

the corpus. When the data is not about the discourse markers' use, the researcher ignores it. Then the researcher analyzes the result and presents the finding.

E. Data Analysis

The analysis data is conducted to find out the answer to research questions. The corpus is qualitatively analyzed. Qualitative analysis is carried out to identify types, accuracy, and students' problems in discussing discourse markers' thesis. This corpus uses The "AntConc 3.2.4" concordance program developed by Laurence Anthony. It has been chosen because it is free and available on the site www.antlab.sci.waseda.ac.jp/antconc_index.html.

In analyzing the data, the researcher examines the word in AntConc 3.2.4 to identify discourse markers. The researcher ignores the sentences that do not contain discourse markers usage. When the sentences have discourse markers usage, the researcher gives italic words into the discourse markers that the students use to make it easier to identify from the whole sentences in the theses discussion section. Then, the researcher conducts display data by showing data in a clear explanation. The explanation can be table, graphic, narrative form, and others.

In data display, the researcher classifies data that has been reduced into tables of types of discourse markers in table 3.1. Then, the data are determined the accuracy of students using discourse markers in each discussion section in the theses using table 3.2. The last is for the researcher to analyze the students' problems of using discourse markers in their discussion sentences using table 3.3. The researcher clarifies the types, accuracy, and students' problems of

discourse markers used. Every discussion section in the theses has different discourse markers usage so that the explanation will be further in each discussion section in the theses. However, they are written by students who are in the same department, namely the English Department.

F. Triangulation

Triangulation is a technique for collecting data on qualitative research that facilitates data validation through cross verification from two or more sources. The data triangulation process strengthens research results by increasing the validity, reliability, and overall credibility of the data and information sets the researcher uses.² Triangulation is divided into some types; data triangulation, investigator triangulation, theory triangulation, and methodological or method triangulation.

Data triangulation uses multiple data sources, including time, space, and people, in a study. Investigator triangulation uses more than one investigator, interviewer, observer, researcher, or data analyst in a study to confirm findings across researchers without prior discussion or collaboration between them. Theory triangulation uses several theories or hypotheses to examine a situation or phenomenon from a different perspective. Method triangulation is the combination of two or more methods of analyzing data.³

In this case, the researcher uses investigator triangulation who requires the investigator triangulation to re-check the validity of this research to improve

² Johnson Honorene, "Understanding The Role of Triangulation in Research," *Scholarly Research Journal for Interdisciplinary Studies* 4, no. 31 (2017): 91.

³ Norman Denzin, *An Introduction to Triangulation* (Switzerland: Unaid, 2010), 14-17.

the credibility of findings and reduce bias in the collection, reporting, and analysis of data. The researcher takes the English lecturer of IAIN Kediri as the investigator, Mrs. Nur Afifi, M.App. Ling, Ph.D.