CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research method that was used to investigate the types and function of grammatical and lexical cohesive devices in English students' texts at an English Language and Literature Program. This chapter covers the purposes of research, formulation of problems, research design, data collection, and data analysis.

3.1 Purposes of Research

This research aims to reveal types of cohesion devices and their function in students' texts across genres at an English Language and Literature Program.

3.2 Formulation of Problems

As has been mentioned in the background, the present study was conducted to identify the types and function of cohesive devices in students' texts at an English Language and Literature Program. To describe the purposes in detail, the objectives were formulated into two research questions as follows:

1. What types of cohesive devices do students use in their texts across genres?
2. How do the cohesive devices function in the students' texts?

3.3 Research Design

The present study applied qualitative-descriptive research method in order to describe and observe the use of cohesive devices in English students' texts across genres. The qualitative was chosen as the basic of research method because it is able to answer the research questions by focusing on exploring meaning of a particular social issue (Creswell, 2014). In addition, qualitative research was used for analysing generating words produced by students than number or statistic (Afrianto, 2017).

The nature of qualitative research is to analyse, categorize, and interpret data (Creswell, 2003). Data in a research is required as the evidence, and the evidence itself is used as a ground of a belief theory (Mautner, 1999). According to Mason (2002), there are some potential sources to obtain evidence or data for research: people (as individuals, groups, or collectivism); organizations, institution and entities; texts (published and unpublished sources, including virtual ones); settings and environments (material, visual/ sensory); objects, artefacts, media products; events and happenings. In accordance with Mason's (2002) idea, the present study analysed texts, which were in the form of students writing, as the sources of data. Students' texts were chosen as the data because they were more potential to describe the use of cohesive devices in daily.

To support the qualitative research method, a technique analysis in the present study was required. The technique analysis was descriptive. One fundamental characteristic of both types of research, qualitative and descriptive, was that they involve naturalistic data such as study language and teaching where they occur in natural settings without any intervention or manipulation variables (Nassaji, 2015). Therefore, the qualitative research method is suitable for the present study because it is able not only to fulfill the purposes of the study, but also to support the data analysis.

The explanations of the data were espoused by the number of cohesive devices occurrences in the texts. The numbers of occurrences were counted by Anthony Laurent Concordance (AntConc). AntConc is a freeware concordance program developed by Prof. Anthony, a director of the Centre for English Language Education, Waseda University (Japan). This freeware is a tool for carrying out corpus linguistics research and data-driven learning which is able to investigate almost any language patterns.

3.4 Data Collection

The data were in the form of corpora, a collection of texts, which were written by five students at the first and second semester at an English Language and Literature Program. During these semesters they were taught many courses of skill for general communication, such as writing, speaking, and listening. In the

general communication level of writing, students have been introduced to cohesive devices as the basic theory of writing a text along with some genres of a text. Each of five students was asked to submit descriptive, spoof, recount, complaint letter, and response essay texts. Thus, the total number of the texts was twenty five. The process of collecting the data consisted of several steps, as follows:

1. First, each of five students were asked to make descriptive, spoof, recount, scenario, and response essay texts in the form of soft files.
2. Second, the format of 'word text document' files were changed into 'plain text', then the files were given a code which symbolizes each genre.
3. Third, to get a description of texts information, the researcher read each of text.
4. Forth, to get the number of cohesive devices occurrences, the present study applied the tools of Anthony Lauren Concordance (AntConc) freeware.

3.5 Data Analysis

After gathering students' texts in the form of soft files (as the data), the data were analysed through several steps. The first was classifying the students' texts based on each genre: descriptive, spoof, recount, complaint letter, and response essay. Second, changing the format of 'word document' into 'plain text' files. The format was changed because AntConc only works with 'plain text' files. It will read nor 'doc', 'docx', and 'pdf' files. It will read XML text files, instead.

Third, to help distinguish one genre to another, the texts were given a code, for example DCT for descriptive text and SPF for spoof text. The coding eased the data analysis in Anthony Laurent Concordance (AntConc) program. Forth, the text files that have been coded based on each genre were inserted into AntConc in order to count the list of words and to see the patterns of the target words. Fifth, analysing the data based on Halliday and Hasan's (1976) theory to get cohesive devices types and number of occurences that were found in the texts.

3.6 Data Presentation

This section provides an example of data presentation of the present study. It consists of presentation of data analysis of cohesive devices. The data contained the explanations of cohesive devices that were found in the texts and the number of occurences. To help the researcher in conducting the analysis, some specific codes were used. Each code indicated each text genre. The codes were abbreviated into these abbreviations:

Recount Text   : RCT   Spoof Text   : SPFT

Response Essay Text : RET   Descriptive Text   : DC

Scenario Text   : SCT

A. Data of All Corpus

Table 3.1 Total of Grammatical Cohesive Devices of Each Genre

Spoof	62	52	1	
Descriptive	219	82		1
Response Essay	144	79		
Scenario/complaint letter	39	24		
Recount	274	109		

A. Data of Grammatical and Lexical Cohesive Devices

Table 3.2 Total Number of The Use of Person

Genre	Reference Pronoun/Determinative										
	I	You	We	They	He	She	Her	Him	Them	It	Us
Descriptive	79	1	3	1		29	14		13	43	
Recount	134	2	23	30	3	7	8	3	7	45	6
Response Essay	14	12	27	6	8	30	15	4	4	37	4
Scenario/ Complaint	13	15		3			5			6	
Spoof	16	10	2	10	24	2	3	7	2	14	5
Total	256	40	53	50	35	68	45	14	26	145	15

Concordance Hits 134

Hit	KWIC	File
1	arents. Actually, I did not have any choices. So, I accepted it and went to Bekasi to do the	RCT1.txt
2	d, but I was satisfied with the result. Besides , I also got a lot of new friends, so we	RCT1.txt
3	life and my parents could not believe it too. I am so happy to finish this challenge. I hope	RCT3.txt
4	interrogate me. She asked where I had been, and I answered honestly. She talked about how irrespons	RCT4.txt
5	. The Internet cafe was just about to open when I arrived. The owner smiled at me and told me	RCT4.txt
6	p gloss. Then, they went back to the class. I asked them several times why they wore make up	RCT5.txt
7	d I stepped forward and surrounded by people, and I began to show my movement for 5 minutes. The jud	RCT1.txt
8	a doctor and turns out that I got myopia. I blame myself for getting addicted to internet and	RCT2.txt
9	ot of fun things that I discovered from internet. I can't go a day without opening the website.	RCT2.txt
10	am so happy to finish this challenge. I hope I can do this challenge again soon.	RCT3.txt
11	althier and happier than before. Maybe it because I consumed healthy food which consists many nutriti	RCT3.txt
12	was very agile. I tried to think positive that I could fight her and beat her during sparing. When	RCT1.txt
13	a week. It made me stress and tired because I could not stand with the exercise. I had to	RCT3.txt
14	this challenge. Day by day has passed and finally I could sleep normally like many people and I felt	RCT3.txt
15	r finishing my 30 Days of Healthy Life Challenge, I could not believe that it really changed my life	RCT3.txt
16	not. I politely refused him, and told him that I could go by myself. Because I had another place	RCT4.txt
17	of my friends and asked where they were so I could join them. The mode that we played wa	RCT4.txt
18	strong and I felt dizzy after I smelled it. I could not help but told them to stop spraying	RCT5.txt
19	he caught me doing this kind of thing. So I decided to stop this bad routine and moved to	RCT3.txt
20	I did not pay attention to the time. So I decided to go home. I spent 5 hours and a	RCT4.txt

Figure 3.1 the pattern of personal reference 'I'

From the figure above, the students used personal reference 'I' because they wrote the recount texts based on their own experience, for example;

> Two years ago, **I** was chosen to represent for my High School Karate-Level Championship in Bekasi. Therefore, **I** had to stay in the quarantine there for three days.
>
> I was afraid when my karate coach told me that **I** would take part in the quarantine and had a match with other karate participants there, because I thought Bekasi was far. Besides that, the hardest part was not able to be accompanied by my parents. Actually, **I** did not have any choices. So, **I** accepted it and went to Bekasi to do the match . **I** went to Bekasi accompanied by my karate coach along with three of my friends.
>
> RCT 1 (Pr 1 and 2)

Here, the writer was retelling her experiences of joining a Karate Championship in the past. She obviously told what happens during the activity from the first day until finished.