

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This study employs a descriptive qualitative method. It contains sentences or descriptions of the objects. It refers to the meanings, concepts, definitions, characteristics, and descriptions of things. The researcher conducts a qualitative method because this study focuses on analyzing errors of students' essay.

#### **B. Research Setting**

In terms of setting, the researcher conducts the investigation in Antasari State Islamic University Banjarmasin at Tarbiyah Faculty at the 5<sup>th</sup> semester of English department students, A. Yani Street km. 4,5 East Banjarmasin, Banjarmasin City, South Kalimantan.

#### **C. Population and Sample of the Research**

##### **1. Population**

The population of this research is 49 students' essay of short essay writing subject which taken from class b and c on the 5<sup>th</sup> semester of English department in the academic year 2014 at UIN Antasari Banjarmasin.

The sample is taken by using purposive sampling technique. It is a technique of sampling based on some considerations (Sugiyono, 2011, p. 85).

Some considerations that the researcher used to take sample in this research are as follows:

- a. The subjects which taken as the sample in this research should be the 5<sup>th</sup> semester students who take short essay writing subject. The researcher chooses this qualification because those students have taken basic writing skill, paragraph writing, and grammar I – IV in which the material of cohesive devices had been taught.
- b. In the situation that two lecturers are responsible for short essay writing subject in four classes. One lecturer taught in class a and d and another lecturer taught in class b and c. Students from class b and c are selected because in the final test of short essay writing the lecturer asked the students to write an argumentative essay which is really appropriate for analyzing cohesive devices. Meanwhile, in the final test of class a and d, the lecturer asked the students to make conclusion from some graphics which are not suitable for analyzing cohesive devices.

From consideration above, the researcher takes all essays written by students from class b and c. The total is 49 essays were taken as the sample of this study. The names of participants in this study are shown as follows:

## 2. Sample

The sample of this research is cohesive devices that will be analyzed proposed by Halliday and Hasan (1976).

## **D. Data and Source of Data**

The researcher copied students' essay class band c from the lecturer who instructs short essay writing subject on the 5<sup>th</sup> semester students of English department at UIN Antasari Banjarmasin. The test was held in December 2016. In that test, the students were assigned to write essay minimal consisting of 150 words.

#### **E. Techniques of Data Collection**

There are several techniques to collect the data, such as observation, questionnaire, interview and documentation study (2004, p. 70). In this research, the researcher uses documentation study as the way to collect data. It is a technique of collecting data about things or variables in forms of notes, transcripts, books, letters, magazine, agendas, etc (Arikunto, 2002, p. 206). The result of students' essay in the final test is documents that are analyzed. The errors which are found in those essays will be counted and noted in the table according to its classification. The form of table is as follows:

Table 3.1 Classification of Errors

Cohesive Devices	Number of errors
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Reference	Demonstrative	
	Comparative	
	Personal	
Substitution	Nominal	
	Verbal	
	Clausal	
Ellipsis	Nominal	
	Verbal	
	Clausal	
Conjunction	Additive	
	Adversative	
	Causal	
	Temporal	
Lexical	Collocation	
	Reiteration	
<b>The Total Number of Errors</b>		

#### **F. Data Analysis Procedure**

In this study, the researcher uses the theory of Ellis and Barkhuizen (2008) for analyzing students' error in using cohesive devices. Error analysis consists of a

set of procedures for identifying, classification, and explaining learners' error (p. 51).

However, the researcher adds more steps of the procedure analysis to give more contributions for this study.

The procedures of the data analysis are as follows:

1. Identifying

First of all, the researcher identifies the types of cohesive devices error by reading all students' essay. Cohesive devices are error if they do not fit the requirements and the condition of cohesion types.

2. Classification

Next, the researcher classifies the errors into its type of reference, substitution, ellipsis, conjunction, and lexical cohesion in sequence. Those errors are structured based on linguistic category taxonomy of Halliday and Hasan (1976).

3. Explanation

Then, the researcher explains why they are sorted into error.

4. Correction

After that, the researcher makes the correction of the errors.

5. Calculating the Percentage of Errors

Finally, the percentage of errors is calculated. The researcher uses a formula offered by Anas (1966, p. 40). The description of the formula is as follows:

$$P = \frac{F}{N} \times 100 \%$$

P = Percents

F = Frequency of Errors (for each types of cohesion)

N = Total Number of the Whole Error