

## **CHAPTER III**

### **RESEARCH METHODS**

This chapter consists of research design, data source, data collection, and data analysis.

#### **3.1 Research Design**

Qualitative approach was employed in this research. It is because there are some aspects of this research which correspond to qualitative research criteria proposed by Moleong (2004). One of the criteria according to Moleong (2004) that corresponds to this research is that the aim of qualitative research is to find, to study and to understand a new perspective about something. In addition, the data of qualitative research is in the forms of words, not numbers. Thus, a qualitative method such as document analysis can be applied.

In this research, the researcher also used corpus method in data collecting and analyzing. However, this research does not count as quantitative ones since this research concern more on the analysis of the words and not merely focused on statistical data. As Baker (2006, p.1) summarizes, corpus method aids the research in providing quantitative evidence for the researcher to identify particular repetitive linguistic patterns of language use and uncover any existing hidden meanings of lexical items. Furthermore, this research used corpus-driven approach by utilizing the corpus as the data source to uncover linguistic phenomena that might be overlooked without any prior assumption regarding the phenomena.

Correspondingly, Biber (2012, p.1) also states that the linguistic constructs emerge by themselves from the analysis of the corpus. In which, resulting in the interpretation of said corpus and any conclusions or claims to be made based on corpus observation. Additionally, Biber (2012, p.11) elaborates further that corpus-driven methodologies can differ to the extent to which they are based on pre-defined linguistic constructs. In this case, the only linguistic construct that this research used is the part-of-speech categories.

The aims of this research are to figure out how degree adverbials *very*, *really*, *quite*, and *pretty* collocate and the semantic prosody that arise in Blog Authorship Corpus with the help of corpus linguistics. In addition, the researcher used the theory of semantic prosody which is proposed by Partington (2004).

### **3.2 Data Source**

The data of this study are sentences containing either *very*, *really*, *quite*, and *pretty* as their respective function as adverbial intensifiers with adjectives as its collocation in Blog Authorship Corpus. The data was taken from Blog Authorship Corpus which consists of collected posts of 19,320 bloggers from blogger.com in August 2004. The corpus compiles a total of 681,288 posts and over 140 million words which can be easily accessed and downloaded through its website (<http://u.cs.biu.ac.il/~koppel/BlogCorpus.htm>). It has to be understood that Blog Authorship Corpus is a non-annotated corpus, hence the corpus is not provided with either prosodic, semantic, or historical information as additional linguistic information.

Blog Authorship Corpus was chosen for this research because the corpus, which consists of blog posts, could show us how the language work on the internet, especially web blogs. Blogs, as we know is often run by an individual, as a place to express his/her idea in informal written or conversational style. The language which is used in a blog is obviously different from other genre such as an academic one, either in terms of degree of formality or the use of slangs. It is as what Nilsson (2003, cited in Nowson 2006, p.42) noted before as she found that the posts in a community of weblogs employs informal, non-standard contractions, and slangs.

### 3.3 Data Collection

In collecting the data, the researcher followed these steps:

1. Downloading the corpus from the website. Since the corpus itself is a non-annotated corpus, the data was collected from the website in the form of .rar (Roshal Archive) file.
2. Extracting the data .rar file into a folder so that each data can be accessed using corpus software in the form of .xml (eXtensible Markup Language).
3. Operating the corpus software to analyze the blog post compilation using WordSmith 4.0 by selecting Concord tab and typing the keyword in Search Word Tab. The result then appeared in Concordance window, highlighted in blue color. (see Figure 3.1)

N	Concordance
1	that this post is fair and balanced, I should do a <b>very</b> honest and self-effacing haiku about myself.
2	up late definitely took its toll. Paul and I had a <b>VERY</b> low key Monday and then on Tuesday I went
3	faggots! Get over here!" Two blocks later, I was <b>very</b> upset to see that the scumbags screaming at us
4	this weekend was beautiful beyond belief. It was <b>very</b> intensive as I met so many of the different family
5	? Answer: they do challenges which keep them <b>very</b> busy. You don't have to watch a half an hour of
6	burner sit quietly in the corner of my bedroom. It's <b>very</b> pretty when it sits quietly. 6) I love TV. Here is

**Figure 3.1 Concordance lines of adverbial intensifier *very***

4. Saving the result which is the concordance lines in the form of sentences containing KWIC.

### 3.4 Data Analysis

After collecting the data, then the researcher identified the collocations and semantic prosody of each adverbial intensifiers by using these steps:

1. Identifying the collocates of each degree adverbial based on the Collocates tab. The words on the first left column are words which collocate with the degree adverbials. (see Figure 3.2)

Word	With	Total Left	Total Right	L5	L4	L3	L2	L1	Centre	R1	R2
GOOD	very	1,065	9,615	255	239	219	217	135	0	8,503	466
MUCH	very	465	7,493	158	134	112	47	14	0	6,876	194
VERY	very	10,713	10,714	834	893	1,303	1,536	6,147	71,781	6,147	1,536
WELL	very	1,273	6,563	320	380	355	170	48	0	5,650	213
NICE	very	557	5,369	116	110	110	123	98	0	4,848	202
LONG	very	401	3,317	104	98	92	73	34	0	2,859	192
INTERESTING	very	202	3,077	28	39	32	77	26	0	2,830	82
HAPPY	very	229	3,269	58	60	42	43	26	0	2,788	203

**Figure 3.2 Collocates of adverbial intensifiers *very***

2. Categorizing the semantic prosody of each degree adverbial based on the theory of semantic prosody classification which proposed by Partington (2004).
3. Analyzing the semantic prosody of each degree adverbial. In this step, the researcher selected adjective collocates to be examined. The researcher used Longman Dictionary of Contemporary English 5<sup>th</sup> Edition as a guidance to define the meaning of each collocates. Furthermore, in order make a valid judgment, the researcher also carefully examined each collocation in their expanded context to find out whether it has pleasant, neutral, or unpleasant meaning. (see Figure 3.3)

</post>

<date>16,June,2004</date>

<post>

Plays and Naps I am here to say that the play we are writing for the theatre company is just a understand. After the meeting was over, I wrote the ending of the play. It was so much fun to do. I am **very** happy with how it all turned out. This week, Kelly and Megan, will spend time filling in some of the month and we will use their feedback and comments to fine tune any last minute problems.

**Figure 3.3 The expanded context of KWIC *very* in Source Text Tab**

4. Calculating the frequency of the pleasant, neutral, and unpleasant meaning of each of the KWIC collocations.
5. Drawing conclusion. The conclusion was drawn based on the collocations of each adverbial intensifier and their semantic prosody.