

### **III. RESEARCH METHOD**

This chapter discussed the methods of research used in this studied, that was: setting of this research, research design, source of the data, data collecting technique, research procedures, and data analysis.

#### **3.1 Setting of the Research**

##### **1. Place**

The research was carried out at SMA Muhammadiyah Gisting which was suitable for the problem of the research. The researcher chose SMA Muhammadiyah as the population of the research because in this school the students' reading comprehension was still low, especially about the cohesive ties.

##### **2. Time**

The implementation of teaching the recognition of cohesive ties took place four times in two weeks. It was implemented two meetings for each week with the duration of 90 minutes for each meeting. The researcher used 90 minutes for each meeting because such amount of time was more effective than use 45 minutes for each meeting.

### **3.2 Research Design**

In this research, the researcher used a descriptively qualitative research design. Suparman (2009) states that qualitative researchers report the result obtained from qualitative analysis through detailed descriptions of the processes which the researchers used in arriving at the categories and patterns of the research. It was intended to describe the students' problems were and how their feelings and opinions were toward teaching the recognition of cohesive ties. The data of this research was gathered from observation in the class, test, and questionnaire. The qualitative research was chosen to make the data analysis become easier since the data that would be taken at the second year students of SMA Muhammadiyah Gisting.

### **3.3 Source of the Data**

This research was conducted at the second year of SMA Muhammadiyah Gisting. It was carried out to the students of class II. The implementation of teaching recognition of cohesive ties took place twice a week with the duration of 90 minutes for each meeting. During the presentation, the teacher did some activities in each meeting as described in the following:

1. First meeting, the focus was on giving the first questionnaire and students' problems while teaching the recognition of reference was carried out.
2. Second meeting, the focus was on students' problems while teaching the recognition of substitution and ellipsis was carried out.
3. Third meeting, the focus was on students' problems while teaching the recognition of lexical cohesion and conjunction was carried out.

4. Fourth meeting, the focus was getting the feedback from the students and giving the second questionnaire.

In the first meeting, the first questionnaires, the questionnaire consisted of 10 items related cohesive ties and gave the reason of them. It was aimed to find out the participants' opinion and feeling toward teaching of cohesive ties. It was given to the students before the implementation of teaching the recognition of cohesive ties in order to find out whether they knew cohesive ties or not. Similarly in final meeting, the second questionnaire was given after the students worked the texts. This was together the data which dealt with their opinions and feelings toward teaching the recognition of cohesive ties.

### **3.4 Data Collecting Techniques**

In collecting the data, the researcher employed the instruments as the following:

#### **1. Questionnaire**

It is known, one of the most popular means of collecting data is using questionnaires. The reason for this was that, it is easy for the researcher to construct and it did not either consume time or cost money. Setiyadi (2006) describes that there were two types of questionnaires, close-ended and open-ended questions. The former kind of questions were often used to get answers which were factual or fairly predictable, meanwhile open-ended questions were preferred when the researcher expected to get answers which were in terms of opinions, beliefs or judgments. Furthermore, open-ended questions also gave the respondents chanced to express more opinions individually because of these above reasons; both

two types of questionnaires would be employed to get the data. The questionnaire would consist of 10 questions about students' problems of cohesive ties identification in understanding reading texts.

**Table 1. Table of specification of questionnaire 1**

<b>No</b>	<b>Objectives</b>	<b>Item Numbers</b>	<b>Total Items</b>	<b>Percent age</b>
1	Identifying the participants' interest	1, 2,3	3	30%
2	Identifying participants' difficulties understanding English text	4,5	2	20%
3	Identifying the cohesive ties in the text	6	1	10%
4	Identifying the part of cohesive ties	7	1	10%
5	Identifying how the participants understand the material	8	1	10%
6	Identifying how the participants explain about cohesive ties	9,10	2	20%
<b>TOTAL</b>			<b>10</b>	<b>100%</b>

**Table 2. Table of specification of questionnaire 2**

<b>No</b>	<b>Objectives</b>	<b>Item Numbers</b>	<b>Total Items</b>	<b>Percent age</b>
1	Identifying the participants' opinion	1	1	10%
2	Identifying participants' difficulties understanding Cohesive ties	2,3	2	20%
3	Identifying the advantages in understanding of Cohesive ties	4,5	2	20%
4	Identifying difficulties or ease in Cohesive ties	6	1	10%
5	Identifying the participants' impression after understanding Cohesive ties	7	1	10%
6	Identifying the participants' opinion after giving the material	8,9,10	3	30%
<b>TOTAL</b>			<b>10</b>	<b>100%</b>

## **2. Test**

In order to measure the students' understanding of the cohesive ties in text, and to determine their difficulties, the researcher tested the participants on their reading ability. Then, the researcher asked them to find out the cohesive ties in every paragraph. This test was aimed at knowing participants' ability in finding out the cohesive ties in the texts.

### **3. Observation**

As a supplement for the first instrument the questionnaire for students, the researcher employed observation for more data. Certainly, observation was instrument that could help researcher to collect the data in qualitative research design. Hammersley and Atkinson (1995) in Suparman (2009:73) described that observing in a particular setting was a special skill requiring (a) management of issues, such as the possibility of deception of the people being interview, (b) impression management, and (c) the potential marginality of the researcher in strange setting. When observing the class, the researcher would do a lot of notes to ensure that was collected was rich. In this study, observation was the main instrument used to get data about the process of learning process.

The observation was conducted by entering the class directly and investigating the teacher and learners during learning process in the class and keeping detail records in observation from both objective observation (description) and the students' activities (reflection) throughout experiences. Then the researcher would observe the students' ability to identify the cohesive ties by observation sheets and also would interpret the result of the teaching learning process.

It took the researcher four meetings of the class. In short, the observation was occurred for four days. The analysis of observation data would be conducted during data collecting. To make the students felt comfortable in the lessons, the researcher would just sit at the last row and took part in five different lessons as a non-participant observer to have a naturalistic observation.

### **3.5 Research Procedure**

1. Determining the research problem.
2. Administering the first question for fifteen minutes before the implementation of teaching the recognition of cohesive ties.
3. Observing the implementation of teaching the recognition of cohesive ties for four days.
4. Conducting the observation and taking notes about the problems that arise.  
The students would work on texts in groups.
5. Administering the second questionnaire about their opinions and feelings after the implementation of teaching the recognition of cohesive ties.
6. Analyzing the data from observation, students' test and questionnaires right after getting all data.
7. Making the result and discussion of the findings.

### **3.6 Data Analysis**

The researcher used descriptive qualitative, The researcher analysis would collect the data by categorizing and unitizing them into: (1) students' problems based on the procedure of teaching, (2) their problems while they would be working on texts and (3) their opinions toward teaching the recognition of cohesive ties. She treated all data from the observation guide, students' reading test in narrative text, and the questionnaires in order to have the three problems stated above.