

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used content qualitative method, specifically content analysis. It took content analysis aims to know students' competency in cohesion and coherence and the difficulties in producing cohesive and coherent in essay writing. Content analysts can use various forms of data, including text, printed material, images, and audio, to decipher their significance to individuals, their impact in terms of enabling or constraining certain actions, and the role played by the conveyed information (Krippendorff, 2004). Therefore, this research analyzed students' assignment in writing essay. In order to know types of grammatical cohesion and coherence aspects in essay writing some devices and aspects were analyzed. This research had interview to know students' difficulties in producing cohesive and coherence writing.

B. Research Setting

This research conducted at the English Department of Antasari State Islamic University, situated in Jl. A. Yani, Km 4.5, Banjarmasin Timur Subdistrict, Kalimantan Selatan.

The researcher considered this place because English department of UIN Antasari state Islamic university has essay writing course, the

researcher analyzed types of cohesion and coherence in essay writing and the difficulties in producing cohesion and coherence.

C. Participant

In this research, participants were taken from the 3rd semester English education department of the 2022 cohort at State Islamic Antasari Banjarmasin, specifically, 22 students from an essay writing class. The selection of participants utilized purposive sampling, ensuring individuals with prior knowledge of cohesion, coherence, and proper essay writing techniques were included. According to Sugiono (2022), the addition of participants ceased upon reaching data saturation. These students had received instruction on cohesion and coherence, and during the research, the researcher found that a majority of them employed similar types of grammatical cohesion and coherence aspects in their essay writing.

In addition, five students were interviewed to gain the data of students' difficulties of write essay cohesively and coherently. There were only five students were interviewed because majority the students gave the same information related to students' difficulties to write cohesive and coherent essay. As stated by Glaser and Strauss (1967) no new data is discovered when the researcher can establish characteristics of the category, the researcher gains empirical confidence that the data has reached saturation.

D. Data

1. Data

The data of this research were types of cohesion devices and coherent aspect in their essay writing as well as students' difficulties in producing cohesive and coherent essay writing.

2. Source of Data

The data of types cohesion and coherence taken from students' essay assignment. While the data of students' difficulties in producing cohesive and cohesion essay writing will be taken from interview. In addition, the data was taken from five students.

E. Techniques of Data Collection

1. Documentation

The documentation was taken from students' essay assignment. The researcher collected students essay assignment then analyzed types of grammatical cohesion and aspects to achieve cohesion and coherent. The aspects that were analyze for cohesion were reference, substitution, conjunction and ellipsis. In addition, some aspect for coherence such as repetition of key noun, using of consistent pronoun, using of transition signal, and arranging in chronological order.

2. Interview

Interview was conducted in order to know students' difficulties to produce cohesive and coherent writing. There were 6 questions asked to five participants to know their difficulties to write cohesively and coherently.

F. Data Analysis

This research analyzed the data using tabulation. According to Krisppendorf (2004) “Tabulation refers to collecting same or similar recording units in categories and presenting counts of how many instances are found in each” p.192. The types of grammatical cohesion and coherence aspects put in table of frequency. The steps of analyzing the data:

1. Organize and prepare. The researcher prepared students essay assignment, table of assessment for analyzing the aspect to achieve cohesion and coherence in essay writing. Furthermore, researcher prepared question for interview related to difficulties that faced by students to have cohesion and coherence in essay writing.
2. Read all the data. The researcher read students each paragraph in essay assignment into some elements to achieve cohesion and coherence in order to analyze their cohesion and coherence in their essay writing.
3. Analyzing and classifying types of grammatical cohesion and aspect of achieving coherence from students’ essay writing.
4. Counting the percentage of cohesion devices and cohesion aspects to achieve coherence used in students’ essay writing.
5. Conducting interview. After analyzing students’ essay writing, researcher selected five students to be interviewed.
6. The researcher consulted and asked for the feedback from thesis advisor.

7. Deciding how to describe the theme that the researcher presented in narrating the qualitative. The narration used to describe types of grammatical cohesion and coherence aspect as well as the difficulties of producing cohesion and coherence in essay writing that taken from interview.
8. Interpreting data. The researcher analyzed the data by comparing the theories and interpretation of researcher. After that the researcher drew the conclusion.