

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discusses the methodology employed in the study. The methodology was conducted in order to seek the answers of the formulated questions covering: (1) How is cohesion realized through the internal conjunctive relations? (2) How is cohesion realized through the external conjunctive relations? And (3) How is cohesion realized through the internal and external conjunctive relations? The chapter comprises of the accounts for the research design, research site and participants, data collection techniques and procedure, and methods for analyzing the data.

#### **3.1 Research Design**

This study employed a qualitative-descriptive design since it attempts to seek the patterns of how cohesion as a semantic relation realized through the internal and external conjunctive relations. According to Lambert and Lambert (2012), a qualitative-descriptive approach is appropriate for a research that aims at presenting a direct description of a phenomenon. It is an approach which is very beneficial for researchers who would like to know what was involved, who were involved and where things took place in an event. The qualitative-descriptive approach is used to describe the applications of the conjunctive items to realize cohesion as a semantic relation done by the EFL learners’.

#### **3.2 Research Site and Participants**

The study was conducted at one state university in East Java. It was chosen for a number of reasons: first, there had been conducted a previous research inspiring this study advised by the participant lecturer of this study; second, the lecturer agreed to help supervise the study; and third, the institution permitted the study to be conducted.

The subjects of the study were the 25 English students taking Essay Writing Course at their third semester. They were from the same class namely Class A. The

class was conveniently chosen because it was one that is accessible by the researcher. However, the researcher included all of the students in order to obtain sufficient results. In addition, the names of the students participated in this study were pseudonyms in order to keep the confidentiality.

### **3.3 Data Collection**

The data of the study were the conjunctive items used in the students' exposition texts. First off, the lecturer, and the researcher as a co-teacher, taught the students how to write exposition texts. During the teaching and learning process, the lecturer assigned the students to write exposition texts based on the concepts that had been explained. After that, the students, supervised by the lecturer, decided the topics of their writing tasks. In the process of writing, the lecturer, with the researcher, checked on the students' works and when they have finished writing, they were asked to collect to the lecturer and send the soft files to the researcher via e-mail. There were actually 26 students in the class, but only 25 students collected the tasks.

After all of the students' works were collected, the researcher started to gather the data in the forms of conjunctive items. They were selected and classified based on the accounts of cohesion and conjunction proposed by Halliday and Hasan (1976). First, the ones being selected were the conjunctions that take place between sentences, not within a sentence. Second, they were classified based on their general relations; additive, adversative, causal, temporal, and the specific relations; internal, external.

Then, the researcher analyzed the application of the conjunctive items based on the account postulated by Halliday and Hasan (1976). The application was considered acceptable if the preceding sentence or sentences, the following sentence and the conjunctive items go hand in hand to build cohesion in the text. That is, when the three components contain the same aspects. For instance, when a complex additive conjunction, which is internal, used, the preceding and following sentences had to contain the internal aspects. The internal aspects, according to Halliday and Hasan (1976), come from the communication process, in the written context, of the writer and the reader. They usually emerge as the writers' arguments containing their

evaluations, judgments and attitudes. On the other hand, when an external conjunction was used, the preceding and following sentences should contain the external aspects which were the facts taking place in the reality.

### **3.4 Data Analysis**

The collected data of this study were analyzed by using the seminal work from Halliday and Hasan (1976). Based on the categories of conjunctive relations as has been proposed in Chapter II Section 2.2 and 2.3, the researcher then categorized each relations expressed by the conjunctive items. After that, the researcher analyzed the data quantitatively by counting the frequency and qualitatively by describing the conjunctive relations.