

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with the discussion of the research method and the steps collecting and analyzing the data. Therefore, this chapter is divided into fifth major parts. The first part presents the research question. The second part relates to the research design. The third part is data collection techniques. The fourth part is data analysis and the fifth is the conclusion of chapter three.

3.1 Research Questions

This study aims to investigate whether the last semester of undergraduate students in English Education Study Program incorporate the three obligatory steps of move introduction in their background section of research proposal introductions. The problems of the research are formulated in the following question:

Do the undergraduate students in English Education Study Program incorporate the three obligatory steps of move introduction in their background section of research proposal introductions?

3.2 Research Design

Since the purpose of the current study is to investigate the occurrence of obligatory moves of students' background section in research proposal introductions, this study applied a descriptive study. This particular type of study is expected to describe situations as completely and carefully as possible (Fraenkel and Wallen 2008).

Qualitative method was used in this study. As Creswell (2010) and Fraenkel and Wallen (2008) stated that qualitative research is characterized by the nature of the data which may be originated from various sources, among others are document and data processing which elaborate the findings in textual form. Siti Zakiah, 2015

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Moreover, this study is also characterized by the nature of qualitative research which tries to describe social phenomena as they occur naturally.

In addition, qualitative research concerns subjective interpretation of the data into findings. In this case, the researcher analyzed the data collected and attempted to describe certain phenomena appear from the research findings. It is considered appropriate as this study dealt with analyzing and describing the obligatory moves in the students' background section of research proposal introductions.

3.3 Data Collection Technique

Data collection used in this study involved research site, population, sample, and research instrument.

3.3.1 Research Site

This study was carried out at the undergraduate English study program in one of universities in Bandung. This research site has been chosen for two reason.. First, this English study program had a research proposal workshop for its seventh or eighth semester students to submit their research proposals to be discussed with some instructors. Second, as one of the students in English department, it is expected that the researcher would get easy access to the research site, hence increase the feasibility of the study.

3.3.2 Population

Population is a set or collection of all elements possessing one or more attributes of interest (Encyclopedia of Educational Evaluation cited in Arikunto, 2006: 13). Moreover, Fraenkel and Wallen (2008: 91) argue that in education research, the population of interest is usually a group of persons (students, Teachers, or others individuals) who possess certain characteristics or in some cases, however, the population may be defined as a group of classrooms, schools, or even facilities.

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Referring to above definitions, the population in this study is all research proposals proposed to research proposal workshop of last semester undergraduate students of English Education Department. There are 50 research proposals that are chosen randomly. The research proposal chosen since it had been discussed with some instructors in research proposal workshop.

3.3.3 Samples of the Study

Sample in a research study is the group on which information is obtained that are taken from the larger group to which one hopes to apply the result (population) (Fraenkel and Wallen, 2008: 90). The sample of the present study, were forty five research proposals of eight semester and five research proposals of nine/ ten semester students of English education department that have been discussed in research proposal workshop.

3.3.4 Research Instruments

Based on the research question, this study employed document analysis background section of students' research proposal introduction. The research proposals were then analyzed in terms of the three obligatory moves of introduction based on Swale's framework through content analysis by giving label (see Table 3. 1). The current research selected these three obligatory moves because they often present in background section of research proposal introduction.

Table 3.1 Obligatory move labeling of research proposal introductions

Typical Moves	Explanation	Label
Move 1 Establishing research territory	c. By introducing and reviewing items of previous research in the area (obligatory)	<i>M-1c</i>
Move 2	By indicating a gap in the previous research, raising a question about it, or extending	<i>M-2</i>

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Establishing a niche	previous knowledge in some way (obligatory)	
Move 3 Occupying the niche	a. By outlining purposes/ aims, or stating the nature of the present research or research questions/ hypotheses (obligatory)	<i>M-3a</i>

While for recording the frequency of remarks of the obligatory moves that occurred in every background of research proposal introduction, this research used a tally sheet rubric as was showed below.

Table 3.2 Rubric for analyzing three obligatory moves of research proposal introduction background

No. Research Proposal Introductions (RPI)	Typical of Obligatory Moves		
	Reporting the proposer's own previous research	Establishing a niche/ indicating a gap of previous Research	Outlining purposes/ objectives
RPI- 1			
.....			
RPI- 50			

A tally sheet is a device often used by researchers to record the frequency of student behaviors, activities, or remarks. It is simply a listing of various categories of activities or behaviors on a piece of paper (Fraenkel and Wallen, 2008). Based on the above rubric, each of RPI that incorporated of the obligatory moves was labelled 1 and RPI that didn't incorporate the obligatory moves was labelled 0 in each available column.

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3.4 Data Analysis

In answering the research question, this study conducted several steps. The first step was doing categorization from each background section of research proposal introductions. Descriptive categories were constructed to identify the number of times that obligatory moves occurred in the background section. In this study, categorization was carried out through content analysis where fifty research proposal introductions were analyzed by labeling. Every moves existed was labeled based on Swales' Framework of typical obligatory moves in research proposal introductions.

The next step was counting the percentage of each type of moves by using the following formula (Sudjana, 1984):

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

P= Percentage

f= frequency of each type of obligatory moves

N= total of Moves occurrence

To obtain deeper finding of obligatory steps of move introduction and also to get the answer of the research question, this study selected three background sections of research proposal introductions randomly by conducting several steps. First, the three background section of research proposal introductions were described to seek the occurrence criteria of the three obligatory moves of Swales' framework.

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3.5 Concluding remark

This chapter has reviewed a methodology of the recent study. It includes the research question, research design, data collection technique, and the analysis of data. The next chapter will present the findings and the analysis of this study based on the collected data.