

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discusses the methodology employed in this study. This chapter presents the research direction, the choice of research design, the site and participants of the study, data collection, data analysis, and a concluding remark of this chapter. Each would be explained in Sections 3.1 through 3.6.

#### **3.1 Research Directions**

As has been stated previously in Chapter 1, this research is concerned with the use of cohesive devices and how it contributes to the textual construction of EFL students' discussion texts. For this purpose, this research seeks to answer the following questions:

1. What cohesive devices are used in discussion texts written by twelfth-grade students of a senior high school?
2. How does the use of cohesive devices contribute to the cohesion of the texts written by twelfth-grade students of a senior high school?

#### **3.2 Research Design**

The purposes of this study are to examine the cohesive devices used in the students' discussion texts and how they contribute to the textual construction of the texts. To achieve the purpose of the study, qualitative study was employed for some considerations. First, this study was conducted in natural setting of an English class (see Holliday, 2005; Thomas, 2003; Yin, 2011). Second, the present study attempted to analyze and interpret the data of students' discussion texts into

**PUTRI RAHAYU NINGSIH, 2016**

***AN INVESTIGATION OF THE USE OF COHESIVE DEVICES IN STUDENTS' DISCUSSION TEXTS***

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

the findings in textual form (see Creswell, 2008: 243; see also Creswell, 1998: 14; Frankel, Wallen & Helen, 2012; and Yin, 2011).

Furthermore, this study was considered a case study because of the following characteristics. First, this study was conducted in a particular English class which belongs to a single case (see Bogdan & Biklen, 1992; Nunan, 1992; Creswell, 1998: 61; Creswell, 2010; and Liamputtong, 2011: 191). Second, this study investigated cohesive devices used in students' discussion texts and their contribution to the cohesion of texts involving text analysis in a real context (see Creswell, 2010; Yin, 2011: 17). By using case study method, this study is expected to explore the topic under discussion.

### **3.3 Site and Participants**

This study was conducted in a high school context. The participants of this study were six students of twelfth grade in a public senior high school in Cirebon. The participants were purposively chosen based on some consideration. First, the students in that level were possibly able to write discussion texts since it was introduced to this grade. Second, it dealt with the accessibility in terms of permission and location.

The six students involved in this study were chosen by a purposive sampling technique. Purposive sampling technique, as Kuzel (1992; see also Frankle & Wallen, 1996; and Creswell, 2003) suggests, is done in order to represent the nature of the class and to give complete information needed. The participants were chosen based on their ability in writing. The first two students were regarded as high achievers. They had a high level ability in writing. The second two students were medium level achievers. They had an average level ability in writing. The last two students were low level achievers. Their writing ability was lower than their peers. To avoid misleading selection of the

**PUTRI RAHAYU NINGSIH, 2016**

***AN INVESTIGATION OF THE USE OF COHESIVE DEVICES IN STUDENTS' DISCUSSION TEXTS***

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

participants, the researcher was helped by the teacher since he had the records of the students' writing score.

### 3.4 Data Collection

Documents of students' discussion texts were the data of this study. The data were obtained through several procedures. First, in the very beginning, the teacher reviewed the materials about discussion text with the students. Second, the teacher chose a topic of discussion which was taken from the *computer-based test for national examination* and discussed the topic with the students. Third, the students were asked to write an essay about the topic in 80 minutes. Next, six students' texts were selected purposively based on their ability in writing; high, medium, and low. As mentioned in Section 3.3, the process of selection was helped and guided by the teacher to avoid misleading selection.

### 3.5 Data Analysis

As mentioned in Section 3.3, the data of this study were documents of students' discussion texts. The data were analyzed through descriptive qualitative data analysis using theoretical frameworks of three main types of cohesive devices in written language adopted from Eggins (2004), Gerot and Wignell (2004), Halliday and Hasan (1976), Halliday & Matthiessen (2004), and Martin (1992), which cover reference, conjunction, and lexical cohesion.

The analysis of reference was conducted through four steps. First, the students' texts were chunked into clauses in order to make the analysis process manageable. Second, the words which are related to reference were marked.

PUTRI RAHAYU NINGSIH, 2016

**AN INVESTIGATION OF THE USE OF COHESIVE DEVICES IN STUDENTS' DISCUSSION TEXTS**

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

Third, the marked words were classified into the types of presuming reference (personal, demonstrative, and comparative) and system of retrieval (homophoric, exophoric, anaphoric, cataphoric, esphoric, comparative, bridging, and locational). Last, the occurrences of reference in the texts were tabulated to see the trend in the use of reference by the students.

The analysis of conjunctive cohesion was conducted in three steps. First, the students' texts were chunked into clauses. Second, the clauses were analyzed by using text analysis table adopted from Halliday & Matthiessen (2004). In this step, the conjunctions found in each clause were marked and classified into the types of conjunctions, namely elaboration, extension, and enhancement. Last, each type of conjunction found in the text was tabulated to see the trend in the use of conjunctive cohesion by the students.

The analysis of lexical cohesion was conducted through four steps. First, the students' texts were chunked into clauses. Second, the words which were related to lexical cohesion were marked. Third, the marked words were classified into the types of lexical cohesion, namely repetition, synonymy, antonymy, hyponymy, co-hyponymy, meronymy, co-meronymy, and collocation. Last, lexical cohesion found in the text was tabulated to see the trend in the use of lexical cohesion.

The contribution of cohesive devices used by the students to the cohesion of their writing was analyzed after having the result of cohesive devices analysis. The analysis focused on how cohesive devices found contributed to the cohesion of students' discussion texts.

### **3.6 Concluding Remarks**

This chapter has discussed the methodology of this study. Qualitative research through a case study design was used to investigate the use of cohesive devices in

PUTRI RAHAYU NINGSIH, 2016

*AN INVESTIGATION OF THE USE OF COHESIVE DEVICES IN STUDENTS' DISCUSSION TEXTS*

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

students' discussion texts and the contribution of cohesive devices to the cohesion of students' discussion texts. Six twelfth-grade students of a public senior high school in Cirebon were the participants in this study. The data of the study were the students' discussion texts. The data analysis was conducted in some steps by using the framework of cohesive devices adopted from Halliday & Hasan (1976), Martin (1992), Eggins (2004), and Gerot & Wignell (2004). The next chapter will present the findings and discussion.