

CHAPTER III

METHODOLOGY

This chapter explains the method used in this research. It presents the aims of the research, research design, setting and participants, data collection, and data analysis.

3.1 Aims of the research

As regards to the first chapter, the research is concerned how cohesive ties (Haliday and Hasan, 1976) contribute to the textual construction of EFL students' expository writing and their understanding towards the use of cohesive devices in their writing. To this end, the research is developed to answer the following questions:

- a. What cohesive ties are found in students' expository writing?
- b. How do the cohesive ties contribute to the cohesion of students' expository writing?
- c. How are students exposed to the use of cohesive ties?

3.2 Research Design

This study was designed under the paradigm of a qualitative research approach. It is based on the consideration that qualitative is normally used to investigate a single case study. Qualitative approach is concerned the process of certain phenomenon (Fanani, 2010, p.9). This method offers an internal view which addresses how an issue is brought to the fore, bringing insight to more quantitative findings (Laws and McLeod, 2006; Palena, et.al., 2006). Furthermore, qualitative approach focuses on words and description rather than numbers (Maxwell, 2000).

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This present study is categorized as a case study due to some reasons. First, case study facilitates exploration of a phenomenon within its context by using a variety of data sources (Baxter and Jack, 2008). This means that a phenomenon is not seen from one point of view, but seen in more than one point of views. Second, the purpose of case study is to define a case and to get an in-depth understanding of the situation and meaning for those involved (Gerring, 2004; Laws and McLeod, 2006). Therefore, in case study, the researcher serves as the primary instrument of data collection and analysis (Meriam, 1998).

In addition, Yin (1993) describes the characteristics of case study. Firstly, case study typically to answer questions like “how” or “why”. Secondly, it studies contemporary phenomenon in a real-life context. Thirdly, it is suitable for studying complex social phenomena, which suits Johansson’s argument (1993) that a case study is aimed to capture the complexity of a single case phenomenon as commonly found in educational study. Therefore, it can be inferred that case study offers a more technical definition by equating it with an empirical enquiry that investigates a contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used.

Furthermore, in case study the data collection and data analysis are conducted simultaneously (Alwasilah, 2001, p.110 and Agusta, 2003, p.4). In terms of data collection, case study normally uses purposive sampling strategy. Purposive sampling is a strategy to make particular person, settings, or events strictly selected to give some important information that other strategy cannot get (Alwasilah, 2002, p.146).

3.3 Setting and Participants

This study analyzed high school students’ expository writing that it was conducted in a high school context. The data in this study were gathered from

nine students belonging to third grade of one government-funded school in Kuningan. There were nine students' involved in this study and the students are in the third grade.

The students were categorized into three categories. The first three students were categorized as high-level student, which means that their ability to write an essay is in the highest level. The second three students were categorized as medium-level student, which means that their ability to write an essay is average. The last three students were categorized as low-level students whose ability to write an essay is poor.

The investigation in this study focused on the students' exposition writing as found in the genre-based curriculum previously initiated since 2006. In the context of this study, nine texts written by nine students were chosen by using purposive sampling strategy, which means that the choice was based on particular consideration and purpose (Sugiyono, 2012, p.216). The texts can be found in appendix #1.

3.4 Data Collection

In order to answer the first and the second research questions, the writer collected the data which were taken from nine students' expository writing. The expository texts were produced by nine students on February 28, 2013. The topic of the expository writing was *24 hours working for woman*. The students had 80 minutes to write the essay. The students wrote their essay in a weekly English lesson conducted in the classroom.

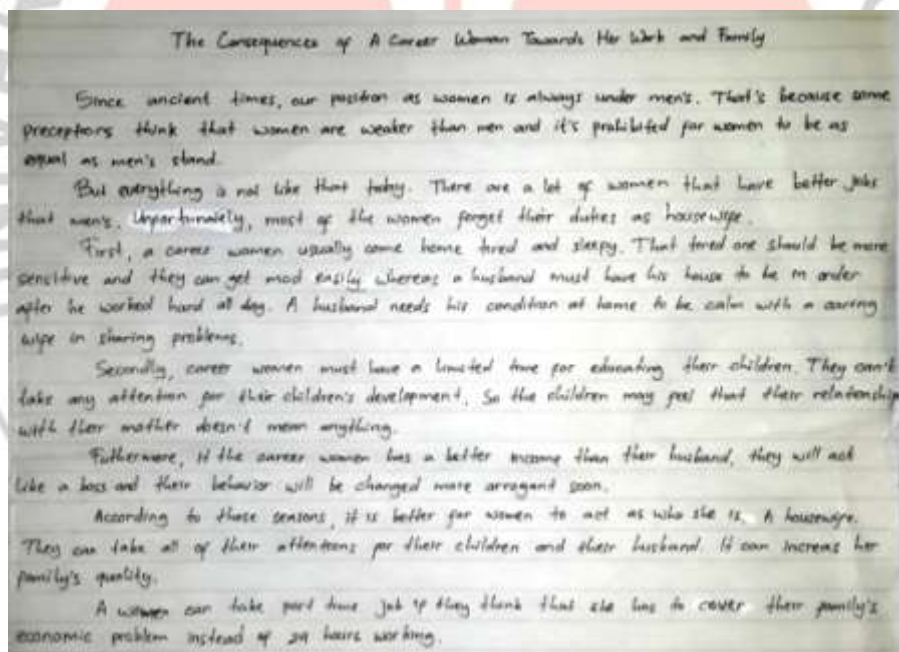
The last research question is answered by conducted an interview. The interview was conducted because the last research question needs information which cannot be gained through document analysis and observation (Alwasilah, 2001, p.110). The focus of the interview is to get the information about the

process of cohesive ties learned by the students. The interview was conducted on July 10, 2013. The key questions are attached in appendix #3.

3.5 Data Analysis

The data analysis generated in this study is based on Halliday and Hasan's concept of cohesive tie analysis (1976) and Eggins' point of view (1994) on cohesive ties interpretation. The data were analyzed after the writer collected students' expository writing. The example of the text is shown in picture. 3.1. below.

Figure 3.1. Sample of Students' Text



The writer applied three steps to analyze the data. Firstly, the writer chunked each text based on sentence, which helped the writer conduct a careful analysis. Secondly, after the texts were chunked, the writer underlined the words which are attached to cohesive ties. The underlined words were classified based

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on cohesive tie categories: reference, substitution, ellipsis, conjunction and lexical cohesion. The last step is counting the presentation of each cohesive tie which was found in the text.

After having the result of cohesive devices calculation, the writer analyzed the contribution of each type of devices towards text cohesion. As has been explained in the previous chapter that expository writing has three structures i.e. statement of positions, arguments and reinforcement of statement of position, the analysis focused on cohesive ties contribution to each structure. Further discussion is presented in chapter four.

Final step of data analysis was analyzing the result of questionnaire. The writer drew some conclusions from students' answer of questionnaire. The conclusion focused on the way of learning cohesive ties experienced by the students. This further discussion is also presented in chapter four and sample of interview can be seen in appendix #3.

In conclusion, this chapter has discussed about the methodology of the study. The discussions are about the data of the study and how the data were analyzed. Moreover, the aim of this chapter was to show how students' expository texts were analyzed by using Halliday and Hasan's cohesive ties (1976). The discussion about the findings of the study is presented in the next chapter.