

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter presents the elaboration of the methodology used in the present study, which includes the research design, data collection, data analysis, and data presentation.

#### 3.1 Research Design

This study used a qualitative approach to carry out the research objectives, that is, to (1) examine the rhetorical patterns in the abstracts of master's theses and dissertations, (2) analyze the link between the abstract patterns and the author's genre knowledge trajectories, and if any, find out the difference between the abstracts written by local and international graduates. Qualitative research is described as a model that occurs in a natural setting which allows researchers to make sense of and interpret phenomena in terms of the meanings people bring to them (Creswell & Creswell, 2017; Lincoln, 2000). Since it is an interpretative research, the researchers are usually involved in a sustained and intensive experience with participants. According to Creswell and Creswell (2017), the qualitative form of research is exploratory and is used to probe a topic when the theory base and variables are unknown. It supports a way of looking at research that honors an inductive style, a focus on individual meaning, and the significance of rendering the complexity of a situation.

Derived from the analysis of 800 abstracts across disciplines (Amnuai, 2019b), Hyland's (2000) five-move model was employed as the framework for the rhetorical move analysis. Hyland's (2000) model is predominantly used in research studies regarding move analysis (Al-Khasawneh, 2017; Amnuai, 2019a, 2019b; Darabad, 2016; Katic & Safran, 2018; Lubis & Kurniawan, 2020; Ren & Li, 2011; Saidi & Cheragi, 2020). To examine the genre knowledge development, an interview session was held using a designed interview protocol based on Tardy's (2009) genre knowledge domain to explore each participant's educational background and academic writing experience. The interview adopted the interview data analysis techniques by Creswell (2012).

Hyland's (2000) model includes five moves, namely Introduction, Purpose, Methods, Product, and Conclusion. The Introduction move establishes the context of the paper and motivates the research or discussion; the Purpose move indicates purpose, thesis or hypothesis, and outlines the intention behind the paper; the Method move provides information on design, procedures, assumption, approach, and data; the Product move states the main findings or results, the argument, or what was accomplished; and the Conclusion move interprets results beyond scope of the paper, draws inferences, points to applications or wider implications (Hyland, 2000, p.67). Each move consists of several steps with different communicative functions as shown in Table 3.1 below.

*Table 3.1 Hyland's five-move model*

Move	Step
M1 Introduction	S1 Arguing for topic significance
	S2 Making topic generalization
	S3 Defining key term(s)
	S4 Identifying gap
M2 Purpose	Stating the research purpose
M3 Method	S1 Describing participants/data sources
	S2 Describing instrument(s)
	S3 Describing procedure and context
M4 Findings	Describing the main results
M5 Conclusion	S1 Deducing conclusion
	S2 Evaluating the significance of the research
	S3 Stating limitation
	S4 Presenting recommendation or implication

### 3.2 Data Collection

The main data source of this study were thesis and dissertation abstracts written by an Indonesian local graduate, an Indonesian international graduate, and by a mix of both. Six abstracts (three thesis abstracts and three dissertation abstracts) were collected from three participants. The textual data were obtained from the participants' personal archives. The criteria for the participants of this study are listed below:

1. The participants are lecturers of the same subject/major (English Department) from a state university in Bandung, Indonesia with a doctoral degree and have written a thesis and dissertation.

- Participant 1 obtained both her master's and doctoral degrees in a university in Australia, Participant 2 obtained her master's and doctoral degrees both in universities in Indonesia, and Participant 3 obtained her master's degree in an Indonesian university while the doctoral degree was obtained in a university in Australia.

Since this research is a part of a larger research project, the initial research plan was to analyze the abstracts of final papers of all three tertiary educational degrees, from bachelor's degree, master's degree, and doctoral degree. However, as the data collection process progressed, an unexpected situation occurred. Because a long time has passed since all participants have finished their bachelor's degree, the undergraduate thesis archives are either lost or hard to access. It was then decided that it would be more effective to examine the genre knowledge development of the participants starting from the master's degree to the doctoral degree since the changes were more significant and the development could be seen more clearly. For that reason, the present study used two types of data only, that is, the thesis and dissertation abstracts.

A semi-structured interview was conducted using an interview protocol that included three main sections to gather information about the author's genre knowledge development. The first section was designed to learn about the participants' backgrounds and personal identities related to the research topic: educational background and level of English language proficiency. The second section was intended to investigate the acquisition and development of genre knowledge influenced by personal, social, and socio-historical factors at the graduate level. The third section was aimed to find out the same information at the postgraduate level and the transition process from the graduate level.

### **3.3 Data Analysis**

The collection of textual data began with asking for consent from all participants to use their abstracts for the study. The data were then labeled based on its type: theses as T1, T2, and T3, and dissertations as D1, D2, and D3. The textual approach was used to analyze the abstracts in order to focus the analysis on the structure that can only be seen in the abstract data. The data were manually analyzed referring to

Hyland's (2000) five-move model. The analysis results were then transferred to Excel to calculate the percentage and map the trends and variations of the moves and steps. The move analysis focused on discovering three sub-categories, namely the move occurrence, step occurrence, and move pattern.

The interview session was held after the textual data were analyzed to allow adjustments in the interview questions based on the results of the move analysis. The answer to each question asked during the interview was transcribed and entered into a designated table. The responses of each participant were compared and summarized afterward. The summary of each question was created to make it easier in deriving an overall conclusion regarding the participant's genre knowledge trajectories.

### 3.4 Data Presentation

The examples of the data analysis are presented in the following tables. Table 3.2 shows the move analysis, while Table 3.3 presents the interview data summary.

*Table 3.2 Sample move analysis table*

No	Sentence	Move	Step
1	In today's world, our sense of 'who we are' and 'where we belong' has been disrupted by global movements such as globalization and migration.	1	2
2	Based on a qualitative approach, this study investigated the experience of living in different cultures and its impact on the participants' sense of identity.	1(3)	2(3)
3	Using Bhabha's notion of the third space as its major theoretical framework and narrative inquiry as its main methodological tool, it specifically aims to explore processes of identity formation in the 'new space'.	2(3)	-/3
4	The participants' stories revealed three interrelated patterns that can be seen as indicative of the opening up and occupation of the third space: crossing the border, expressing ambivalence, and forming new consciousnesses.	4	-
5	Their narratives, however, also indicated different degrees of 'identity abrasion' and seemingly different kinds of third	4	-

	spaces, which raises a number of fundamental questions that remain to be answered.		
6	These individual cases are expected to serve as a basis for entering into and understanding larger social structures, providing a pathway to learn better about ourselves, others, and the world.	5	4

The table consists of four columns. The first is the numbering column to count the number of sentences in the abstract. The sentence column is filled with the participant's abstract which has been broken down into sentences. The move and step of each sentence were then identified and filled in the column, referring to Hyland's (2000) five-move model.

Presented below is an excerpt of some of the interview questions. The table includes four columns that show the interview questions and the answers from each participant. A summary row is presented after each question.

*Table 3.3 Sample interview question analysis table*

<b>Question</b>	<b>Participant 1</b>	<b>Participant 2</b>	<b>Participant 3</b>
How do you define the role of final paper in S2 and S3 degree?	Final papers are a requirement for graduating. It is also a form of personal development.	Final papers are written to show the results of the research. It acts as proof of effort.	Final papers are an accumulation of learning outcomes and proof of independent thinking skills.
Summary	Final papers in S2 and S3 degree are a requirement for graduating and proof of achievements.		
How did you learn research writing during your master's degree?	Learned in a writing group made for international students (outside the lectures). Discussed the structure of a thesis and the details of each section.	By self-study, learned from many sources and references especially regarding the word count.	Learned from literature and with the help of her supervisors. The learning process was similar to her undergraduate study since she had the same supervisor.

Summary	All three participants learned research writing in different ways.
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