

CHAPTER THREE

METHODOLOGY

This chapter discusses the research methodology. The discussions are divided into four subheadings. They are research site and participant, research design, data collection and data analysis.

3.1. Research Design

This study is characterized as a qualitative study. Firstly, the setting of this study is natural. It is conducted in a natural setting (see Guba and Lincoln, 1985: 39-43, as cited by Alwasilah, 2009) involving an English class that consists of students and teachers. It is also called interpretive research (see Denzin and Lincoln, 2000; Dunne, Pryor, & Yates, 2005: 50) because it is based on interpretive paradigm where qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them.

Secondly, as the characteristic of qualitative research, human becomes the main instrument in this study (see Denzin and Lincoln, 2000). In other words, human is required as the crucial instrument who has the ability to entirely interact with the subject or phenomena the researcher intends to observe and investigate. Then, as one of the main characteristics of qualitative research, in this study, the inductive method is employed to analyze the data. The inductive method was done because the researcher investigated particular data in form of students' writing pieces to bring general findings and discussions. In this study, qualitative study is selected in order to obtain an in-depth analysis of students' expository writing. Therefore, an extensive explanation regarding the phenomenon under study, i.e. the use of cohesive devices in students' expository writing, can be comprehensively derived.

The present study is also categorized as a case study. It allows the researcher to gain more information about the issue under investigation and to confirm the validity of the investigation process at the same time. It is in line with Baxter and Jack (2008)

that a case study facilitates exploration of a phenomenon within its context by using a variety of data sources. In other words, a phenomenon is not seen from one point of view, but seen in more than one point of view. Furthermore, the purpose of a case study is to define a case and to get in-depth understanding of the situation and meaning for those involved (Gerring, 2004; Laws and McLeod, 2006). Therefore, in a case study, the researcher serves as the primary instrument of data collection and analysis (Meriam, 1998).

3.2. Research Site and Participants

This study was conducted in one public high school in Kuningan. The selection was based on the accessibility in terms of permission and location. Nine students of the third grade served as the participants of this study. This study analyzed students' expository writing taken from high school context.

The participants were purposively chosen. The students were categorized into three categories. The first three students were considered to be the highest in general achievement of English subject. The next three students were considered in the medium-level. The last three students were considered low-level students.

3.3. Data Collection

The data in this study were written documents from nine students. They wrote an expository essay in 2 hours. The instruction for students to write an exposition text is attached in Appendix II. The concrete forms of the writing documents were the students' handwriting about the topic given in expository genre. The authenticity of the students' handwriting constituted the crucial data in this study. The writing documents or textual documents comprised the primary data to answer the research questions in this study.

3.4. Data Analysis

The primary data in form of students' expository writing were analyzed according to theoretical frameworks based on Halliday and Hasan (1976) concerning

the concept of cohesive devices analysis and Eggins's point of view (1994) on cohesive ties interpretation.

The researcher applied four procedures to analyze the data. Firstly, the researcher separated each text based on clause. It is very fundamental to help the researcher in conducting a careful analysis since the data in this study were nine students' expository writing. Therefore, it is necessary for the researcher to cut each text into clause. Secondly, the identification of cohesive devices became the second crucial data analysis procedure in this study. In this procedure, the researcher underlined the words belonged to cohesive devices. It is very crucial to mark the cohesive devices identified in the clause.

Classification is also the crucial procedure in this study since it is inevitable that based on the framework of Halliday and Hasan (1976), cohesive devices consist of five major categories: reference, substitution, ellipsis, conjunction, and lexical cohesion. In this procedure, the researcher classified the underlined words to where they belong based on the taxonomy of cohesive devices: reference, substitution, ellipsis, conjunction, and lexical cohesion. Hence, the classification should be initiated to figure out where words belong to.

The last procedure in this study was initiating descriptive quantification. Descriptive quantification is very necessary to calculate cohesive devices found in students' expository writing. This procedure was also beneficial to elaborate, enhance, and illustrate the results of the study. After the words were identified and classified, the researcher then initiated the presentation through descriptive quantification to illustrate the results for examples the frequency of occurrences of each cohesive resources.