CHAPTER III
RESEARCH METHODOLOGY

The main point of third chapter is focused on the methodology of the research used in this study. It is divided into several sub chapters. They are research approach, source of data, data, procedures of collecting data and procedure of analyzing data.

A. Research Approach

Most of all research method needs a resource of a book (library) to combine their research. There is a little difficult to distinguish between Library research and field research, both of them need a literature. The main differences are based on the purposes, functions and the position of the each research. In the field research, literature is needed as a basic theory to prepare the research design. While in the Library research, literature not only used as the preparing of research design but also it more than that, it used to get data collection of the research.[1] The Purpose of this research is to analyze the cohesion of recount text in "Look Ahead 1", an English textbook for Senior High School grade X years The writer uses a library research approach because in this research, the writer will analyses a cohesion of recount text in "Look Ahead 1", an English textbook for Senior High School grade X years.

B. Source of Data

Arikunto stated that the data resource is the subject from which the data can be found.[2] In this study, the source of data is the recount text found in "Look Ahead an English Course 1 for Senior High School Students Year X published by Erlangga", 2007 written by Th. M. Sudarwati and Eudia Grace.

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[1] Mestika Zed, *Metode Penelitian Kepustakaan*, 2004,(Jakarta : Yayasan Obor Indonesia), p. 1

[2] Suharsimi, Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* (Jakarta: Rineka Cipta, 2006), 6th Ed., p. 129.

C. Data

The data of this study are in the form of visual text, the researcher takes some of recount texts found in the textbook as the data. There are 7 recount texts in Look Ahead English Textbook for Tenth Grade of Senior High School Published by Erlangga.

D. Procedure Data Collection

The purpose of this study are to find out whether the recount texts in English textbook are written cohesively and in order to know what kind of cohesive devices are mostly used in recount texts in English textbook.

In doing this research, the researcher uses three steps as follows:

1. Selecting the textbook

A textbook is one of the important media to support the teaching and learning process. Textbook which is designed for classroom use provides many items such as vocabulary items, reading texts, speaking exercises, instructions etc.

There are so many textbooks found in the bookstore. But the writer chooses one textbook which was used by the first year students of senior high school. The title is "Look Ahead: An English Course For Senior High School Students Year X" written by Th. M. Sudarwati and Eudia Grace, published in 2007 by Erlangga. The writer chooses this book because it is a kind of good English textbook it is based on 2006 curriculum.

2. Selecting the recount texts

After selecting the textbook, the writer did step that is selecting recount text in the textbook chosen. The writer read the content of the textbook. The textbook consists of seven recount texts and the writer analyzed all of them.

E. Procedure of Analyzing Data

In analyzing the data, the writer used text analysis or discourse analysis as the technique. Discourse analysis is the study of how sentence in spoken and written

language form larger meaningful units such as paragraphs, conversations, interviews.[3] The analysis of data was done in the following steps:

1. Dividing and numbering sentences into clauses

   The first step that would be done in the analysis in this research is dividing the sentences into clauses. Then, the clauses found would be numbered in order to know the sum of the clauses in the paragraph and to make it easier in identifying cohesive devices.

   Example:

   Picasso was born in 1881 in Malaga, Spain as the son of an art teacher. He studied painting with his father and also in Madrid.

   It is a paragraph that consists of two sentences. The first sentence is Picasso was born in 1881 in Malaga, Spain as the son of an art teacher. The second one is He studied painting with his father and also in Madrid. After knowing the sentences in the paragraph, the writer divided and numbered it into clauses.

   a. <u>Picasso</u> was born in 1881 in Malaga, **Spain** as the son of an **art** teacher.
   b. <u>He</u> studied painting with <u>his</u> father
   c. *and* also in Madrid

   As stated above, it is clear that there are three clauses in the paragraph.

2. Identifying grammatical and lexical cohesive devices within the clauses

   After considering the clauses, the writer did next step, which is, identifying cohesive items within the clauses both grammatical and lexically. The word 'he' in the second clause refers to 'Picasso' and it is called reference. In the second clause, the word 'his' called reference too. It refers to possessive of 'Picasso'. Furthermore, in the third clause, the words 'studied painting' are the elliptic item that is omitted.

   In the third clause, the italic word, the word and, is identified as conjunction since it connects the clauses. On other hand, in the first clause, the bold word, which is Spain, is a superordinate of Malaga and Madrid (in the

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[3]Jack Richards, *et. al.*, *Longman Dictionary of Applied Linguistics*, (Hong Kong: Longman Group, 1985), p. 84

third clause) and it is called reference. In the second clause, the word art is identified as reiteration since it is a superordinate of painting.

From the clause above, the writer concluded that there are two kinds of grammatical cohesion namely reference and conjunction. On other hand, there is only one kind of lexical cohesion which is called reiteration.

3. Putting the number of cohesive devices into tables based on its types

Based on the tables that were made, the data will show the level of cohesion that appears in recount texts, so we will know the cohesive devices clearly. The grammatical and lexical devices sometimes determine the tie. The followings are examples of the table of grammatical and lexical cohesion.

a. The table of grammatical cohesion

No of clause	Reference	Substitution	Ellipsis	Conj.
1	Picasso	-	-	-
2	He, his	-	-	-
3	-	-	Studied painting	And
Total	3	0	2	1

b. The table of lexical cohesion

No of clause	Reiteration	Collocation
1	Spain, art	-
2	-	-
Total	2	-

4. Counting the number of cohesive devices in the form of percentages

Every research has its own method that is determined based on the purpose of the study. This research is designed as qualitative research, so the nature of the study is descriptive. Analysis of this type will be done with words to

describe conclusions, so the qualitative study obtains the descriptive data either spoken or written.

The purpose of this section is to know what kind of cohesive devices perform mostly in recount texts in English textbook. Furthermore, the writer counted the types of both grammatical and lexical cohesion into percentages. In this analysis, the writer used a simple formula:

$$X = \frac{N}{\sum N} \times 100\%$$

Where:

X : the percentage of cohesion in recount texts found in the textbook

N : the number of each type of cohesion in recount texts found in the textbook

$\sum N$: The total number of the cohesion items found in recount texts in the textbook

a. Grammatical Cohesion

1) Reference : $\frac{3}{5} \times 100\% = 60\%$

2) Substitution : $\frac{0}{5} \times 100\% = 0\%$

3) Ellipsis : $\frac{1}{5} \times 100\% = 20\%$

4) Conjunction : $\frac{1}{5} \times 100\% = 20\%$

b. Lexical Cohesion

1) Reiteration : $\frac{2}{2} \times 100\% = 100\%$

2) Collocation : $\frac{0}{2} \times 100\% = 0\%$

To categorize whether or not recount texts are written cohesively, the writer used certain criterion based on Halliday and Hasan [4], the data criterion as follows:

Categories	Number of cohesive devices in %
Poor	0-25
Fair	26-50
Good	51-75
Excellent	76-100

5. Interpreting the result

It was a process of interpreting the findings by consulting it to the theories (as presented on chapter II). The result of recount texts analysis would be interpreted based on the number of grammatical and lexical cohesive devices. The level cohesiveness of recount texts would be clear after the writer did the interpretation.

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[4] Wikipedia, "*Cohesion In English*", http://www.wikipedia.org/wiki/cohesion, retrieved on 30th November 2010.