

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discusses all related aspects employed as method of the research. As a point of departure, Section 3.1 delineates the purposes of the study as they underlie the overall decisions for designing the research, choosing research site, outlining data collection and samples, and constructing data analysis technique. Section 3.2 provides information explaining the use of qualitative case study as research design with textual analysis as data analysis technique to investigate types and dominant choices of attitude, engagement, and graduation as well as how they construct evaluative stances in doctoral theses. Afterwards, Section 3.3 and Section 3.4 respectively explain the research site and rationales behind the decision for collecting the data and samples employed in this present study. Lastly, Section 3.5 discusses the use of appraisal theory as data analysis framework and multiple coding as technical means in responding multiple values in appraisal system.

#### **Purposes of the Study**

As indicated in Section 1.3, this study attempts to:

1. Investigate the choices of attitude, engagement, and graduation in introduction section of doctoral theses.
2. Investigate the functions of attitude, engagement, and graduation to construct arguments in introduction section of doctoral theses.

#### **3.1 Research Design**

Relevant to the purposes of the study, a qualitative case study was employed as research design. The rationale for adopting a case study as the design of research is grounded on the reason that this study has benefitted from the “small scale design” (see Connole, Smith, & Wiseman., 1993; Merriam 1998; Travers, 2001; Berg, 2007; Punch, 2009) of a case study in revealing the deployment of interpersonal resource and its rhetorical effect in introduction sections of doctoral

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theses. In this study, small scale data facilitates the need to reach “depth and breadth” (Yin, 2011, p. 13) to unfold how the writers express interpersonal resource through appraisal features of attitude, engagement and graduation. In appraisal analysis, small scale data allows “insight into texts that are not available through quantitative studies of large corpora” (Hood, 2004, p. 59). In line with Hood’s (2004) argument, Martin & Rose (2003) maintain the uniqueness of instances in individual texts rather than generalization across a text corpus:

...we do believe it is important to analyse instances in individual texts. What is unique about a specific text may be just matters; we don’t want to lose what’s special by only valuing generalization across a text corpus. Beyond this, as discourse analysts generalize, the tendency at this stage of our work is to lose sight of how texture is construed as a text unfolds, through its particular logogenesis contingencies (Martin & Rose, 2003, p. 271)

Additionally, this study meets the characteristic of a case study as it employed textual analysis that, as explained by Travers (2001), becomes one of methods used in a case study. In this present study, a close analysis to the text potentially offers the advantage to “enable the exploration of multiple aspects of meaning that are realized dynamically across a web of inter-related lexical and grammatical choices” (Hood, 2004, p. 60). In doing so, this study applied appraisal theory as proposed by Martin (1995, 1997, 2000); Hood (2004, 2004, 2010); Martin & White (2005); and Martin & Rose (2007) as a lens to investigate how the writers use language for expressing values (attitude), introducing and managing voices to whom values are attributed (engagement) and manipulating degrees of values (graduation) in introduction section of doctoral theses. Besides, this study also activates Paltridge & Starfield’s (2007) framework of moves, that, in this study, is used to unpack how doctoral theses writers utilize resources of attitude, engagement, and graduation in all moves of introduction sections.

Departing from this design, the research site, data collection samples and data analysis framework are sketched. With regard to this, the ensuing sections will accordingly discuss research site, data collection and samples.

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### 3.2 Research Site

This study was conducted in an English Education Program of a state university in Bandung, West Java, Indonesia. This research site was chosen for three reasons. The first reason is related to the availability of doctoral program in the research site. This research site has a doctoral program in its English Education Program, which, to some extent, is relatively rare in Indonesian setting. The second reason has to do with a little number of research in appraisal theory investigating the three values used to articulate positive and negative point of view (attitude), to engage with the other voices and alternative value positions (engagement) and to raise or lower the intensity or force of propositions (graduation) in the research site. Lastly, the third reason is constructed on an argument dealing with an issue of “easy” (Emilia, 2005) in collecting the data due to the researcher’s familiarity with the situation in the research site in accessing the doctoral theses.

### 3.3 Data Collection and Samples

In this present study, textual analysis realized in documentary investigation was employed as a tool to investigate the deployment of interpersonal resources in doctoral theses. Documentary investigation is used to provide “important contextual information” (Yin, 2011, p.148) regarding the projection of attitude, engagement, and graduation in the doctoral theses.

The documents used as samples in this study were 9 texts written by doctoral students graduated from English Department at one University in Bandung. These samples were freely accessed from the repository collection of the university’s library. Titles of the texts and years of publication of the samples are described in Table 3.1.

To be more precise, doctoral theses were chosen as samples in this study. The decision for selecting doctoral theses was rooted in the reason that, doctoral education is required to develop scholars with good academic writing skills (Eyres, Hatch, Turner, & West, 2001). Therefore, “doctoral programs require students to engage actively in academic writing practices” (Can, 2009, p. 1). Besides, highlighting the target of doctoral programs, Lovitts (2001) asserts that doctoral students

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are expected not only to satisfy degree requirements by writing course assignments and a dissertation, but also to contribute to their discipline by writing professional and publishable products. Yet, in spite of the importance of doctoral theses for facilitating doctoral students to engage actively in academic community, the fact shows that “the analysis of research dissertations has been largely avoided, at least partly because of the daunting size of the typical text” (Bunton, 1998, p. 27, see also Swales, 1990). On the basis of these arguments, it is worth to unfold the doctoral theses writers’ strategy in adopting interactional and evaluative positions through the deployment interpersonal resources packed in appraisal features proposed by Martin & White (2005) consisting three major domains of attitude, engagement and graduation.

**Table 3.1. Samples of Research**

No	Title	Year of Publication
1	Citations and Citing Behaviors in English as A Foreign Language Undergraduate Theses	2008
2	A Web-based Model for TEFLand its Effectiveness Developing Students’ Learning	2010
3	An Investigation of Librarians’ Translating Ability (A Case Study at an Indonesian University)	2010
4	The Development of Students’ Learning Autonomy in an English as a Foreign Language Reading Class	2010
5	The Washback Effect of English National Examination (ENE) on English Teachers’ Classroom Teaching and Students’ Learning	2011
6	The Effect of Strategy Training on the Realization of Communication Strategies in an EFL Class	2011

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7	English Language Teaching in Higher Education: An English Course Design at a State University	2012
8	The Role of out-of School English Literacy Activities, Home Environment, and Classroom Practices in Promoting Students' English Literacy	2012
9	Empowering EFL Students in Writing through Portfolio-Based Instruction	2012

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Apart from that, the reason for selecting introduction section was situated on the argument that in spite of its small proportion in a dissertation, introduction plays a strategic role to attract readers' interest (Samraj, 2001), to "create a research space for writers" (Swales & Feak, 2004, p. 243; see also Jolivet& Thomas, 2005; Mazhari, 2007), and to "to mark a link between what has gone before in the relevant field of research and the present work that is being reported (Bhatia, 1993, p. 82, as cited in Bunton, 1998). Yet, in spite of its small proportion in a dissertation, introduction plays a strategic role to "attract readers' interest for the article" (Samraj, 2001), to "create a research space for writers" (Swales & Feak, 2004, p. 243), and to "to mark a link between what has gone before in the relevant field of research and the present work that is being reported (Bhatia, 1993, p. 82, as cited in Bunton, 1998).

Thus, technically, in writing introduction section, the writers need to persuade the readers that their research topic has some significance, that there is space for new knowledge around the topic, and that the writer can make a contribution to knowledge (Hood, 2004, 2010). However, despite the importance of introduction, some scholars point out that writing introduction is not simple and easy (Swales, 1990; Jolivet& Thomas, 2005; Hood, 2004). Swales (1990), for example, argues that introduction sections are the most difficult part for writers. In accordance with this argument, from the appraisal point of view, several scholars note that the problems in writing introduction were around several issues as managing and controlling interpersonal resource for evaluating the field of research in the process of arguing for, and positioning their own study (Hood, 2004, 2004, 2010),

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developing persuasive argument (Nakamura, 2009; Lee, 2006, 2008) and negotiating the argument (Jalilifar, Hayati, & Mashhadi, 2012; Widhiyanto, 2012). From these arguments, therefore, it is fruitful to conduct a study employing appraisal analysis as a lens for investigating the interpersonal resource in introduction section.

### **3.4 Data Analysis Technique**

This study adopts thematic analysis (Denzin & Lincoln, 1994; Kvale, 1996) as data analysis technique. Thematic analysis is considered appropriate as it realizes “theoretical analysis of the theme investigated and the formulation of research questions” (Kvale, 1996, p. 89), those are, to investigate the patterns as well as the impacts of the utilization of attitude, engagement, and graduation to construct arguments in introduction section of doctoral theses.

In line with this data analysis technique, this study adopts appraisal theory proposed by Martin & White (2005; see also Martin, 1997; 2000; Hood, 2004a; 2004b; 2010; Martin & Rose, 2003, 2007; and Martin & White, 2005; Lee, 2006) as the main data analysis framework. Besides, this study also applies Paltridge & Starfield’s (2007) framework of three key moves in introduction.

The analysis of attitude was started with identifying attitudinal resources as: affect (people’s feelings); judgement (assessments of human behavior); and appreciation (attitudinal evaluations toward products and natural phenomena). Resources of affect were further categorized into four sets of: (1) un/happiness (sadness/happiness), (2) in/security (anxiety/peace), (3) dis/satisfaction (frustration/achievement), and (4) dis/inclination (fear/desire). Resources of judgment were classified into two broad aspects of (1) social esteem (normality, capacity and tenacity) and (2) social sanction (veracity and propriety). resources of appreciation were divided into: (1) reaction, (2) composition, and (3) valuation.

Technically, these three resources of attitude were differently coded. Resource of affect was italicized, judgement was coded in bold and appreciation was both italicized and bold. In addition, for coding the values of Attitude, this study also uses abbreviations adopted from Martin & White (2005, p. 71) as follows:

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(+)	: positive Attitude
(-)	: negative Attitude
happ	: Affect: un/happiness
sat	: Affect: dis/satisfaction
sec	: Affect: in/security
incl	: Affect: dis/inclination
cap	: Judgement: capacity
prop	: Judgement: propriety
react	: Appreciation: reaction
comp	: Appreciation: composition
val	: Appreciation: valuation

Somehow, in coding the attitudinal resources, this study applied multiple coding. Multiple coding was used to unpack the layers of values encoded in appraisal subsystems (Lee, 2006). Technically, multiple coding commonly occurred in the form of both “double coding” (Martin & White, p. 68) and “multi layering” (Lee, 2006, p. 127). Double coding was applied to items that simultaneously coded as two values, as demonstrated in Table 3.2.

**Table 3.2 Examples of Double Coding Taken from the Texts**

Expression	Appraised	Double Coding		
		Affect	Judgement	Appreciation
translations produced by the university librarians in the research site show some inaccuracy, unintelligibility and unnaturalness .	Translation in the research site			-comp
	University librarians in the research site		T, -cap	
the Indonesian students' writing in Bahasa Indonesia shows "lack of coherent argument",	Indonesian students' writing			-comp
	Indonesian students		T, -cap	

Meanwhile, ‘multi-layering’ can be spotted in multiple attitudinal values employed to construct an evaluative position (White, 2013).

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Commonly, in line with Lee (2006), multi-layering occurred vertically since the appraisal items of the primary value may evoke another classification at a secondary level as exemplified in Table 3.3.

**Table 3.3 Examples of Multi Layering Taken from the Texts**

	Expression	Appraised	Affect	Judgement	Appreciation
Multi-layering	Citing appropriately from sources in English is commonly known as a complex task for English as a Foreign Language (EFL) undergraduate students.	EFL undergraduate students		T,-cap	
	Complex	citing			-react

The analysis of moves in this study adopted Paltridge&Starfield’s (2007) concept of move used as a tool to unfold how doctoral theses writers utilizeresources of attitude, engagement and graduation in all moves of the introduction section of the texts. To start with, the overall structures of moves in introduction sections were identified. These structures, to follow Paltridge&Starfield (2007), consist of three moves. Firstly, it is concerned with establishing research territory that covers four sub-moves of: (a) showing the research area is problematic, (b) showing the centrality of the research, (c) providing information about the topic, and (d) reviewing previous research. Secondly, it deals with establishing niche that covers two sub-moves of: (a) identifying problem in the research site, and (b) indicating a gap in the previous research or extending previous knowledge in some way. Lastly, it has to do with occupying nichethat covers five sub moves of: (a) stating purposes/aims, (b) stating the significance of the study, (c) describing methods used in the study, (d) outlining structure of the thesis, and (e) defining terms.

Above all, this chapter has discussed a detailed methodological description in this study, including purposes of the study, research design, research site, data collection and samples and data analysis



techniques used in the study. A brief discussion concerning research findings and discussion will be delineated in Chapter 4.

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