

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of the present research was qualitative approach. This approach was used to discover the phenomenon ascribe from social or human problem occurring in natural setting enabling the researcher to develop a detailed level from being highly involved in the actual experiences, which are seen from participants' viewpoint (Creswell, 2012, p. 16. This research is conducted by using descriptive qualitative method, since the main characteristic of qualitative study is to describe the data that are in the from of words or pictures rather than number and statistic (descriptive data), Ary (2010, p. 424). It is related with this researcher objective.

This researches is connect analysis which uses library researcher which focuses on the characteristic of materials (written or visual) and the meaning reflected in these. This design used in this research aimed at discovering the use of grammatical cohesion and appropriateness and inappropriateness in cohesion devices.

B. Subjects of the Study

The Subjects of this study were the students who took Essay Writing course in the English Education Study Program of UIN Antasari Banjarmasin in academic year 2020/2021. In this case, there were 10 students which

became the subjects of the study. The researcher choose class A & B because they have same lecturer meanwhile class C & D different lecturer. Thus, the researcher choose five documents from class A and five documents from class B.

C. Source of the Data

The sources of the data are the collections of the students' essay writing in final project on students of English Department of UIN Antasari Banjarmasin. Those data revealed the types of grammatical and lexical cohesion, also the appropriateness and inappropriateness of using coherent devices and their implications for paragraph in essay writing.

D. Technique of Data Collection

Students' essay writing products were collected because they constituted the main resource of information in this research in order to see and describe students' development on their writing. In this sense, the students' written products represented students' different levels of achievement in writing skill and closely analyzed by using discourse analysis approach investigated grammatical cohesion in which pieces of discourse were related or tied by cohesive features creating a text unity. This text analysis, therefore, attempted to be used as the main resources for improving the EFL writing syllabus later. Furthermore, these students' written products were analyzed based on the taxonomy of grammatical cohesion proposed by Halliday & Hasan (1976) as reference, substitution, ellipsis and conjunction.

In conjunction, however, the researcher adopted the heading for analyzing conjunction provided by Halliday & Matthiessen (2014, p. 622). Moreover, the researcher provided the criteria as guidelines to determine whether the grammatical cohesive features were used appropriately or inappropriately in the text.

E. Data Analysis

Data analysis embraced two phases of analyzing data: analyzing the students' essay writing drafts. In this way, the researcher adopted Miles & Huberman's model of analyzing qualitative data conducted in steps (Miles & Huberman, 1994, pp. 8-12):

1. Data Reduction

According to Miles and Huberman (1994, p. 10), data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in writing up field notes or transcriptions. In data reduction step, the researcher choose ten documents of students essay writing. At this case, the documents would be analyzed to check the types of cohesion and appropriateness and inappropriateness. At this step, the researcher choose the theory from (Halliday & Hasan, 1976). The researcher highlighted and coded the data in the hope that this coding helped to find out in relation to research questions in order to make it simple and easy in recognizing the data for analysis. In this respect, the text analysis of students' essay writing were highlighted and coded by

using colored pens indicating potential patterns in accordance with the grammatical cohesion. Besides, the researcher underlined what the inappropriate in choosing cohesion. In this sense, the researcher used visual representations as tables to help researcher sort different codes into themes presented in data display. In this way, the researcher described and narrated the data by including the data extracts (sufficient evidences) in order to give a concise and coherent description and interpretation in relation to research questions.

2. Data Display

Miles and Huberman (1994, p. 11) state that the most frequent form of display data for qualitative research data in the past has been narrative. Also they add that the displays include many types of matrices, graphs, charts, and networks (Sugiyono, 2015, p. 249). In displaying the data, the researcher displays it in the form of table. To find the types of grammatical cohesion and appropriateness and inappropriateness. (Halliday & Hasan, 1976) offers four types; reference, substitution, ellipsis, and conjunction. All documents of students essay writing collected in order to identify the types of grammatical cohesion and appropriateness and inappropriateness in each text.

3. Conclusion

Miles and Huberman (1994, p. 12) describe the third type of data analysis activity as drawing and verifying conclusions. The researchers

wrote the findings of analysis in the types of cohesion and appropriateness and inappropriateness of cohesion in students' essay writing. After the process of data display, the researcher would sum up the analyzed data. The first step is that the researcher would draw conclusions for each finding from the data for the first question which are obtained from students' essay writing. Second, the researcher draws a conclusion that represents all the findings for answering the first and the second research question of this research but the conclusion appearing is still temporary. To verify the conclusion the researcher need to verify by comparing the theory from (Halliday & Hasan, 1976) for answering the first research question and the researcher from (Rahman, 2017) for answering the second research question.