

CHAPTER III

RESEARCH METHODOLOGY

This chapter focuses on the aspect of methodological of the study, which covers research design, research site, data collection, and data analysis.

3.1 Research Design

Hancock (1998) stated that social phenomena could be understood by conducting qualitative research. Apart of explaining social phenomena naturally, qualitative research also involves people's opinions and experiences to generate subjective data.

To get the research question answered, this study employed a descriptive qualitative method since it could provide complete description of complex phenomena (Fraenkel, J., and Wallen, N., 2012) with text analysis that is limited to a particular environment used. Quantification also used in this study in order to measure the frequency of the occurrence of cohesive devices in percent form. A qualitative method by employing text analysis was believed as a suitable method for this research as it intended to analyze, explain, classify, and interpret data in identifying cohesive device types used and its effect to the writings.

3.2 Research Site and Object

In this section, the discussion is divided into two sub-points; 1) Research Site; and 2) Object.

3.2.1 Research Site

This study was conducted at English Education Department in Indonesian University. The department was chosen as it is important to know how its students, that are going to be teachers for the next generation in the future, maintain their quality of writing. Besides, the researcher of the study is familiar with the situation and context. So the access to conduct the research is easier to be

gained due to the existence of the mutual trust between the researcher, students, and the department.

Furthermore, the students of English Education Department were selected because they had taken an advanced writing course beside the course taken in high school. So, the students were expected to be able to employ the concept and taxonomy of cohesion even though only some features of it have been implicitly taught.

3.2.2 Object

The object of this study was twelve students' writing – 4 expository texts, 4 discussion texts, 4 explanation texts – written by 4 third-semester students of English Education department. In other words, these three types of writing were taken from each student. The participants were selected from one class that is assumed to have capability to write texts mentioned above as it had been taught in high school and in third-semester classroom session – Writing for Professional Context. Thus, they were believed to have acquired understanding towards cohesion and able to employ it in their writing. In selecting the participants, high achiever learners and low achiever learners, the researcher relies on the perspective of lecturer responsible as the characteristics of these type of students such as the way they process information; retain and recall information; organize materials and manage time; as well as select, monitor, and use strategies, are believed can be more precisely observed by the lecturer (The IRIS Center, 2013).

Hancock (1998) states that qualitative research is where data gathered from smaller number than quantitative method. Besides, qualitative approach contains richness of data and deeper comprehension into phenomena of the study (Creswell, 2012; Patton & Cochran, 2002). For that reason, there are only 12 students' writings that were analyzed in this study. It is hoped that the smaller number of the data could take the research into a deeper analysis.

3.3 Data Collection

The data were obtained from the assignments given in Writing-in-Professional-context class in English Education department year 2015/2016. They

were collected through purposive sampling technique; 2 high-achiever and 2 low-achiever students.

The instrument of the study is documentation; expository, discussion, and explanation texts written by Indonesian third-semester students of English Education. To collect the data, the researcher took several steps: 1.) ask permission from Writing-in-Professional-context lecturer in English Education department to be able to use students' work on argumentative writing assignment and their scores as the data in this study; 2.) ask permission from the participant of the study, the students, to be able to use their assignments as the data in this study; and 3.) collect the text from the lecturer.

3.4 Data Analysis

In this section, the discussion is divided into two sub-points; 1) Identification of Cohesive Devices; and 2) Examination of Functions of Cohesive Devices.

3.4.1 Identification of Cohesive Devices

Cohesion taxonomy (see Chapter II) is applied in examining students' works. In the analysis process, the researcher read the whole text in order to comprehend the context at the outset, then classify every cohesive device within the text based on the taxonomy of cohesion.

The aim of this process is to know the type of cohesion generally used in the writings and the distribution of all cohesive devices (See Chapter II) which were percentaged through dividing the occurrence frequency by the total occurrences, then multiplying it with one hundred percent.

The results of cohesion analysis were interpreted according to the realization of cohesive devices in each text and the amount of ties in every type of lexical and grammatical cohesion. Thus, the dominant type of cohesive devices used in texts appeared after identification and calculation process.

3.4.2 Examination of Functions of Cohesive Devices

Once the process mentioned above finished as well as its analysis, the next step is to examine the function of the way cohesive device used in the texts. The researcher re-read the whole text to observe the relationship between tied elements. Afterward, the researcher observed the pattern in order to find the common trend to which parts particular cohesive devices were used and its effect. Then, how each student maintained their writing quality was finally observed at this point.

3.5 Concluding Remarks

This chapter has delivered the methodological aspects employed in this study which covers research design, research site and participants, data collection and data analysis that is according to the research questions stated in Chapter I as well as the theories uttered in Chapter II. Later, in Chapter IV, the data of the study are presented and analyzed in detail.