



CHAPTER III
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3.1 Research Design

This study uses a mixed methods approach with a descriptive design, specifically following an explanatory sequential design as explained by Creswell and Plano Clark (2018). This approach is chosen to get a better and more complete understanding of the topic by combining quantitative and qualitative data in order. First, quantitative data are collected and analyzed to find the frequency of conjunction use in EFL students' descriptive writing. Then, in the second phase, qualitative data are gathered to explain and interpret the results from the quantitative phase more deeply. The qualitative phase helps explain the results of the quantitative data by giving deeper insight into why students used certain conjunctions (Creswell and Plano Clark, 2018)

The study also uses a corpus-based method to examine students descriptive writing. This method helps identify language patterns, especially how often and in what ways conjunctions are used. The descriptive design fits well because the study aims to describe and analyze conjunction use in students writing without changing any variables.

A qualitative method is still important in this study because it focuses on observing and explaining language patterns rather than testing them with statistics. By combining these methods, the study can find surface level patterns through corpus analysis also provide deeper understanding through qualitative data, and giving a clearer explanation of how EFL students use conjunctions in their descriptive writing.

3.2 Research Subject

The subject of this study is EFL students at the eleventh grade of a senior high school at SMA Muhammadiyah 10 Surabaya. These students are learning English as a foreign language and have to produced descriptive texts as a part of their academic activities. Through analyzing their writing, this study can explore how students use conjunctions to create cohesion and connect ideas in descriptive writing. This study choose eleventh grade because the students ability is varied. This grade was also chosen because the students have already learned basic English and are starting to prepare for academic English in twelfth grade. There are several students with good English skill, but there are also several

students with low English skill. Additionally, there is four inclusive students which made this class more varied.

3.3 Data and Source of Data

The data in this study are all conjunctions found in the descriptive texts written by the students. This may include additive, adversative, causal, or temporal conjunctions. The source of data is collections of 28 descriptive writing texts written by eleventh grade EFL students at SMA Muhammadiyah 10 Surabaya. The texts written by these students are used as the main data to explore how conjunctions are used in their writing. These texts were collected directly through a writing activity designed by the researcher in the form of worksheet. The students were asked to write a descriptive paragraph about specific topic such as person, place, or object as part of their English learning activity. In total, the corpus consists of 5,454 tokens (running words), 813 types (different words), and 771 lemmas. The unit of analysis is at the word and sentence level, and the data include 636 sentences overall.

3.4 Research Instrument

In this study, the instrument used include both the researcher and digital tools to support data analysis. As the important instrument, the researcher plays an important role in managing the research process, which includes collecting, organizing, and interpreting the data.

To assist in the analysis, LancsBox tool was used to help the researcher examine the students' texts in a more detailed and systematic way. LancsBox is a corpus analysis software developed by Dr. Vaclav Brezina and his team at Lancaster University, United Kingdom, around 2015, and it is widely used in linguistic studies. LancsBox is used to explore word patterns and identify the frequency of conjunctions in the texts, and LancsBox can also helps analyze the surrounding context in which the conjunctions appear through its Key Word in Context (KWIC) feature. In this research, LancsBox was specifically applied to process the 28 student texts containing 5,454 tokens, 813 types, 771 lemmas, and 636 sentences. The Frequency and KWIC features were employed to identify the occurrence of each conjunction and to interpret its use within sentences. By using this LancsBox tool, the researcher can ensure that the identification and classification of conjunctions are accurate and based on actual language use.

3.5 Research Prosedure

The process of data analysis in this study starting from the data collection until the classification of conjunctions. The detailed steps are as follows:

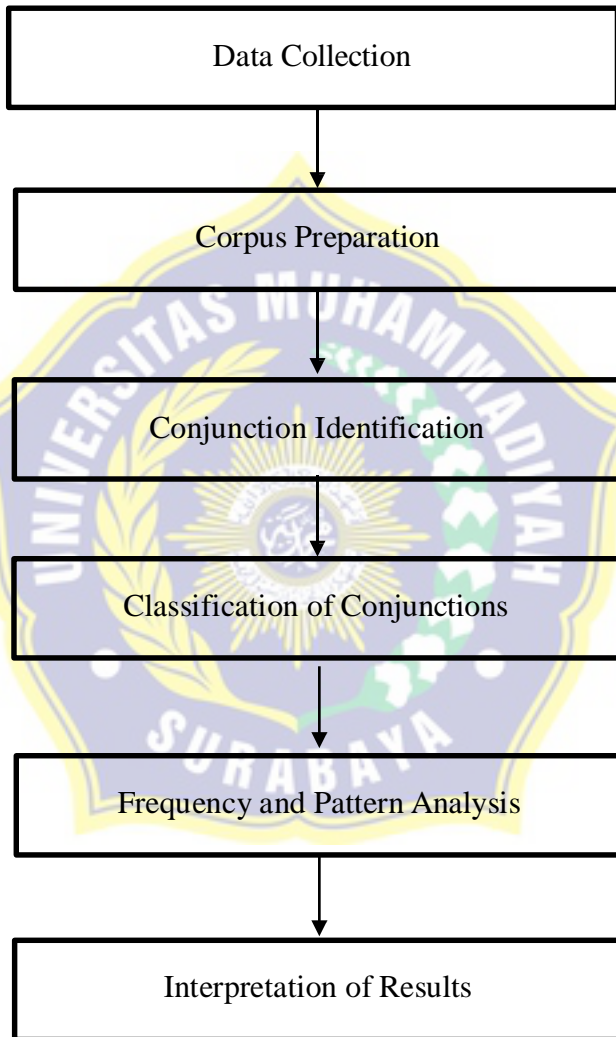


Figure 3.1 Data Analytics Steps

1. Data collection

The data were collected by asking eleventh grade EFL students to write a short descriptive text based on a worksheet given by the researcher. The worksheet contained instructions and a prompt asking students to describe a person, place, or object. All the text written by the students were then collected as the data for this study.

2. Corpus Preparation

After collecting the students' writing, the researcher prepared the texts for analysis. Then, all the texts were converted and saved in .txt (plain text) format, which is the standard file type needed for corpus analysis software. Before the analysis, the researcher also cleaned the texts by removing any parts that were not needed such as student names, class information. Or other unrelated elements. One cleaned, all the student texts were combined into one folder to form mini corpus, which was later analyzed using LancBox tool.

3. Conjunction Identification

The prepared corpus was uploaded into the corpus analysis tool LancsBox. Using this program, the researcher searched for all conjunctions used by the students in their descriptive writing. The software helped locate the conjunctions and showed how they were used in context.

4. Classification of Conjunctions

After identifying all conjunctions found in students' descriptive texts, the data were analyzed and classified in two ways. First, the conjunctions were categorized based on their form into simple and complex types, following Faraj (2021). Second, they were classified into one of four types based on Halliday and Hasan (1976) theory:

- a. Additive (and, also, moreover, furthermore)
- b. Adversative (but, although, while, however, yet)
- c. Causal (because, so, as a result, as, for, therefore)
- d. Temporal (when, after, before, while, until, since)

5. Frequency and Pattern Analysis

The researcher analyzed how often each type of conjunction appeared and how they were used in the students' texts. The

analysis also looks at whether students tended to use simple conjunctions such as and more than complex ones such as in addition or moreover, and whether they used the conjunctions correctly to build cohesion in their writing.

6. Interpretation of Results

In the last step, the results were interpreted to understand the students' ability in using conjunctions. The researcher examined which types of conjunctions were most and least used, and what this indicates about their understanding of cohesion in English descriptive writing.

