CHAPTER III

METHODOLOGY

The previous chapter has elaborated theories relevant to this study. This chapter discusses the methods of the research. The discussions are divided into seven subheadings. They are aims of the research, research questions, research design, research site, data collection method, data analysis, and chapter summary. The first subheading is aims of the research which covers the purpose of this study. The second one is research questions section which presents the problems that are being investigated. The third subheading is research design and it explains the research paradigms and the research design used in the study. The research design chosen enables the researcher to carry out the research effectively by explaining the cohesiveness of students' abstract. The next subheading is research site. Then, this chapter provides data collection method. Research site delineates the subjects of the study and the reason of why they are chosen, while data collection method is the outlines of the procedures of collecting the data. Then, data analysis describes the tools used to analyze forty two students' abstracts and presents the methods of analyzing the data. The chapter is ended with the summary of the topics under discussion.

3.1. Aims of the Study

As outlined in chapter I, this research was carried out in order to attain the following aims:

1. Identifying the types of cohesive devices that the students' use in their abstract.
2. Investigating the contributions of the cohesive devices that the students use in their abstract

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3.2. Research Questions

In line with the aims above, this research was conducted to answer two research questions. These questions are formulated as follows:

1. What types of cohesive devices do students use in their abstract?
2. How do the cohesive devices contribute to the cohesion of students' abstract?

3.3. Research Design

This present study employs a qualitative research approach considering most features of this study embraced qualitative characteristics. Firstly, relevant to the aims and the research questions aforementioned, the purpose of this study is to investigate the impact of the use of cohesive devices to build cohesiveness in the abstract. This is in line with the characteristics of qualitative study proposed by Silverman (2005, see also Nunan, 1992; Silverman, 2009; Yin, 2011) who states that qualitative research design provides an opportunity to get "complex, holistic picture" of the addressed phenomenon.

Secondly, the data of this research is the abstracts written by undergraduate students and the data match the nature of qualitative design as it focuses on process and product (Sugiyono, 2010). Next, the instrument of this study is the researcher and this is also similar to the feature of qualitative study highlighting that the researcher is the primary instrument in data collection (Eisner, 1991; Frankel & Wallen, 1990; Lincoln & Guba, 1985; Merriam, 1998 as they are cited in Creswell, 2014).

Then, the results of this study were elaborated in words and it is suitable with the nature of qualitative research design which concerns words and description rather than numbers (see also Creswell, 2014). This study matches qualitative research design because the focus of this study is one particular instance of educational experience and practice. It means that, this study was carried out in natural setting (Silverman, 2005; Alwasilah, 2000; Creswell, 2014). This design is appropriate because this study used text analysis which is powerful

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analytical tool that has been well developed in the area of education (Freebody, 2003 in Emilia, 2005).

Finally, this study focuses on the cohesiveness of students' abstracts. Furthermore, regarding the characteristics of this method, qualitative research design is appropriate to examine a phenomenon of a single case study (Alwasilah, 2007).

The method employed in this study is the qualitative research, which is descriptive approach. The reason is because the researcher analyzed the data descriptively and the presentation of the result was in a form of explanation of words which would be supported by data presented in the form of tables. Silverman (2005) also said that descriptive research is used to describe and to interpret *what is* (See also Silverman, 2005). Since the research question of this study focused on answering *what types of cohesive devices used by the students in their abstract* and the purpose of this study is to describe and analyze the cohesive devices used by students in their abstracts, the descriptive study was chosen.

3.4. Research Site

This study was conducted at one state university in Bandung, Indonesia. In collecting the data, a state university in Bandung was chosen as the research site based on a number of considerations. First, this university consists of students from various sociocultural backgrounds. This reason was helping this study avoid the bias in drawing findings. Second, this university supported the research accessibility and feasibility due to its relevancy to the researcher's current educational background. Consequently, this advantage may help the writer to get this study done in an easier and effective way (Emilia, 2005). Third, this university is a well-known university of education in Indonesia. For that reason, it is hoped that students in this university could produce good thesis or research

report in the end of their study. Therefore, this present study will be beneficial for this university to see the writing development of the students.

3.5. Data Collection Method

The collection of abstracts of the theses in the chosen academic years is available in a website, namely repository.upi.edu. This website happens to be the digital library of this university. In this website, there are 59 theses from 2014 and 36 theses from 2015. The number of the theses from both of these latest academic years is 95 and this total was taken as the total participant or the population of this study.

However, there is no information about students' GPA or other information in the site which can help this study to define the low, middle, or high achiever students. To be dealing with the fact, sample of this study were chosen by using random sampling.

According to Creswell (2009), a sample is a part or a representation of the whole population that is investigated in research. A sample should reflect the characteristics of the selected population. In this study, the sample of the research was taken from a half or fifty percent of the total population. This sample is taken into consideration by using random sampling. Random sampling is chosen because it will ensure that the sample will be representative of the population since each person in the population has an equal probability of being selected (Creswell, 2009).

3.6. Data Analysis

Data analysis is intended to discover pattern, ideas, explanations, and understanding of data found and collected during research (Silverman, 2005). In this study, the information of how cohesion used in the students' abstract was the

main idea trying to discover. In order to accomplish the goal, the students' abstracts of the theses were investigated and analyzed.

The data analysis was based on Halliday and Hasan's work of cohesion analysis (1976) and analysis terms of the interpretation of the devices by Eggins (1994). Furthermore, the data were analyzed using the following procedures.

First, reading each abstract several times carefully sentence by sentence and numbering each sentence to make the analysis easier. Then, the word or phrase that meets the criteria of cohesive devices on the text is underlined.

There are five cohesive devices being analyzed in this study and each of them is marked with certain code. The following table shows the code of each cohesive device found in this study.

Table 3.1 Code System for Data Analysis

No.	Cohesive Devices		Code
1	Reference	Personal Reference	**PR**
		Demonstrative Reference	**DR**
		Comparative Reference	**CR**
2	Substitution		**S**
3	Conjunction		**CON**
4	Ellipsis		**Ø**
5	Lexical Cohesion		**LC**

Based on the table 3.1 above, reference is divided into three categories namely personal reference, demonstrative reference, and comparative reference.

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Each category is marked with the code **PR, DR,** and **CR.** Then, substitution found in the analysis is marked with the code **S**. Next, conjunction is labeled with the code **CON**. Ellipsis is marked with symbol **Ø**. Afterwards**,** lexical cohesion is labeled with the code **LC**.

The use of each code in analyzing the data will be shown in examples below.

1. Reference:

The following excerpt provides example of using code in table 3.1. in analyzing reference item in students' abstracts.

In utilizing <u>the</u> media, <u>the</u> teacher utilized <u>the</u> provided media in <u>the</u> school and did
         DR   **DR**   **DR**   **DR**

not utilize <u>it</u> optimally due to several challenges, <u>such</u> as limitation of time, difficulty
      PR   **CR**

in selecting media, lack of media availability, and teacher's negative belief towards

instructional media and <u>the</u> system.
              DR

(Text 2, sentence #6)

In example above, all of three types of reference are used. Personal reference is appeared in the word *it,* demonstrative reference presented through the word *the,* and comparative reference is used in word *such.* In this step of analysis, each of finding words are underlined and marked with the specific code in the preceding table.

2. Substitution

The use of code **S** in analyzing cohesive devices in students' abstract is presented in following example.

In terms of students' translation quality, it was found that two of three Participants were judged as acceptable translation while the other <u>one</u> was unacceptable.
                                                                                    S

<div align="right">(Text 4, Sentence #8)</div>

The word *one* in the example above refers to substitution. It substitutes the word *participant* in the preceding part of the sentence. Based on the code in the table, this word is marked with "**S**".

3. Conjunction

The following example shows analysis of conjunction in students' abstracts by using the code from table 3.1.

<u>*On the other hand*</u>*, the translation quality of GT products was quite unacceptable <u>or</u>*
    CON   **CON**
inappropriate in translating phrases, clauses <u>and</u> sentences because the meaning was
                                              CON
not delivered properly <u>and</u> therefore before using GT to translate phrases, clauses,
                        CON
<u>and</u> sentences, the users have to recheck the results of translation.
CON

<div align="right">(Text 1, Sentence #6)</div>

In the example above, there are some conjunction items used by the students, i.e. *on the other hand, or,* and *and.* Each conjunction item belongs to different categories of conjunction. Yet, each word will be labeled with the same code, **CON**. Later in the table of analysis of cohesive devices of each sentence, the category of conjunction is announced.

4. Ellipsis

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Example below shows the use of symbol **Ø** in analyzing ellipsis in students'
abstracts.

> *A: How did you enjoy the exhibition?*
>
> *B: A lot (<u>of the exhibition</u>) was very good, though not all.*
>   **Ø**

Based on the example, ellipsis word or phrase is written parenthetically.
Then, it is labeled with the symbol **Ø**.

The next step in data analysis is listing. The words which represent each of
cohesive devices will be listed in the following table. The table consists of
sentence number, total of cohesive devices found in each sentence, the words
represent the devices, type of cohesive devices as well as the categories, and
presupposed item.

Table 3.2 Analysis of Cohesive Devices

Sentence Number	No. of Ties	Cohesive Item	Type	Presupposed Item

The last step is recapitulating the results of data of each text. Total of reference, substitution, conjunction, ellipsis, and lexical cohesion found in the text will be recapitulated in the listing table like this one as follows.

Table 3.3 Total Occurrences of Cohesive Devices in Each Text

Number of Texts	Reference	Substitution	Ellipsis	Conjunction	Lexical Cohesion

3.7. Concluding Remark

The present chapter provides the information on methodology of the research used in this study. There are four important points explained in this chapter. First, this study was trying to answer two formulated research questions. Second, this study was designed based on descriptive qualitative study. Third, the sample of this study is 42 abstracts written by undergraduate students of English education

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program at one state university in Bandung. Fourth, the data analysis of this study was based on Halliday and Hasan's theory of cohesion (1976). The next chapter provides findings and discussion of the present study.