CHAPTER III

RESEARCH METHOD

This chapter elaborates research design, data sources, data collection, and data analysis as the researcher strategies in conducting this study.

3.1 Type of Research

The type of research used in this study is descriptive qualitative approach. Qualitative approach is a generic term for investigative methodologies described as ethnographic, naturalistic, anthropological, field, or participant observer research. It emphasizes the importance of looking at variables in the natural setting in which they are found. Interaction between variables is important. Detailed data is gathered through open ended questions that provide direct quotations. The writers uses qualitative methods means that inquirer deals with data that are in the form of word, rather than number and statistic. As stated by Ary et al (2002, p.425):

> The qualitative research deals with data that are in the form of word, rather than number and statistic. The data collected are the subject experience and perspective, the qualitative research attempt to arrive at vice description of the people, object, event, place, conversations, and so on.

In this brief study, thesis abstract is a form a document which is analyzed in terms of cohesive devices existing in it. Thus, this type of research is considered to be the most appropriate to be applied in this research.

3.2 Data Sources

The data of this present study are cohesive devices in the thesis abstract submitted in 2013 written by students of academic year 2009 of study program of English Universitas Brawijaya. The thesis abstract is provided in two languages, i.e English and Bahasa Indonesia. The thesis abstracts analyzed in this present study are in the English version. They are chosen because abstract serves several functions like to help the readers in determining whether the full report contains important information. Furthermore, an abstract also gives help to readers who intend to read the full report a quick mental picture of the report which makes reading the report easier and faster. The thesis abstracts are meant here written by students of academic year 2009 especially who took linguistic major. Then, who have been graduated from Universitas Brawijaya in 2013 and had already collected their theses in the SAC. The reason for choosing these certain participants is because the students of academic year 2009 had already collected the thesis abstracts to SAC. Besides, their thesis abstracts are the most up to date ones (so the writer was easy to take and collect the data from the faculty or in the SAC).

In choosing the sample, the researcher refers to Arikunto (2002, p.49) who states that the subject of a research can be taken randomly from 10%-15% or 20%-25%, of the population for estimation by considering: the research capability in terms of the time, fund, and energy, the range of the observational area, and the risk for the researcher. Dealing with Arikunto's theory, the writer took 10% out of 116 from who have collected their thesis in 2013. Finally, the writer collected 12

thesis abstracts for this study randomly. Thus, the writers of the abstract under investigation are assumed to have used cohesion devices of their choices in the abstract.

3.3 Data Collection

The data source of the study was thesis abstract containing cohesive devices written by students of academic year 2009 of study program of English Universitas Brawijaya. In this study the writer investigated the grammatical and lexical cohesion as encountered in student's thesis abstracts. The followings were the steps of collecting data:

1. Collecting the thesis abstracts written by students of academic year 2009 in SAC.

2. Observing the thesis abstract written by students of academic year 2009 who took linguistic major and who had collected their thesis in 2013.

3. Selecting 12 thesis abstract written by students of academic year 2009 randomly.

4. Capturing all of thesis abstract out of 116 written by students of academic year 2009 that had been taken randomly.

5. Reading all of thesis abstract and then making notes on the types of cohesion devices.

6. Labeling each abstract and each sentence as the source of the data and giving an index number or code.

7. Highlighting or categorizing the cohesion devices found in the abstract.

8. Showing the list to an expert checker. The expert checker is Mr. Lukman who is one of the English lectures of faculty of cultural studies Universitas Brawijaya.

3.4 Data analysis

After all the data were collected, the next step is the data analysis. The procedures were as follow:

1) Listing the sentences containing types of cohesion

2) Putting the sentences containing types of cohesion into a table

3) Classifying cohesion devices found in the thesis abstracts by using Renkema's theory (1993) into grammatical cohesion devices consisting of reference, substitution, allipsis, and conjunction. Meanwhile, lexical cohesion consists of repetition, synonymy, hyponymy, metonymy, and antonymy. The following table is used to classify the types of cohesion.

Table 3.1 Grammatical Cohesion

No	Code	Sentences	Grammatical Cohesion											
			Ref			Subs			Ell			Conj		
			Pr	Dr	Cr	Ns	Vs	Cs	Ne	Ve	Ce	Ad	Cc	Tc

Table 3.2 Lexical Cohesion

No	Code	Sentences	Lexical Cohesion				
			Repetition	Synonymy	Hyponymy	Metonymy	Antonymy

4) Checking the analysis with the expert checker.

5) Describing the types of cohesion devices with detail explanation

6) Tabulating the types of cohesion devices to answer the second question about the most frequent cohesion devices occur in the thesis abstract.

The writer made a table as follows:

Type of Error	F	%

The percentage (%) was calculated based on the following formula:

$$N \% = \frac{(\text{Frequency of each type}) \, F}{(\text{Total Frequency of all types of grammatical or lexical}) \, N} \times 100 \%$$

The table above is used to list each type of cohesion found in the thesis abstract. The table also helps the writer in making conclusion on the most frequent types of cohesion that occurs in the thesis abstract. Besides, the last column of the table helps the readers to find the number of each type of cohesion in the description easily.

7) Drawing conclusion from the analysis based on the theory used.