

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology used to investigate the types of grammatical and lexical cohesive devices found in *Oedipus the King* as well as their contributions to how the story proceeds. This chapter includes formulation of problems, research design, data collection, and data analysis

3.1 Formulation of Problems

The objectives of this study are to identify the types of cohesive devices in *Oedipus the King* and to investigate their contributions to how the story proceeds. To put it more simply, the objectives are formulated into two research questions as follows:

- 1) What are the grammatical and lexical cohesive devices used in the dramatic text *Oedipus the King*?
- 2) How does the use of the cohesive devices contribute to how the story proceeds?

3.2 Research Design

Research questions constitute the determination of research design (Creswell, 2007). Based on the research questions, this study is classified into descriptive study. That is to say, through the research questions proposed, this study attempts at observing, analyzing, and describing the data qualitatively. As Koh and Owen (2012) state, a descriptive study is designed to explore a phenomenon qualitatively. There are three reasons that encourage this study to analyze the data qualitatively. First, this study has potential to report different points of view as the main subject that will be developed in the finding. Second, this study plays a role as the “insider” –i.e. it will get as close as possible to objects being studied. Last, this study explores some values that form the narrative (Creswell, 2007).

3.3 Data Collection

Regarding the data collection, this study carries out two steps. First, this study selects a printed document as the object. The selection of the printed document is based on four considerations as suggested by Liu (2011): (1) it facilitates the process of the data collection –i.e. the data of this study is in the forms of linguistic units, (2) it is accessible, (3) it signifies the data which are convenient to the study, and (4) it allows the time and the expense of transcribing to be more effective.

As for the printed document, this study uses a dramatic text entitled *Oedipus the King* by Sophocles (496- 406/5 B.C), translated by Dudley Fitts and Robert Fitzgerald. The main reason for choosing *Oedipus the King* is because this dramatic text contains the linguistic units that are used as the main data of this study. This text is taken from a literature-printed book *Literature: Craft & Video* (Delbanco & Cheuse, 2010, pp. 68– 93). Furthermore, It is also scored 4.4 out of 5 by quality ('Amazon', 2016). Hence, this study infers from this evidence that text has potential to be one of the most widely version of *Oedipus* read by literature students.

Second, the text is read. In this step, this study surveys the entire text and identifies some linguistic units to be analyzed. Here, the linguistic units refer to clauses containing words that can be classified into grammatical and lexical cohesive devices proposed by Halliday and Hasan (1976). To facilitate the process of identification, this study marks the linguistic units that are important to be analyzed by bolding, underlining, and italicizing them.

3.4 Data Analysis

The data in this study are analyzed using theoretical frameworks based on Halliday and Hasan (1976) concerning the concept of cohesive devices analysis and Gerot's and Wignell's point of view (1994) on cohesion interpretation.

This study employs five procedures to analyze the data. First, this study breaks down each line that can be found in the text into clauses. This first step is necessary to be conducted since the main data of this study is obtainable from clauses. Hence, the process of the breakdown is necessary in order to obtain words

that belong to the grammatical and lexical cohesive devices. Second, this study identifies cohesive devices distributed in the text. In this procedure, the words that belong to cohesive devices are bolded. The purpose of identifying the words that belong to cohesive devices is to facilitate the process of classification which will be conducted in the next step of analysis. Third, as stated earlier in the previous statement, this study classifies the identified words into grammatical and lexical cohesive devices based on the framework of Halliday and Hasan (1976). Hence, the classification should be initiated to figure out where words belong to. Fourth, this study initiates to carry out a descriptive quantification. Descriptive quantification is very important to calculate cohesive devices found in the dramatic text. This procedure also contributes to the elaboration, enhancement, and illustration of the results of the study. After the words are identified and classified, this study then starts the presentation through descriptive quantification to demonstrate the results, e.g. the frequency of occurrences of each cohesive device. The last, after carrying out the descriptive quantification, this study starts to interpret the findings and draw conclusion. This procedure is also important to be conducted because it contributes to the elaboration of the contribution of cohesive devices used in the text.