The ability to do research and write research report in the academia is important for at least twofold. First, it is important because through which scholars gain understanding or an answer on for some inquiries; it is through research, knowledge is invented and developed. This is because research is defined as an academic way or a scholarly way used by someone to seek for answers (Mackey & Gass, 2005).

As research activities guarantee the birth of new knowledge, universities should guarantee that their graduates are well equipped with the ability to do research, and thus knowledge can be preserved and invented. One way to do this is by making it obligatory for students to do research. Second, the obligation to do research and research and to write research report allows students to improve their analytical thinking skill and also their writing skill. These skills are significant in their future professional career.

However, most students are still lack of ability to do high quality research; they also find it difficult to write thesis well. This book is published to serve students' needs in research and thesis writing. Therefore, the book covers definitions of research problems; sources of research problems and statement of research problems. The book also covers methodologies and methods of data collection and analysis. To provide hand-on samples of research report, the book provides samples of thesis, from which students can directly learn and imitate the way other researchers write research reports.

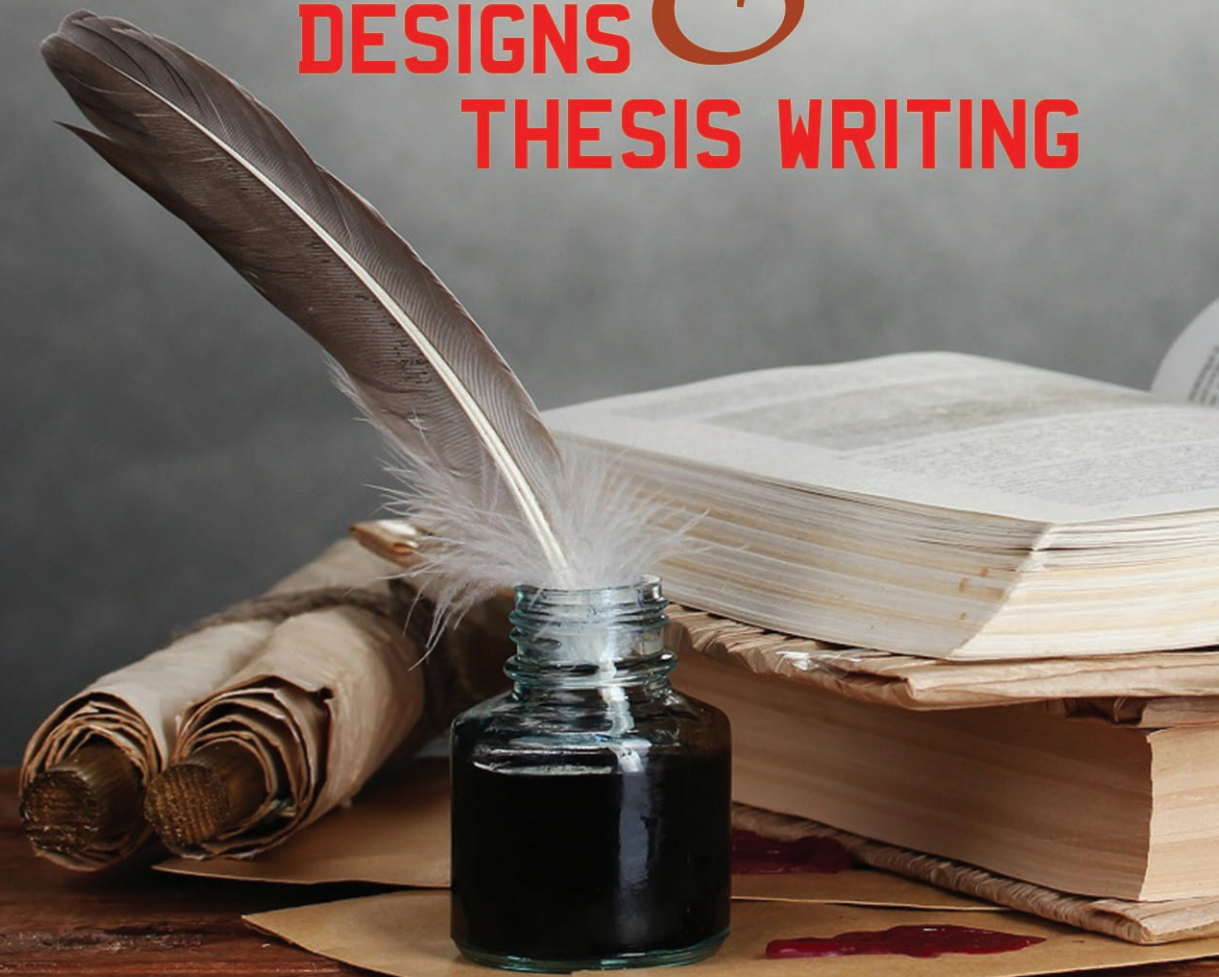# EFL RESEARCH:

DESIGNS & THESIS WRITING

ELF RESEARCH: DESIGNS & THESIS WRITING

Dr. Teuku Zulfikar

EFL RESEARCH:

DESIGNS AND THESIS WRITING

Dr. Teuku Zulfikar

EFL RESEARCH:
DESIGNS AND THESIS WRITING

Preface

All students in their Senior Year of their college are required to write a BA (Bachelor of Arts) thesis. These students are obliged to do research and then write the thesis in order to graduate; they cannot graduate until they have completed their thesis writing and sit in oral examination. However, some students fail to graduate due to their inability to successfully write their thesis. During my teaching of the Research Methodology, I found that students find it difficult to write the thesis. For most students, writing thesis is complicated and challenging; students experience some difficulties completing their thesis writing within an expected length of time. This phenomenon leads to my attempt to explore senior lecturers' opinions on smart ways of writing the thesis. In this particular qualitative research, I used in-depth interviews to gather data on smart ways of writing thesis.

Seven senior lecturers and three junior lecturers of UIN Ar-Raniry Banda Aceh, Indonesia were interviewed to explore their opinions on tips and tricks in writing a good thesis. The data from interviews analyzed through coding techniques were categorized into two main themes: academic and non-academic factors to successful thesis writing. The academic factors are related to the choice of research problems; analyzing of previous relevant topics; shaping research questions and also understanding of writing styles. In addition, the participants

of the study also noted that non-academic factors are also important in writing thesis successfully. The non-academic factors as mentioned by these participants are time management and interpersonal relationship. The participants believe that students' ability to manage their time is as important as their ability to choose a good research problem and other academic factors mentioned earlier. The other most important factor according to the participants is the ability of students to approach their supervisors in such a way that allow healthy communication to take place.

For the purpose of publishing an instructional textbook, I expand the scope of this thesis report, and transform it into a textbook that reaches wider audience. For that particular reason, the outline of the book is made in such a way that can be a handbook for the EFL research course or a lecturers' guide to which lecturers teaching the research course would refer as an alternative teaching materials. In the department of EFL education, UIN Ar-Raniry Banda Aceh there are seven senior lecturers assigned to teach the research course.

The book consists of six interrelated chapters that allow lecturers to gain alternative teaching materials, and at the same time, this book serves students' needs that enables them to become researchers themselves.

Contents

Dr. Teuku Zulfikar

CHAPTER THREE
—————
Selecting Relevant Literature / 63

CHAPTER FOUR
—————
Research Designs / 85

CHAPTER FIVE
────────

Interpersonal Communication
with Supervisor / 129

CHAPTER SIX
────────

Proposal and
Thesis Samples / 133

Dr. Teuku Zulfikar

Introduction

A research project is an important requirement for university students to graduate. It is for this reason that all university students are required to write a research project in their Senior Year. The ability to do research and write research report in academia is important for at least two reasons. First, it is important because through which scholars gain understanding or an answer on some inquiries; it is through research, knowledge is invented and developed. This is because research is defined as an academic way or a scholarly way used by someone to seek for answers (Mackey & Gass, 2005). As research activities guarantee the birth of new knowledge, universities should guarantee that their graduates are well equipped with the ability to do research, and thus knowledge can be preserved and invented. One way to do this is by making it obligatory for students to do research. Second, the obligation to do research and to write research report allows students to improve their analytical thinking skill and also their writing skill. These skills are significant in their future professional career.

As writing thesis is a major component of university curriculum, educational institutions are encouraged to equip their students with research skills. To help these students write their research project, universities offer courses in research methodology. In case of the Depart-

Dr. Teuku Zulfikar

ment of English Language Education at UIN Ar-Raniry Banda Aceh, three courses of research methodology are offered for students prior to writing thesis. For example, at Faculty of Education and Teacher Training, UIN Ar-Raniry Banda Aceh, students are required to take three core research subjects: Research Methodology, English Language Research (ELR) I and ELR II. These subjects are offered to enable students engage in research projects. These are three interrelated subjects, but focusing on different aspects of research.

The Research Methodology course covers information on education research method in general mode; gives details on types of sampling techniques, methods of data collection and analysis, and some brief introductions on research methodologies, such as case study, experimental research, ethnography, comparative studies and some other known research methodologies.

Example of Research Method Syllabus:

1. Introduction to Research
2. Research Variables
3. Population and Samples
4. Sampling Techniques
5. Quantitative and Qualitative Research
6. Methodologies and Methods

The contents of this course allow students to grasp understanding on basic ideas of research. As this nature of this course suggests that having learnt the course, students are able to understand issues, places and also time, and factors to measure. They also will learn the population and sampling techniques used in the study. This course also helps students differentiate between the two paradigms of the research, the quantitative and quantitative research. These students also understand basic methodologies and methods.

While the ELR I focuses more on English Language Research.

Unlike Educational Research Methodology, ELR I covers research on language learning and teaching. The aim of this course is to help students to develop their research proposal. In this course, the students will learn how to generate research problem effectively. The course also discusses the nature of qualitative and quantitative research paradigm. Students also identify different ways of conducting research. Finally, this course also helps students to develop research proposal.

Example of ELR I Syllabus

1. Formatting Research Problems
2. Formatting Research Statements
3. Research Questions
4. Writing the Introduction
5. Qualitative and Quantitative Research on English Teaching
6. Interview; Observation, Survey, Test, Journaling
7. The Methodology
8. Referencing
9. Proposal Outline

This particular course suggests different areas of concentration from the previous course, the Educational Research Method. The ELR I is more concentrated to English research, especially in regard with formatting research problems and research questions. It is also feasible for students to learn how to select research design, such as identifying methodologies and methods. This subject also allows students to help understand referencing systems.

In addition, the ELR II is the continuation of ELR I; this subject is more concerned with practical issues, such as on writing up. This course is designed to make EFL students understand the basic concept in writing a good thesis. Therefore, the course will cover some components needed in producing a good thesis. It starts with the gen-

eral ideas on planning the research. It then covers steps and strategies to select research topics. The course also offers some insights on how to develop thesis through giving ideas on how to write each chapter of the thesis. It also discusses procedures in referencing, quotation, paraphrasing, and also flag students on how to avoid plagiarism. The course also helps students to have ideas on how to do self-editing of their thesis.

Example of ELR II Syllabus

1. Planning the Research
2. Shaping Research Topics
3. Drafting Research Proposal
4. Drafting the Introduction Section
5. Practicing Note-Taking
6. Drafting and Developing Literature Review
7. Referencing Techniques
8. Paraphrasing and Quotation
9. Research Design: Methodology and Methods
10. Data Analysis
11. Self-Edit

The content of ELR II is more toward students shaping their research problems into more focus in practical things, such as writing introduction and practicing note-taking. This course also enables students to develop literature review effectively and efficiently, referencing techniques. It also allows students to gain knowledge on how to design a research project, such as understanding common methodologies used in an EFL settings. Another important topic that students will be exposed to in ELR II is the self-editing style. This is important because all research students writing thesis, they need to have sufficient knowledge on how to self-edit their own research papers.

These three interrelated courses are expected to enable students write their research project efficiently and effectively. However, during my 15 years of service in a tertiary education institution, I found majority of students find it difficult to write their final research paper. Their most common difficulties among others are identifying research problems, spotting sources of their problems and writing up process. I also found among my students that while they have conducted their fieldwork and have gained sufficient data, they found it a great challenge to start writing their research reports (Murray, 2011; Paltridge, 1997; Paltridge & Starfield, 2007).

Despite their opportunity to take three research classes, most students are still found to have problem writing thesis. Students in my ELR class, for instance, find it difficult even to understand the nature of research and what research problems actually are. Research is indeed seen as an academic way to answer a question or questions, and thus research problems are academic issues need exploring. Scholars suggest that research problem has multifaceted meanings (Griffee, 2012; Lipson, 2005), which can be seen from multiple angles and spots (Tarozzi, 2013). It entails various topics and issues; they could be either negative or positive (Mckay, 2006). For example, researchers may regard the application of information-communication technology (ICT) in education as the main feature of modern educational system; and thus they perhaps take this issue as the topic of their academic inquiry. In the other instance, students could also consider to investigate the successful practices of a particular institution and explore factors leading to its success stories (see Wilkey, 2013).

While understanding of the research problem is the first source of students' difficulties in writing their research project, spotting research problem is another challenge for novice researchers, such as undergraduate students. Some of them seem to be confused upon determining sources of research problem; and it is observable in my own classes. In finding research problems, researchers could refer to many

different sources. They may discuss with their colleagues or mentors on appropriate research problems (Berlach, 2010; Griffee, 2012). Researchers could also consult journal articles to seek issues unresolvable in literature, and thus allow them to start their new inquiry to fill the gap of the previous studies (I will come back to this issue in more details in the following section).

Griffee (2012) also argues that different level of researchers will have different approaches in generating their research problem. For instance, less experienced researchers (LERs), tend to consult their professors for research ideas. During their courses, for instance, students would perhaps take issues emerging during their discussion in class to be their research problems. Some LERs also choose to consult their colleagues or read books or textbooks to get their research problems. However, high experienced researchers (HERs) take different directions in generating research problems. For instance, the majority of HERs generate ideas through engaging in seminars, workshops and conferences. HERs often review previous studies and identify important gaps.

In addition, problematizing research problem or commonly known as 'problem statement' is also a challenge for novice researchers. The failure to state research problems leads to researchers' incapability to develop their research project. Other significant challenges faced by students are data analysis and also writing up the thesis. As writing thesis is challenging, especially for undergraduate students, the department of English Language Education at UIN Ar-Raniry Banda Aceh assigns a lecturer to supervise students during their proposal design. The department will then assign two lecturers to supervise students in writing their thesis. This assignment is important as to allow students develop their research design and also write their thesis effectively and finish their project on the specified time. The two thesis supervisors collaborate to provide assistance for students to help them completed their theses on time. The supervisors not only provide tech-

nical assistance but also advise them on academic matters.

As supervisors' help determines students' success in writing their thesis, it is important and timely to examine supervisors' perceptions on smart ways of writing thesis. It is for this reason I conduct this study to explore faculty members' opinions on thesis writing. To gain sufficient data to answer my inquiry, I engaged in in-depth exploration through qualitative interviews. In the interview, I asked the following research questions: How do lecturers at the Department of English Language Education, UIN Ar-Raniry Banda Aceh perceive most effective strategies to write the thesis? Are there any significant issues worth considering in writing the thesis? And why are they important? Apart from this method, I used grounded theory, in which I also reviewed some unpublished thesis and dissertation generated from the ETD (Electronic Thesis and Dissertation) database to identify good samples of research report. These thesis samples were generated from some prominent universities in the United States of America, the United Kingdom, Australia, and also taken from thesis database of universities in different countries.

Understanding the study

Qualitative research is seen as an appropriate approach to be used by researchers in exploring and analyzing issues regarding one's perceptions (Creswell, 2014; Glesne, 2006; Zulfikar, 2013). This is because qualitative research seeks at having an in-depth understanding of a phenomenon. It is for this reason that in this important inquiry, I approached my research problem through qualitative inquiries, and I believe that his enable me to grasp in-depth understanding of my participants' perceptions.

The Participants

Participants for qualitative research should be selected purpo-

Dr. Teuku Zulfikar

sively, in which researchers should carefully decide from whom the data will be most appropriately generated. Having stated the research problem, I considered that such inquiries could be only addressed by professional individuals in their respective field of interest. Therefore, in this important piece of work, I purposively selected 10 faculty members in the department of Language Education. Those participants were categorized as both competent in their field of interest, and this was the first reason to invite them as the participants. The other sound reason was the fact that they all graduated from overseas universities, such as from Australia, USA, and also the UK. Their international experience was believed to be very significant for this study. These ten participants were categorized into two. Five of them holds a doctorate degree and have obtained more than 10 years of teaching experience, the other five hold a master's degree and two of them in this group have been teaching for more than ten years, while the other three have more than three years of teaching experience. Despite their different academic title and teaching experience, all of them were graduated from overseas universities.

To provide backgrounds of the research participants, it is important to briefly highlight their short bio. This is necessary as their educational backgrounds are important in the attempt to enhance the credibility of the research. The Participants' details were explained, but only their pseudonym would be used to guarantee them to voice their perceptions freely.

1. *Hamdani*

Hamdani is a senior lecturer and was a Director of the Center for Language and Teaching Staff Development of State Islamic University of Ar-Raniry Banda Aceh, Indonesia. Dr. Hamdani earned his Ph.D. Degree from Flinders University, Adelaide, South Australia, majoring in Curriculum Development (2014). He completed two master degree, one is from Texas A&M University, Texas – USA, majoring

in Higher Educational Management (2006), the other one from Curtin University of Technology, Perth, Western Australia, majoring in Master of Human Resources Management (2002). He had served as Human resource manager inUnited Nations Human Settlement Program (UN-HABITAT) Banda Aceh (2008-2010) and ECD (Early Childhood Development) Researcher, UNICEF Banda Aceh, Indonesia (2008). His research interest inlcudes curriculum development; research on language; teaching and training, and educational management. He has published extensively, some of which are "Integrating graduate attributes into Islamic higher education curricula in Aceh, Indonesia". In Orrell, J. Curtis, D (Eds.), 2016. Publishing higher degree research: Making the transition from student to researcher. The Netherlands: Sense Publishers"; "Our unique journey in pursuit of a PhD. In Margaret Kiley, ed. Naratives of Transition: Perspectives of Research Leaders, Educators and Postgraduates" (Proceedings of the 2012 Quality in Postgraduate Research Conference) Canberra, ACT: The Australian National University. 10th Quality in Postgraduate Research Conference: Narratives of Transition: Perspectives of Research Leaders, Educators and Postgraduates.

2. *Saiful Mal*

Saiful Mal is an associate professor, and he was the vice Dean of Faculty of Education and Teacher Training. Dr. Saiful Mal earned his Ph.D. Degree from Flinders University, Australia (2014). He completed two master degree, one from McGill University, Canada, in Master of Art, and the other one from Flinders University, Australia in master of Education. His reseacrh interest includes higher education management, leadership and management, and research on teaching methodology. One of his publications is 'Women and Leadership in Islamic Higher Education in Indonesia," Englisia, 2014. Vol. 1 No.2, 172-190.

Dr. Teuku Zulfikar

3. *Syarilah Darlin*

Syarilah Darlin is a lecturer at the Department of English Language Education. Dr. Syarilah earned her Ph.D. degree from Deakin University, Melbourne, Australia, in education (2015). She completed two master degree, one is from University of Arkansas, Arkansas, USA, majoring in Secondary Education (2008), and the other one is from Graduate School of IAIN Ar-Raniry, Banda Aceh, Indonesia, majoring Islamic Education (2006). She had served as the secretary of the Department of English Language Education (2008-2010). Her research interest includes Language testing and assessment, psychology in language learning, students' learning theories, academic literacy and language pedagogy, personality and responsive pedagogy. Some of her publications are "Personality and Foreign Language Acquisition — *Jurnal Pendidikan Aktual*," vol.2, no.2, Juli 2016, Banda Aceh: Yayasan Pendidikan Aceh. "Partnership activity in EFL reading classroom – *Englisia*," vol.3, no.2, 2016.

4. *Jamil*

Jamil is a senior lecturer at the Department of English Language Education. Dr. Jamil earned his Ph.D. degree from Deakin University, Melbourne, Australia, in Education (2014). He completed two master degrees, one is from Texas A & M University, Texas, Amerika Serikat, in Education & Human Development/Educational Human Resource Development (2007), the other one is from Universiteit Twente, Enschede, Belanda, in Education & Training Systems Design/Curriculum (2002). He had served as the manager of Jurnal Didaktika State Isamic University of Ar-Raniry (2004-2005). At the moment, he is a senior writer at Serambi News. His research interest includes teacher education, curriculum development, learning, teaching and critical pedagogy, critical discourse analysis, research methodology. One of his publications is "Menuju *center of excellence*, *perguruan tinggi penting menerapkan pendekatan* learning organization." Journal Progresif, 2009.

5. *Safril Amran*

Safril Amran is a senior lecturer and is the secretary of the Department of English Language Education. Dr. Safril earned his Ph.D. degree from Goethe University of Frankfurt, Germany, majoring in Southeast Asian studies (2015). He completed his master degree from University of Liverpool, United Kingdom, majoring in Master of Arts in Applied Linguistics; Political Discourse Analysis (2007). Besides being Senior Research Fellow at The Aceh Institute, Banda Aceh, Indonesia, he also the co-founder of the Padeebook. His research interest includes southeast asian studies (post-conflict aceh, post-reformation indonesia), critical/political discourse, analysis and political communication, political rhetoric and electioneering rhetoric, media and text studies, islamic studies, and education policy. Some of his publications are "Pessimism or Optimism?: The Image of Post-Conflict Aceh in Europe," 9 Oct 2014, International Seminar: Indonesia's International Image in Post-Suharto Era, Centre for Research and Development, Indonesian Ministry for Education and Culture- Dept. of Southeast Asian Studies, Goethe-University of Frankfurt; "The Language of Criticism in Andrea Hirata's Novel (An Analysis of Socio-Educational Critical Discourse Analysis in Laskar Pelangi)," 8-10 December 2009, 56th TEFLIN International Conference, Malang-East Java, Indonesia. At the moment, he is active as a member of the Association of Teachers of English as A Foreign Language in Indonesia (TEFLIN) (2009-present), Teachers of English to Speakers of Other Languages (TESOL) Conference Alumnae, (2009-present), and also a member of British Council Scholars Chapter Indonesia (2007-present).

6. *Khairul Ramzi*

Khairul Ramzi is a lecturer at the Department of English Language Education. He completed two master degree, one is from the Florida State University, America, majoring in socio-cultural and international development Studies (2010), the other one is from University

Sunan Kalijaga, Yogyakarta, Indonesia, majoring in interdisciplinary program on social work-Indonesia Canda Education Project (2006). Besides had been research assisstant at the Florida State University and URS Australia (2014), he also had served as the Office Manager at the Indonesian Red Cross Aceh Chapter (2012). Her research interest includes qualitative research, teaching methodology, and online Learning. Some of his selected publications are "the Comparison between National Final Examination Test Items and English Teacher Made-Test Items of 2010 and " in Al-Ta'lim Journal, Vol. 22 No. 1, 2015; Mind Mapping Strategies in Retelling English Texts in Englisia Jurnal of Language, Education and Humanities. Vol. I, No. 2, May 2014.

7. Iklil Karni

Iklil Karni is a lecturer at the Department of English Language Education. She completed two master degrees, one is from University of Massachusetts, USA, and the other one is from University of New South Wales, Australia. Her research interest includes Teacher Education, Language Assessment, Translation Studies, and Bilingualism.

8. Risnadewi

Risnadewi is a lecturer at the Department of English Language Education. She completed her master degree from University of Liverpool, majoring in Applied Linguistcs (2010). She also had been the participant of Training of Integrated Program of Community Service, Student Teacher and Thesis Writing Training and Doing the Service for Three Months at Designated Area which was held by CARDI, IRC, Norwegian refugee council. Besides dedicating her time at the Department, she also had been a trainer of English Language training for the awardee of LPSDM Scholarship (2014-2015). Her research interest includes linguistics, discourse analysis of power and gender, academic literacy & language pedagogy, and systemic functional grammar.

Some of her publications are "The Representation of Women in the Discourse of News Reports: A Naming Analysis of Social Actors," Conference Proceeding Published by FKIP Bahasa Inggris Unsyiah (2017); "Teaching Methods Used by Students of Department of English Language Education of UIN Ar-Raniry in Teaching English at English Course" (2016).

9. *Fiersa Dewi*

Fiersa Dewi is a lecturer at Ar-Raniry State Islamic University, Banda Aceh Indonesia. She has joined the Department since December 2017. She graduated from The University of Leeds in 2015, majoring in the study of Linguistics. She has taught several courses under Linguistics scope, for instance, Introduction to Linguistics, Discourse Analysis, and Cross Cultural Communication. Besides, she also teaches several other subjects such as Grammar and Writing. Her research interest focuses on Syntactic Contrastive Analysis, Pragmatics and Cross Cultural Communication.

10. *Nurul Akmil*

Nurul Akmil is a lecturer at the Department of English Language Education. She completed her master degree from University of York, UK. Her research interest includes English Language Teaching, Classroom Management, and Classroom Action Research

These faculty members has gained international academic atmosphere in their respective universities, and thus the information they provided on smart ways of writing thesis was sufficient to answer my inquiries.

Methods of Data Collection and Analysis

As the nature of qualitative research is to explore one's feeling on something, I relied on in-depth semi-structured interviews to generate information about smart ways of writing thesis. Interview is seen as one of the most effective ways to grasp participants' perceptions and opinions. However, interview will only be effective if interviewers understand strategies and methods of interviewing (Glesne, 2006). In the process of data collection, I recruited some enumerators consisting of EFL students in their Senior Year. These students have been trained ahead of time to help them conduct effective interviews.

In addition to generating faculty members' perceptions through interviews, this book also contains information generated from extensive reviews of literature. Electronic thesis and dissertation and also books on EFL research was reviewed using the content analysis strategies. Interviews and content analysis method Therefore, this book contained comprehensive strategies on effective thesis writing, since research data described in the book was generated through interviews of the experts, consultation of literature on EFL teaching and also reviews of electronic thesis and dissertation (ETD).

Furthermore, to make sense of my findings, the data gained through interview was analyzed using coding techniques. Three stages of codification were employed in this study as suggested by Bryman (2004). First, I used open coding, in which I identify all information needed to answer my research question. In the next step, I narrowed various codes through axial coding, and later on the data was shaped through selective coding. All participants' short biographies were provided but for the ethical purposes, they were addressed using the pseudonym.

Outline of the book

The main purpose of this book is to provide insights for research students in writing high quality research paper. Therefore, all chapters

given in the book are design to be able to help research students or/ and novice researchers to write high quality research proposal.

Chapter Two: Identification of Research Problems

This chapter contains information on strategies to identify research interests and also research problems. It gives details information on academic resources where academic papers can be generated to help research students identify their research problems and finding the research gaps. In addition, the chapter also gives tips and tricks on good ways of writing research questions.

Chapter Three: Selecting Relevant Literature

The Chapter Three is dedicated to strategies in selecting relevant literature. It is important to provide sufficient information on reviewing literature, since it is seen as one of the most difficult issues for students to manage (REF). In addition, in this chapter, issues on good ways of paraphrasing, quotation, and note-taking are described in more details as to help research students to avoid conducting plagiarism.

Chapter Four: Research Designs

Sufficient knowledge on research designs, such as selecting appropriate methodologies for certain fields of study, in this case is EFL setting is very important. Therefore, this book dedicates a special chapter discussing this particular topic. The chapter selected EFL related methodologies, such as the case study, experimental research, introspective research, and other important EFL related research methodologies.

Dr. Teuku Zulfikar

Chapter Five: The Methods

This chapter is dedicated to describe several methods used in EFL research. Interview, observation, survey, journaling and test are among methods explained in this chapter. A part form methods of data collection, this chapter also discusses methods of data analysis.

Chapter Six: Interpersonal Communication with Supervisor

Besides looking at academic factors for successful thesis writing, the book also identifies some not academic factors that play important role helping research students write their thesis successfully. My research finding also suggests that in addition to academic factors, non-academic factors, such as the interpersonal relationship with supervisor is also equally important with the academic factor. It is for this reason that this particular issue is discussed in a special chapter.

Chapter Seven: Proposal and thesis samples

To wrap the analysis on the smart ways of writing thesis, the book also dedicates one chapter with the sample of proposal and thesis. It is important to provide samples of proposal and thesis to give a hand on example of the research proposal and thesis.

_____

Identification Of Research Problems

Writing a research report, such as thesis and other kinds of project is challenging. It takes many steps and strategies to produce a good piece of research report. My research has revealed that one of the first and foremost steps that all researchers need to firstly secure is the identification of research problems, and stating the problems that are researchable, doable and at the same time convincing to the readers.

In the fieldwork, for example, I found several similar themes in the participants' ways of helping their students write thesis. Referring to the analysis of the research findings, I coded two big strategies: academic and non-academic related strategies that help students write their thesis efficiently and effectively. The academic strategies are related to some academic-related issues pertaining to successful thesis writing. All participants in this study suggest that identifying research problems is the starting point to engage in effective thesis writing. This is relevant to Lipson's (2005) and Griffee's (2012) statement saying that identification of research problem is one of the most important steps research students should focus on prior to actually starting writing their thesis.

Dr. Teuku Zulfikar

Identifying Research Interests

However, prior to identification of the research problem, research students should identify their research interests first. This is because only through such a step, students writing thesis, are capable of identifying their research problems. Many researchers suggest that research interests could be built through several activities.

a. Exploring literature

It is important for any researchers and not limited to research students *per se,* to actively explore literature on but not limited to their field of interest only. Research students should first identify journal articles that are mostly related to their field of interest. There are many free-access international journals, from which students could download articles for free. For example, there is a list of journals has been compiled by Handoyo Widodo (2008), and reposted in the homepage of Department of English Language Education, UIN Ar-Raniry Banda Aceh, pbi.ar-raniry.ac.id. The following information is a list of open-access international journal and their description as copied from their homepages.

(1) **Asian EFL Journal (ISSN 1738-1460)**
http://www.asian-efl-journal.com/index.php

The Asian EFL Journal is published monthly and presents information, theories, research, methods and materials related to language acquisition and language learning. This journal is one of the world's leading refereed and indexed journals for teaching and learning English. It provides a unique and major forum devoted to discussions on English as an International Language research and development. Our global readership includes linguists, teachers, students of language acquisition and others with a professional interest in English second language acquisition. Journals are produced on-line and in hard cover. Our goal is to bring the highest quality SLA research to the global

academic audience. We warmly invite you as a regular reader and/or contributor.

(2) **Electronic Journal of Foreign Language Teaching**
   (ISSN: 0219-9874) *http://e-flt.nus.edu.sg/main.htm*

e-FLT is a peer-reviewed academic journal published by the Centre for Language Studies of the National University of Singapore. Its primary objective is to disseminate scholarly information on research and development in the field of Second and Foreign Language Teaching and Learning in Asia and beyond. It publishes articles and book reviews in English as well as in any of the following nine languages taught at the Centre for Language Studies: Chinese, French, German, Japanese, Indonesian, Malay, Tamil, Thai and Vietnamese. It will also welcome any information on upcoming academic conferences, seminars or symposiums as a service to its readers. It is unique in that it is multilingual and practices the policy of accepting and publishing articles in ten different languages.

(3) **English Teaching: Practice & Critique (ISSN: 1175-8708)**
http://education.waikato.ac.nz/research/journal/index.php?id=1

English Teaching: Practice and Critique is a peer-reviewed journal aimed at encouraging critical reflective practice and classroom-based research. It seeks to promote theorising about English/literacy that is grounded in a range of contexts: classrooms, schools and wider educational constituencies. It provides a place where authors from a range of backgrounds can identify matters of common concern and thereby foster professional communities and networks. Where possible, it encourages comparative approaches to topics and issues. To this end, each issue deals with a distinct topic or issue. The "Topical Articles" section of the journal is peer-reviewed, and there is also a peer review process for "Classroom Narratives", a section which provides a forum for the stories and concerns of classroom teachers to be aired and shared. In addition, the journal invites "Articles in Dialogue", which may not be

on the topic of the issue but can be seen as entering into dialogue with articles in preceding issues. The journal also invites "Review Articles", where reviewers nominated by the Review Editor engage with recently published texts which are deemed to be pertinent to the journal's readership.

(4) English Teaching Forum (ISSN: 1559-6621)
http://exchanges.state.gov/englishteaching/forum-journal.html

English Teaching Forum is an international, refereed journal published by the U.S. Department of State for teachers of English as a foreign language (EFL). Forum accepts submissions of previously unpublished articles from English teachers, teacher trainers, and program administrators on a wide variety of topics in second/foreign language education, including principles and methods of language teaching; activities and techniques for teaching the language skills and subskills; classroom-based studies and action research; needs analysis, curriculum and syllabus design; assessment, testing, and evaluation; teacher training and development; materials writing; and English for Specific Purposes. Most of the articles published in Forum are submitted by its readers.

(5) Journal of Computer-Mediated Communication
   (ISSN 1083-6101) *http://jcmc.indiana.edu/*

The *Journal of Computer-Mediated Communication* is a web-based journal that publishes scholarship on computer-mediated communication. Broadly interdisciplinary in scope, the JCMC publishes mostly empirical research making use of social science methods, which should be presented according to the accepted standards for each method. Although the field of computer-mediated communication research is still young, successful original research submissions are expected to include comprehensive literature reviews, and to be theoretically grounded and methodologically rigorous, in addition to advancing new knowledge in innovative ways. Reviews, syntheses, and meta-analyses of prior

research are also welcome, as are proposals for special issues.

(6) Journal of Effective Teaching (ISSN: 1935-7869)
  http://www.uncw.edu/cte/ET/

The Journal of Effective Teaching is a peer reviewed electronic journal devoted to the discussion of teaching excellence in colleges and universities. JET will publish two regular issues per year and possibly a special issue on a current topic. The regular issues will contain articles in two broad Content Areas: effective teaching and the scholarship of teaching. We invite contributors to share their insights in pedagogy, innovations in teaching and learning, and classroom experiences in the form of a scholarly communication. We are particularly interested in topics addressed in the particular Content Areas described at this site, including empirical research on pedagogy, innovations in teaching and learning, and classroom experiences.

(7) Journal of English as an International Language
   (ISSN: 1718-2298) *http://www.eilj.com/*

The *Journal of English as an International Language* is a refereed publication which aims at providing on-line access to all those involved in the research, teaching and learning of English as an International language. The Journal studies the structure and development of English across the globe, and in particular, its relationship to and effect on cultures and other languages. The Journal of English as an International Language is the sister journal to the long established Asian EFL Journal.

(8) Journal of Language and Learning (ISSN: 1740-4983)
http://www.shakespeare.uk.net/journal/jllearn_home.htm

This journal belongs to e-JLL journals associated with *Journal of Language and Linguistics and Journal of Language and Literature* is free access refereed journals. The Journals will initially be published online. The Journals will appear in regular issues; however, there may also be special issues reflecting areas of particular academic interest. The

Dr. Teuku Zulfikar

scope of the journals includes both theoretical and applied topics in language studies, linguistics, literature and language teaching.

(9) **Journal of Language and Linguistic Studies**
    (ISSN: 1305-578X) http://www.jlls.org/index.htm

Journal of Language and Linguistics Studies is an interdisciplinary, professional academic journal aiming to involve scholars not only from Turkey, but also from all international academic and Professional community. The journal provides a platform for different theoretical and thematic approaches to (a) linguistics: phonology, morphology, syntax, semantics, pragmatics, semiotics, and stylistics and (b) language teaching: the teaching of native language, the teaching of Turkish as a foreign/second Language, and foreign/second language teaching. Authors may write their articles both in English and Turkish. The editors seek manuscripts that (a) develop theoretical, conceptual, or methodological approaches to language and linguistics; (b) present results of empirical research that advance the understanding of language and linguistics; (c) explore innovative policies and programs *and* describe and evaluate strategies for future action; and analyze issues of current interest.

(10) **Journal of Online Learning and Teaching**
     (ISSN: 1558-9528) *http://jolt.merlot.org/index.html*

The MERLOT Journal of Online Learning and Teaching (JOLT) is a peer-reviewed, online publication addressing the scholarly use of multimedia resources in education. JOLT is published quarterly in March, June, September, and December. JOLT welcomes papers on all aspects of the use of online multimedia educational resources for learning and teaching. Topics may include, but are not limited to: learning theory and the use of multimedia to improve student learning; instructional design theory and application; online learning and teaching initiatives; use of technology in online education; innovative online learning and teaching practices.

(11) Korea TESOL Journal (ISSN: 1598-0464)
  http://www.kotesol.org/?q=KTJ

The *Korea TESOL Journal* is a refereed academic journal concerned with teaching English as a foreign language and related issues. Files of past issues are available for viewing and downloading. Korea TESOL Journal, a refereed journal, welcomes previously unpublished practical and theoretical articles on topics of significance to individuals concerned with the teaching of English as a foreign language. Areas of interest include: (1) classroom-centered research, (2) second language acquisition, (3) teacher training, (4) cross-cultural studies, (5) teaching and curriculum methods, and (6) testing and evaluation.

(12) Language Learning & Technology (ISSN: 1094-3501)
  http://llt.msu.edu/

Language Learning & Technology is a refereed journal which began publication in July 1997. The journal seeks to disseminate research to foreign and second language educators in the US and around the world on issues related to technology and language education.

Language Learning & Technology is seeking submissions of previously unpublished manuscripts on any topic related to the area of language learning and technology. Articles should be written so that they are accessible to a broad audience of language educators, including those individuals who may not be familiar with the particular subject matter addressed in the article. General guidelines are available for reporting on both quantitative and qualitative research.

(13) Reading in a Foreign Language (ISSN: 1359-0578)
  http://nflrc.hawaii.edu/rfl/

Reading in a Foreign Language has established itself as an excellent source for the latest developments in the field, both theoretical and pedagogic, including improving standards for foreign language reading. This fully-refereed journal is published twice a year, in April

Dr. Teuku Zulfikar

and October. The editors seek manuscripts concerning both the practice and theory of learning to read and the teaching of reading in any foreign or second language. Reviews of scholarly books and teaching materials, conference reports, and discussions are also solicited. The language of the journal is English, but lexical citations of languages other than English are acceptable. Additionally, the journal encourages research submissions about reading in languages other than English. From time to time, special issues are published on themes of relevance to our readers. Please see our submission guidelines for more information.

(14) **ReCall Journal (ISSN 0958-3440)**
http://www.eurocall-languages.org/recall/r_online.html

ReCALL is a fully-refereed journal published by Cambridge University Press on behalf of EUROCALL. It is issued three times a year in January, May and September and is also available online to subscribers. The May issue normally contains selected papers from the previous year's EUROCALL conference. The journal contains articles relating to theoretical debate on language learning strategies and their influence on practical courseware design and integration, as well as regular software reviews. Back issues of ReCALL from 1996-1999 (Vol 8 to Vol 11) are available online in PDF format, but no longer in print.

(15) **Reading in a Foreign Language (ISSN: 1359-0578)**
http://nflrc.hawaii.edu/rfl/

Journal of Reflections on English Language Teaching or *RELT* is an international-refereed publication of the Centre for English Language Communication, National University of Singapore. It aims to explore the range of issues of current concern to those who teach and do research in the field of English as a Foreign Language (EFL) or as a Second Language (ESL) in Asia and other regions. *RELT* is particularly interested in studies with sound theoretical frameworks and clear pedagogical implications and/or applications in the following areas: new

materials or materials preparation; classroom practice or activities that are innovative and motivating; testing techniques and/or evaluation; needs assessment; curriculum design and development and learning/ teaching strategies with the application of IT; impact of language/educational policies on classroom practice; second language writing and reading; cultural dimensions of language teaching and learning.

(16) **TESOL Law Journal (ISSN 1833-2986)**
   http://www.tesol-law.com/

The Journal devoted to discussions on legal and ethical issues that encompass all aspects in TESOL. As the TESOL profession develops and advances, we believe it is imperative to complement the academic advancement with legal advancement. We look forward to having you as a regular reader and / or contributor. The journal receive article on but not limited to ethics in the second & foreign language classroom; the TESOL Code of Ethics; TESOL teachers and the law; academic malpractice; laws impacting on the TESOL teacher; international law and the SLA teacher; employment laws for TESOL teachers; and other TESOL-related topics.

(17) **TESL-EJ (ISSN:1072-4303)**
   http://tesl-ej.org/about.html

TESL-EJ is fully refereed–each article undergoes a review by at least two knowledgeable scholars. Our goal is to shorten the time from submission to publication significantly from what has become the norm in print journals. We aim for a decision in 6 weeks (although 'human factors' occasionally cause delays). We hope to broaden our range of participation. We invite you to submit an article for consideration, to review a book, software, or website, or to serve as a reviewer for manuscripts that are submitted. If you cannot help in this way, we hope that you will share with us the mission of making TESL-EJ known throughout the world as a dynamic and reliable source of research and information in English as a Second or Foreign Language.

Dr. Teuku Zulfikar

(18) **The African EFL Journal (ISSN: 1738-1460)**
   http://www.african-efl-journal.com/index.php

Welcome to the African EFL Journal. The *Journal* is a refereed publication which aims at providing on-line access to all those involved in the research, teaching and learning of English as an International language. The African English as a Foreign Language Journal studies the structure and development of English across the Africa, and in particular, its relationship to and effect on local culture and local African languages. The Journal is the sister journal to the long established Asian EFL Journal.

(19) **The Asian ESP Journal (1833-3001)**
   http://www.asian-esp-journal.com/index.php

The Journal studies the structure and development of English across the globe, and in particular, its relationship to the special and specific purposes of English. This peer reviewed online Journal is your first step to understanding English for Specific Purposes in Asia. We look forward to having you as a regular reader or contributor. Topics such as the following may be treated from the perspective of English for Specific Purposes: second language acquisition in specialized contexts, occupational needs assessment, ESP curriculum development and evaluation for growing areas of ESP such as: English for Academic Purposes, English for Specific Purposes, Business English, Nursing English, Flight Attendant English, Hotel Industry English, Global EIL English, Legal English, and Tourism English. We also invite works on ESP materials' preparation, teaching and testing techniques, the effectiveness of various approaches to language learning within the ESP context, and teaching of ESP within the culture of the learning zone. The journal welcomes articles that identify aspects of ESP that are both growing and needing growth development, as well as areas into which the practice of ESP is being expanded.

(20) **The English Teacher (ISSN: 0128-7729)**
http://www.melta.org.my/modules/sections/index.
php?op=listarticles&secid=1

THE ENGLISH TEACHER promotes effective English language teaching and learning and is intended for teachers and instructors who are primarily involved in teaching schoolchildren and adults. This is a refereed print-based journal published once a year. Authors are invited to submit articles that provide practical techniques and strategies for ELT, identify effective classroom-tested instructional techniques and/or provide descriptions of procedures that can be implemented in classrooms with a variety of students. Articles may also focus on insights and understanding about ELT research and its application to the classroom. The article must be accompanied by an abstract and a biodata of the author(s).

(21) **The International Journal of Language, Society, and Culture (ISSN 1327-774X)**
http://www.educ.utas.edu.au/users/tle/JOURNAL/index.html

Language, Society and Culture (LSC) is a refereed international internet journal publishing articles and reports dealing with theoretical as well as practical issues focusing on the link between language, society and culture within a socio-cultural context or beyond its boundary. The Journal welcomes papers dealing with the following areas which reflect the relationship between language, society and culture: general linguistics, sociolinguistics, pragmatics, discourse analysis and critical discourse analysis (CDA), language and learning, interpersonal and intercultural communication, and second language learning.

(22) **The Internet TESL Journal: For Teachers of English as a Second Language**
http://iteslj.org/

This electronic journal publishes articles, lessons and lesson plans, classroom handouts, and useful classroom aids aimed at helping teachers teach better.

Dr. Teuku Zulfikar

(23) **The Linguistic Journal (ISSN: 1718-2298)**
   http://www.linguistics-journal.com/index.php

Linguistics is the scientific study of language, as such it is comprised of the study of the structure and development of a particular language and its relationship to other languages, the connection between language and mind, the relation between language and society and many other fields. The Linguistics Journal is the sister journal to the long established Asian EFL Journal. We look forward to having you as a regular reader and or contributor.

(24) **The Reading Matrix (ISSN: 1533-242X)**
   http://www.readingmatrix.com/journal.html

The Reading Matrix: An International Online Journal is a peer-reviewed professional journal with an editorial board of scholars in the fields of second language acquisition and applied linguistics. The journal seeks to disseminate research to educators around the world. It is interested in exploring issues related to L2 reading, L2 literacy in a broader sense, and other issues related to second language learning and teaching. This publication was created as an interactive journal, not an electronic version of a traditional print publication. The journal is published twice a year exclusively on the World Wide Web. We encourage educators and researchers to submit articles on a variety of topics dealing with second language literacy and applied linguistics. We also encourage authors to submit book reviews and software reviews.

(25) **The** *South Asian Journal of Postcolonial English Language Pedagogy (ISSN* **1718- 2298)**
   http://www.sajpelp.com/index.php

The Journal is a refereed publication which aims at providing online access to all those involved in the research, teaching and learning of English as an International language.

The *South Asian Journal of Postcolonial English Language Pedagogy* is a unique journal dedicated to various aspects of the teaching and learning of the English language in the decolonized countries in South Asia. It aims to talk about the changed contexts of English language education in the wake of globalization, democratization and decolonization. The Journal is the sister journal to the long established Asian EFL Journal.

(26) The *Qualitative Report (ISSN 1052-0147)*
   https://nsuworks.nova.edu/tqr/

The Qualitative Report (ISSN 1052-0147) is a peer-reviewed, on-line monthly journal devoted to writing and discussion of and about qualitative, critical, action, and collaborative inquiry and research. The Qualitative Report, the oldest multidisciplinary qualitative research journal in the world, serves as a forum and sounding board for researchers, scholars, practitioners, and other reflective-minded individuals who are passionate about ideas, methods, and analyses permeating qualitative, action, collaborative, and critical study. These pages are open to a variety of forms: original, scholarly activity such as qualitative research studies, critical commentaries, editorials, or debates concerning pertinent issues and topics; news of networking and research possibilities; and other sorts of journalistic and literary shapes which may interest and pique readers.

(27) Englisia journal (ISSN: 2339-2576)
   http://jurnal.ar-raniry.ac.id/index.php/englisia/

Englisia Journal (EJ) is an open access, peer-reviewed journal that will consider any original scientific article that expands the field of language studies in English Language Teaching and various other related applied linguistics themes. The journal publishes articles of interest to language teachers, practitioners and language researchers. Manuscripts must be original and educationally interesting to the audience in the field. The goal is to promote concepts and ideas developed in

this area of study by publishing relevant peer-reviewed scientific information and discussion. This will help language practitioners to advance their knowledge for greater benefit and output in their professional contexts.

(28) Register Journal (ISSN: 1979-8903)\
http://journalregister.iainsalatiga.ac.id/index.php/register/

REGISTER JOURNAL is derived from the word "REGISTER" which is well-known for a linguistic variety regarded as appropriate to use in a particular speech situation. (Kortmann 2005: 255f). (Source: Register (sociolinguistics). **REGISTER JOURNAL** has the perspectives of languages and language teachings. This journal aims at presenting and discussing some outstanding issues dealing with language and language teachings

(29) SiELE (Studies in English Language and Education)
(ISSN: 2461-0275)
http://www.jurnal.unsyiah.ac.id/SiELE

Studies in English Language and Education (SiELE) is a peer-reviewed academic journal published by the Department of English Education, Faculty of Teacher Training and Education, Syiah Kuala University, Banda Aceh, Indonesia.

(30) IJAL: Indonesian Journal of Applied Linguistics
(ISSN: 2502-6747)
http://ejournal.upi.edu/index.php/IJAL

Indonesian Journal of Applied Linguistics (pISSN: 2301-9468 and eISSN: 2502-6747) is a journal that publishes original papers researching or documenting issues in applied linguistics. It is published by UPT Balai Bahasa, Universitas Pendidikan Indonesia. This journal is indexed in DOAJ, EBSCO, Google Scholar, Scopus, and SINTA (S1). Since Volume 7, the journal has regularly published three times a year in January, May, and September. We accept original research, concep-

tual, and best practice articles related to applied linguistics. The language studied can be any language such as but not limited to Arabic, English, French, German, Indonesian, Japanese, Korean, indigenous and modern languages. It is important to bear in mind that the official language of the journal is English.

(31) CELT: A Journal of Culture, English Language Teaching & Literature (ISSN: 2502-4914)
http://journal.unika.ac.id/index.php/celt

Celt: A Journal of Culture, English Language Teaching & Literature is a double-blind peer-reviewed journal, published biannually in the months of July and December with p-ISSN (printed): 1412-3320 & e-ISSN (electronic/online): 2502-4914. It presents articles around the area of culture, English language teaching and learning, linguistics, and literature. Contents include analysis, studies, applications of theories, research reports, and materials development. It is firstly published in December 2001. Ever since 2005 its manuscripts could be read online through www.journalcelt.com. By the year 2016, it launched its OJS (Open Journal System) through https://journal.unika.ac.id/index.php/celt and from 2017 it is recorded in Crossref's https://doi.org/10.24167 and in https://doaj.org/toc/2502-4914. Based on the decree from Hasil Akreditasi Jurnal Ilmiah, SK Direktur Jenderal Penguatan Riset dan Pengembangan Kementrian Riset Teknologi, dan Pendidikan Tinggi Republik Indonesia, No. 30/E/KPT/2018 with regards to the accreditation status of academic journals, dated on 24 October 2018, Celt is nationally accredited for the next five years as a Sinta 2 journal.

These are some open-access journals, from which research students generate research ideas and interests. For most novice researchers, identifying research interests is as difficult as shaping research problems. For this particular reasons, in many instances, research students are required to consult literature sweeping broad issues before they are able to narrow down types of literature they have consulted.

For example, Ph. D students in Australian universities are to read literature on broad topic for the first three months of their enrolment. In the second three months of the candidature, students are required to be able to shape and narrow their topics down. Only after students have engaged in sufficient reading, do they allow starting drafting their proposal.

Lipson (2005) suggests strategies used to effectively review the literature and get upmost benefits out of it. First research students should capture main ideas of the articles being read. This can be done through skimming technique, in which research students or novice researchers can generate general information from the articles. The second most important step is a time where novice researchers select articles closer to their interests. Novice researchers should be able to this step as it enables them to skip literature irrelevant to their research interests. Finally, these novice researchers should definitely decide to take note on important information generated from some reading lists. As suggested by Lipson (2005), it is indeed important for research students to take note using quotation to prevent one from committing plagiarism.

This step is also applicable to students in the department of English Language Education, UIN Ar-Raniry Banda Aceh. In ELR I course, students are invited to actively engage in reading a broad EFL topic. Having reviewed some important literature, students then are allowed drafting their proposal, and this is usually done during the ELR II course.

In reviewing literature and to get benefits from it, research students are encouraged to take notes, and this note-taking can be exercised in various ways. One of which is through annotated bibliography (I return to this topic later in Chapter Three). The annotated bibliography is a list of summary on the reviewed literature, which helps research students to organize and map up the reviewed literature based on their similarities of issues and methodologies. It also enriches research students' understanding on their research topics.

b. Consulting faculty members

In addition to consulting literature on the relevant field of interests, novice researchers or research students should also refer their academic advisor. This is because the main purpose of all academic advisors is to provide guidance and direction to their students. Academic advisors are mentors and their students are mentees, in which the mentors should spend times to help their mentees on the regular basis. In addition, department management, such as department chair and deputy chair are two individuals that students may refer to in identifying their research problems. These students should arrange time with department management for consultation of the most appropriate research problems to explore.

Besides, research students also refer to their lecturers for consultation. Although, all faculty members are competent in doing research, only some of them are available for consultation. For that very important reason, research students should identify faculty members who are genuine in their advice and voluntarily spend times to give them guidance and advice. In fact, they may consult their research lecturers at the first place, since these lecturers are responsible for giving advice and also guidance.

c. Discussion with colleagues

Sometimes consulting faculty members may cause inconvenience, since not all students are confident to talk to their lecturers. In this case, research students may consider different options. They may consult their colleagues instead. Colleagues may become an effective reference for research students to discuss research interest, if different option seems impossible. Students should first identify their classmates for feedbacks, and this reduces their burden.

In doing so, research students may provide options of their research interests; they have to get basic ideas of what they wish to

Dr. Teuku Zulfikar

research. They then communicate their research interests with colleagues for feedbacks (Griffee, 2012). It is important to share their research interests with colleague to allow feedbacks and also comments.

d. Joining academic seminars and conferences

Griffee (2012) also states that academic seminars and conferences are two venues that allow research students to share their research interests. There are many options that students may select to join the seminars on EFL teaching. For example, TEFL Indonesia (TEFLIN) regularly runs annual international conference on EFL across Indonesia (teflin.org). In addition, association of department of English Language Education under the supervision of Ministry of Religious Affairs also runs annual international conference on EFL and Linguistics issues.

In addition, there are some internally-run seminars in many campuses in Indonesia. These venues are important as a means for research students to identify their research interests and the develop research problems.

e. Observation of the phenomenon

The other important strategy that research students is to actually observe their environment, seeking for interesting phenomenon for research. For example, student teachers can have a visit to schools and then seek permission to observe classroom interaction. This initial observation provides insights for students to develop their own research interest and the shape research problems. In addition, research students can observe their fellow students' academic and non-academic activities, which then they can gain some research interests and then generate research problems.

If research students find it difficult to get access to external re-

search site, they could in fact observe their own classroom, their own learning engagement in classroom with colleagues, and also observe their own lecturers' ways of classroom practices. Observation of the phenomenon is indeed an important step in students' efforts to gain research interests and generate research problems from it.

Having gained research interest, research students should begin to start generating their research problems and develop them into problem statement. Stating research problem is as important as generating research problem itself, and failure to do so leads to the inability to conduct proper research project.

The following two sections show opinions expressed by faculty members on the complexities and the importance of generating and stating research problems.

Definition of Research Problem

Creswell (2014) states that research problem is "a problem or issue that leads to the need for a study" (p. 296). Creswell (2014) seems to provide a straightforward definition of research problem, which is an issue that encourages someone to conduct a study to find answers. With the similar tone, Shoket (2014) also states that research problem is something that researchers plan to investigate, explore, address, or study through experimentation or mere description.

In addition, Rienecker and and Jørgense (2015) provide list of the nature of research problem

- A gap in the field's knowledge
- Something the field has not or should not have finished researching
- An unexplained observation, an observation that sticks out
- Something that has not yet been categorised, analysed (with

these particular methods/

- theories; this systematism; this degree of detail or from this particular angle)
- Something that does not seem right
- Contrasts that can still be discussed
- Something that is currently being debated in the field
- Something that can and should be argued for (or against, i.e. all representatives of the field
- are not already familiar with or agree with the argumentation)
- Something that is in conflict with the general view
- Something that must be (re)evaluated, changed, transformed, constructed or needs new designs.

The list given by Rienecker and and Jørgense (2015) indicate that research problem is not only seen as something is in conflict with the general view; meaning that research problem does not suggest negativity only. Research problems refer to issues or topics need exploring due to multiple reasons.

In the following discussion, I used grounded technique to generate research problems from electronic thesis and dissertation.

Research problem as generated from ETD

Taken from: Jennifer Aby Archer (2004) *Characteristics Of An Effective Teacher Of Reading In An Elementary School Setting*. Unpublished thesis Graduate Faculty of the Louisiana State University and Agricultural and Mechanical College.	Research Problems: *Gap between fact and general view*

Although reading programs, skills, and approaches have changed over the past century, the teacher's role in the classroom has not. The teacher has the primary role of accelerating the reading growth of elementary school struggling readers. Lesley Morrow (2002) notes that a "recent study of schools in 32 nations found the most critical element in building an effective reading program is the teacher" (Washington Post, p. A1). America's educational school system relies on efficient teachers to provide the most effective, successful reading instruction to improve students' education. Yet the question remains… What are the characteristics of an effective teacher of reading in an elementary school setting?	This thesis highlights research problem from the view point of conflicting reality to what it should be. This one sentence "Although reading programs, skills, and approaches have changed over the past century, the teacher's role in the classroom has not" indicate contradictive phenomenon between reality and what should actually be. The author seems to start doing this research from this point.

Statement of Problem
Teachers of all ages and experiences across America deliver reading instruction in a variety of ways. Students require different characteristics and teaching styles from the classroom teacher to sufficiently meet individual learning style needs during reading instruction. Reading teachers must be able to link mastery of skills with the student's comprehension process. Teaching requires educators to deliver effective reading instruction with specific characteristics that are critical in providing and implementing an effective reading program.

The extract highlights research problem, which is seen as the *'contradiction between facts and what should be; between 'what is' and 'what should be'*. Other extract also suggests different types of research problem, which starts from *researchers' interests on some issues*.

Carol Wade Fetters (2010). An Exploration Of Strategy-Based Reading Instruction Using Expository Science Text In Grades 2-5. Unpublished thesis to the Graduate Faculty Of Louisiana State University And Agricultural And Mechanical College	Research problem: *Interests toward an issue for its significance*

Reading strategy instruction related to **expository text in the elementary grades continues to be significant, especially in the content areas such as science**. Research has demonstrated that when teachers infuse reading strategies into the classroom, student performance and learning also increase (Forget & Bottoms, 2000; McKenna & Robinson, 2002; Meltzer, 2001; Moore, et al., 1999; Snow, 2002; Tomlinson, 1995; Vacca, 2002). …**The primary problem that was addressed in this study was to explore strategy-based reading instruction that teachers use with classroom groups of second, third, fourth, and fifth grade** students' related to expository science text materials	This thesis highlights research problem from the point of view of the significance of a particular text, such as expository text. The author of the thesis seems to suggest that students should be exposed to the expository text, and thus it is important to explore teachers' strategies in teaching exploratory texts. The sentence "the primary problem was addressed in this study was to explore strategy…shows that the research problem developed in this study is an interest to find a certain classroom instruction strategies in teaching a particular material.

The following extract suggests research problems as generated from the researchers' intention to explore ones' perception on something.

Sara J. Gervase (2005) Reading Mastery: A Descriptive Study Of Teachers Attitudes And Perceptions Towards Direct Instruction. Unpublished thesis. Graduate College of Bowling Green State University	Research problem: **Exploring teachers' perceptions and attitudes on certain classroom practices**

Dr. Teuku Zulfikar

This study *was conducted to investigate teachers' attitudes and perceptions of Reading Mastery*, a Direct Instruction program to teach beginning reading. Ninety teachers in northern and southern Ohio participated in this study. Over the past decade, ideas of how best to teach reading have steadily changed. In the early 1990s, *many schools adopted the whole language approach and used it as the dominant model for reading instruction (Schieffer et al., n.d.). Reading scores were declining, and by the mid 1990s, the whole language approach led to a more "balanced" practice of providing phonics instruction within a literature based curriculum* (Carnine et al.,1997). Recently, the National Reading Panel (2000) finalized a report identifying the effective components of reading instruction. The report states that for a reading program to be effective, it must teach and provide phonemic awareness, systematic phonics, fluency, vocabulary, and explicit teaching of comprehension skills. According to Carnine, Silbert, Kame'enui, & Tarver (2004), reading Mastery exhibits these important characteristics.	The author of the thesis stated the aims of the project, which is to understand teachers' perceptions and attitudes toward reading mastery using direct instruction. The research problem developed is in the respect of exploration of teachers' attitudes and perceptions toward the use of direct instruction

Other thesis raises research problem by showing some problems related to several issues as seen in the following extract.

Extract: Eunyoung Kim Chae (2014). Early Childhood Teacher Professional Development Using an Interdisciplinary Approach: Teaching English as a Foreign Language for Young Children in Korea. Unpublished thesis, University of Cinciniti	Research problem as generated from the gap between '*what is and what should be*'

Backgrounds of the Study
Teaching and learning to speak English has become increasingly important in South Korea (hereafter referred to as Korea) because English has been identified as one of the world's most widely-spoken languages (Bae; 2010; Han, 2002; Jeong, 2011; S. Lee, 2012; Park, 2003)…

English has been taught in Korean secondary schools as a required foreign language since 1950 and has been incorporated into primary school curriculums since 1997 (H. Lee, 2010)…

Concerns about early childhood English education in Korea, **however**, *revolves around implementing English language instructional programs without research based on a systematic, pedagogical model* (Bae, 2010; Cheon, Choi, Jwa, & Seo, 2002; Y. Lee, 2012; Park & Shin, 2005; Yoo, 2011)…

Given this reality, *some educators are calling for the Korean government to carry out a comprehensive review of early childhood English education.* (S. Jeong, 2005; S. Lee, 2012; Yoo, 2011)…

Consequently, current English education for young children needs to be re-evaluated to maximize the effectiveness of English teaching (Cheon, Choi, Jwa, & Seo, 2002; S. Lee, 2012; Y. Lee, 2012)…

Problem Statements

Increasingly South Korean educators and researchers are focusing attention on the most effective way in which to teach young children English (An, 2010; Cheon et al., 2002: Kang, 2009; J. Kim, 2004; Shim, 2009). *These researchers identified issues from the current early childhood English education…*

First, the English method currently being implemented in most of kindergartens has been developed by commercial English education companies outside school, not by reliable educational institutes based on research (J. Kim, 2004; M. Kim, 2007; Shim, 2009)… *Secondly*, the newly revised early childhood curriculum called 'nurigwajeong' in Korea has been used since March 2013 (Ministry of Education, Science, and Technology, 2012)…*However,* the current early childhood English education has been separately taught as a special subject, and this method is not compatible with the goal of holistic, integrated education, as stated by the new revised early childhood curriculum (Kang, 2009; Yim, 2008)… *Third*, An (2010) and Kang (2009) argued that it would be the best when English education for young children is intertwined with other content curriculum in the classroom, and trained Korean classroom teachers teach their students English utilizing an integrated curriculum. *However*, many early childhood teachers don't know how to teach English in their classrooms because they have had few opportunities to develop English integrated teaching strategies in meeting the English language learning needs of young children (An, 2010; Choi & Son, 2011; Cheon et al., 2002; J. Kim, 2011)…

Therefore, researchers recommended that Korea should consider the country-wide adoption of alternative, research based approaches based on TPD with the integrated English methodology in teaching English since the current English methods and approaches have been found to be inadequate to address the nation's needs (An, 2010; Kang, 2009; H. Lee, 2010; S. Lee; 2012; Yoo, 2011). In this study, I developed a Holistic Interdisciplinary Approach (HIA) as 5 the early childhood English education curriculum, and implemented TPD using HIA to make sure if this program can promote the development of effective early childhood English education.	

Extract From: Amal Jamal Al-Khatib (2013). A Case Study Of An Early Childhood Minority Teacher And How She Formed Her Professional Identity. Unpublished thesis, Kent State University	Research problem generated from *personal interest, curiosity, unsatisfactory explanation or lack of evidence* on something

Merriam (1998) suggested that research problems can emanate from personal **interest** and **curiosity** directed at understanding a phenomenon. Furthermore, a research problem could derive from an **unsatisfactory explanation** or **lack of evidence about a phenomenon**. Thus, a research problem can come from a challenging issue about which a researcher seeks clarification or understanding. The current study originated with the researcher's personal interest in the ongoing process by which a teacher forms a professional teaching identity and the current lack of evidence, explanation, and clarification of the process of forming an identity in the literature (Ruohotie-Lyhty, 2013).

Because research exploring how minority teachers construct their professional identities in early childhood settings is limited, this researcher focused on how Maria, an early childhood teacher, constructed and negotiated her professional teaching identity. The study was designed to examine aspects of her life (e.g., childhood, family, life experiences, race, cultural background, personal practical knowledge, and the educational landscape) that impacted the formation of her professional identity. The study was furthermore designed to explore how a minority teacher makes sense of her identity in multiple contexts, a topic absent from available educational literature on teacher identity.

| Another aim of this study was to explicate the process of developing teacher identity in an effort to determine ways that a teacher's personal practical knowledge, background, and life experiences impact the perception, meaning, understanding, and interpretation that a minority early childhood teacher gave to her identity. Such a study is crucial because available research suggests that teacher professional identity impacts values, teaching practices, behaviors, and interaction with others (Been, 2012; Anspal, Eisenschmidt, & Lofstrom, 2012; Beijaard, Meijer, & Verloop, 2004). | |

These thesis and dissertation have shown varieties of research problem ranging from negative fact to merely the need for exploration of an issue for its known significance.

Having discussed the nature of research problems, the following sub-section provides information on how to generate and develop the research problem. Most of the information given in the section was generated and developed from the data gained during in-depth interviews with some lecturers.

Generating and Shaping Research Problems

All participants interviewed in this study agree that the first and the foremost one should do is identifying research problem. The ability to identify, specify and then state research problem is important because it guides students to do research and write their report. One off the participants, for example suggested:

> First, you need to know your problem, and then after you decide 'this is my problem' and then you need to write research question from that problem. When you have formulated your

Dr. Teuku Zulfikar

research questions you need   to put them on the wall, ya just write them big, so you can also pay attention on them. From those research question, you can decide what type of literature you need (Syarilah Darlin)

This excerpt suggests that 'research problem' is where the research begins; no one can proceed with the design of their proposal without having a specific research problem. A good research problem is specific, since a good research is narrow and deep (Creswell, 2014). In line with this statement, Safril Amran gave some insights on how to generate research problem and what kind of research problem will enhance students' likelihood to complete their thesis on the specified time. In his own word, Safril Amran stated:

There are some tips and tricks to identify research problem and start writing the thesis. The trick is what I call SMART. S stands for specific. The problem of your thesis must be specific, you cannot write   about big problems as you do not   have time to finish it, and then M, which measurable, the letter A stands for attainable. This is important because a good thesis is the one that completed. R is realistic, and the last one is T, which is time bound. If you have this word in your head, this will allow you to do research and write your thesis on time (Safril Amran)

In addition, Jamil's statement shows that a good research problem is something within the reach of the researchers themselves. They have to make sure that their research problem is specific enough, realistic so that it could be measured and attained within the time slot.

In the same tone, Saiful Mal also stated that it is important for students to narrow their research scope down. During the interview, Saiful Mal suggested that:

The best tips to write the thesis is understanding of what you are going to write, find a problem, find an interesting thing. Okay then having stated a research problem, you have to narrow it down so that

specific research problem can be identified (Saiful Mal)

Other participants, Risnadewi and Nurul Akmil also agree that identification of research problem is a key that enables researchers begin their research. Risnadewi for example suggests that "…you have to find the problems and then narrow them down by formulating them into research questions". Saiful Mal in the same token, states that "before you pick a title, you must find an issue or a problem first".

Lipson (2005) suggests that writing thesis is complicated; it involved some important activities from identifying problems and selecting appropriate topics that correspond to the problems. In identifying problems, however, some researchers may need to get involved in seminar, conference all other types of academic programs to gain some insights into potential research problem, while other researchers may have come up with good ideas for research through reviewing literature (Griffee, 2012). Many scholars, such as Teitelbaum (1998); Anderson and Poole (2001); Paltridge and Starfield (2007); Murray (2011); Creswell (2014) note that great attention should be given in the process of identifying research problems. These scholars in fact suggested that when the research problems have been secured, students or researchers still need to ask if their research problem has strong justification; whether it is interesting enough to explore; whether the research problem raised has adequate resource to complete.

Data from some faculty members participating in this study, suggest that finding research problems is indeed the first important step that any researchers should take prior to actually draft research proposal. They stated that research problems should be narrowed down by developing these problems into research questions. In this case, research questions are significant as they enable researchers to narrow the problem down. One participant in fact suggests that research students should use a trick, which he called as SMART-specific, measurable, attainable, realistic and time bound.

Writing the Introduction

In a research report, introduction is a very crucial section that needs attention. This is because the introduction section provides a background of the study, in which the rational and the justification of the research problem are highlighted and communicated to the readers. Mackey and Gass (2005), for example state that the introduction section is as important as other section in a research report. This is because it sets the scene and the background of the study being proposed. Paltridge and Starfield (2007) also state that the introduction section is where "the writer makes claims for the centrality or significance of the research in question and begins to outline the overall argument of the thesis... how the thesis relates to and builds upon previous research in the field" (p. 82). However, most novice researchers fail to write this section appropriately. Some of them do not provide enough justification and rational of their study, and some others do not link their research with the previous similar studies conducted. In fact, some of the researchers fail to state their research problem properly, in the form of appropriate problem statement and transform it into research questions.

One Possible Structure of the Introduction

First, state why this problem is interesting to your field.	It is generally acknowledged that textbooks play an important role in language classes. For example, Author (19xx) states that textbooks provide significant language input.

Second, state a problem, contradiction, gap, or question using words such as: *however, nevertheless, yet, but.*	Nevertheless, some researchers (Author, 19xx; Author, 20xx) have shown that many text authors employ artificial dialogues that lack normal language features.
Third, state the purpose of the paper.	The purpose of this paper is to investigate current textbooks comparing their dialogues with those of native speakers.

Source: Griffee (2012, p. 21)

This format, which is taken from Griffee (2012) shows structure of the introduction section of a research report. Three important components of the article should be included in writing the introduction. First, the researchers should first raise their research problems; they should them justify that the problem is worth researching and enrich the existing literature on that particular issue. Having proposed a justified problem, the researchers need to then compose a problem statement by raising some contradiction, giving gaps, and also raising some questions. This second step is one of the most challenging parts for most novice researchers. The third important component, which becomes an integral part in the introduction section, is the statement of the purpose of the research.

The other possible structure of the introduction is also suggested by Swales and Feak 1994: 175 and Bunton 2002: 67.

Dr. Teuku Zulfikar

Dr. Teuku Zulfikar

Move 1	**Establishing a research territory**
	a. by showing that the general research area is important, central, interesting, problematic, or relevant in some way (optional) b. by providing background information about the topic (optional) c. by introducing and reviewing items of previous research in the area (obligatory) d. by defining terms (optional)
Move 2	**Establishing a niche**
	a. by indicating a gap in the previous research, raising a question about it, or extending previous knowledge in some way (obligatory) b. by identifying a problem/need (optional)
Move 3	**Occupying the niche**
	a. by outlining purposes/aims, or stating the nature of the present research or research questions/hypotheses (obligatory) b. by announcing principal findings/stating value of research (optional) c. by indicating the structure of the thesis and providing mini-synopses (previews) of each subsequent chapter (obligatory) d. by outlining the theoretical position (optional) e. by describing the methods used in the study (optional)

The table shows three important steps in writing the introduction section. First, the researchers should establish general research area and problematize the issue they plan to explore. In the second step, the

researchers should establish gaps between previous studies and the current studies while raising questions on issues planned to research. Finally, in the introduction, researchers outline the purposes of the study they are going to conduct.

The following information shows a sample of introduction section as quoted form Griffee (2012, p. 29-30)

Title Student Estimation of High School Preparation in Researching and Writing an Academic Research Paper Taken from Griffee (2012, p. 29-30)

General Topic and/or why interesting to the field. Because of its basic position in the curriculum, Freshman English has been described as one of the most demanding, challenging, and complex of educational experiences (Feinstein, 1950). Statement of the problem. One of the major challenges of first year English is an assignment to write an academic research paper (ARP). Nevertheless, many college instructors believe their students have not been adequately prepared in high school to write a research paper. Literature Review. For example, Fletcher (1963) claims that high school libraries are not adequate to support a full term paper. Taylor (1965, p. 127) maintains that first-year students are not equipped to carry on meaningful literary research, and that high school English teachers are not prepared to offer expert guidance and instruction. His image of the ARP is that of students "regurgitating the thoughts of others" and of "stringing together of quotations." Relying on interview data, Schwegler & Shamoon (1982) support the claim that ARP writing is a factual information gathering exercise. Gaston, Smith, and Kennedy (1995) say that entering freshmen have fuzzy knowledge of research, distortions, and misimpressions from high school. They

Dr. Teuku Zulfikar

observe that students do not see the point of research because they have never been exposed to research.

Baird (1992) claims "overwhelming and widespread apathy in today's high schools" (p. 66) relative to writing in general and the academic research paper specifically. In an informal survey of 100 of his freshman students, Carino (1984) estimated that about 60% of his students had written high school term papers, which he characterizes as comprising: 10 pages in length, a narrative summary of an overly broad topic, not limited in scope, often a biography on the life of great person, and containing non-acceptable sources, for example, magazine and encyclopedia articles. He concludes, "[T]he research-writing experience that students gain in high school does not prepare entering students to write the research paper required in freshman writing courses" (Carino, 1984, p. 6). Purpose. The purpose of this article is to discuss the nature of preparation high school students perceive they received researching and writing an academic research paper in high school. Developmental educators would be better able to structure classroom class activities if they not only knew the experiences that shape student's present perceptions towards writing, but also knew how these perceptions can be responsible for current writing problems. Research Question. The specific research question is, do students in a first year college English course who are researching and writing an academic research paper rate their high school training as adequate preparation for that task?

Comment:

As the sample section of the introduction shows, there are five main important components, which are strongly integrated in the introduction section:

First, the author introduces research problem or the topic. The author directly provide a general topic of the problem being discussed by stating "because of its…,Freshman English.., most demanding…

Second, it is important to actually problematize the problem to convince readers that it worth researching. In this case, the author starts by stating "one of the major challenges…nevertheless, many college instructors…" indicates the need to conduct the study on this issue.

Third, the reviewed literature consisting of previous studies on relevant issues is an important part of the introduction section. It is important to note that these particular problems raised are within the debate of relevant fields of study.

Fourth, having backed his argument up, the author then raises the purpose of the study, and he is very straightforward stating that 'the purpose of this article is to…"

Fifth, the statement of purpose of the study is then followed by the research questions. These research questions are important, since it guides the course of the research. The methodology and the methods used in research are very much determined by types of research questions raised.

_____

Another example of the introduction is:

_____

Extract: Chih-Sheng Chen (2005). Relationships between non-native English speaking EFL pre-service teachers' English language learning strategies and beliefs toward teaching methodologies. Unpublished thesis: The Pennsylvania State University

English as a second language (ESL) / English as a foreign language (EFL) education has been developed for many decades all over the world. In Asian countries, in order to become a member of the global village and increase their international competitive ability, EFL/ ESL education is highly stressed. For instance, in Taiwan, extending EFL education from junior high school level to elementary school level has become a national policy. However, while ESL/EFL education is highly empha-sized all over the world, ESL/EFL teacher ed-ucation has been discussed or studied very lit-tle (Freeman & Johnson, 1998; Richards, 1998; Schulz, 2000; Johnston & Irujo, 2001; Vélez-Rendón, 2002). In the TESOL Journal, from 2000 to 2003, among 258 articles, 1 there were just ten articles related to ESL/EFL teacher education; in the 2002-2003 period, especially, only two articles discussed about teacher edu-cation/ professional concerns (TESOL Journal, 2003).	Introducing the topic of the research
	Introducing the context of the research
	Introducing research problem

Regarding ESL/EFL teacher education, Jack Richards and David Nunan (1990) in their book Second Language Teacher Education indicated that the ESL/EFL field has been mainly focusing on how to deliver language teaching and learning methodologies to the pre-service teachers rather than how to assist them to develop their own theories and to understand their individual learning-to-teaching processes. Richards further (1998) argued that ESL/EFL teacher education needs not only to engage ESL/EFL teachers in teaching skills but also to assist them to explore their " knowledge, beliefs, attitudes, and thinking" (p.xiv) and also to develop their own teaching theories and practices. He proposed that anyone who was involved in the pre-service ESL/EFL teacher education should study issues such as theories, research, and practice in the field of second language teacher education (SLTE), appropriate knowledge base for pre-service and in-service teachers, the influences of language teachers' beliefs and principles on teaching practices, experiences in language teachers' professional development, the relationship between the teacher education program and teaching practices of its graduates, and so on.

Describing ESL/EFL context

Restating research problem

In sum, research in ESL/EFL teacher education has rarely been done. Issues, such as experiences in language teachers' professional development, the teacher education program's influences on teaching practices of its graduate, and influences of language teachers' beliefs and principles, need to be further explored and discussed.	Restating research problem

Despite some differences in the structure of the 'introduction', all researchers agree that 'the introduction' should contain backgrounds of the study, which include some information about issues being discussed. The introduction should also contain information on the rational and justification of the issues being developed. The other important part should be discussed in the introduction section is reviews of literature, in which the researchers draw the gap between their studies and previous studies conducted on similar issues.

The other important component of 'the introduction' is raising research questions. Researchers need to put extra care on research questions, since they determine the direction of the study (Mckay, 2008; Silverman, 2004).

The Research Questions

In addition, within the introduction as seen in the example given in this book, research questions play significant role in shaping the research direction. Mckay (2008), for example suggests that prior to stating the research questions, researchers or research students should first examine what they actually want to find from issues raised as research problems. This is because research questions derive from research problems, and in turns, they dictate the choice of methodology and methods. Because of its strong position in any research projects,

researchers are encouraged to engage in extensive reading on the relevant literature. Only after in-depth reviews of relevant literature do researchers are able to design appropriate research questions.

As research questions determine the direction of the research, it is very important to note that extra care should be given when stating the research questions. The failure to do so not only misguides the direction of the research but also generates misappropriate data. Therefore, in this particular section, strategies to develop research questions are described.

In defining research question, Mackey and Gass (2005) argue that "research questions are the questions for which answers are being sought" (p. 36). This suggests that developing research questions is an important step for effective inquiries.

It is important to note, however, that different types of research paradigms require different ways of developing research questions. Quantitative and qualitative, for example, are two different types of research paradigms, which were established under different philosophical basis, and that requires different ways of developing research question. Since quantitative was developed through deductive reasoning and was developed based on the hypotheses, research questions tend to be close ended and measurable. Research questions such as "to what extent does the application of method X improve Y? Does the implementation of X improve the effectiveness of Y?" Are some questions characterized research question in quantitative.

While qualitative paradigm was built under inductive reasoning and the data was generated through grounded strategies, research questions in qualitative tend to be open ended, allowing some alternative answers and possibilities. For example, researchers may ask "how do students perceive the uses of teaching media in classroom instruction? What is the benefits of group work toward learning as perceived by students?" are typical research questions in qualitative research.

These research questions will yield in-depth and comprehensive answers, and thus will enrich literature on the issues being researched.

As research question is one of the first steps in conducting research, Mackey and Gass (2015) suggest that researchers should pay attention on designing good and researchable research questions. Research questions should be both interesting and narrow to make it doable and researchable. There are at least three underlying reasons one develops his/her research question. First, researchers should focus on developing research questions whose answers are not available in the literature. Second, researchers may also consider issues which are partially answered in literature to be the basis in developing their research question, and third, research questions should be theoretically interesting, meaning that upon developing research questions, researchers should consider developing research questions, which enable them to gain interesting and also significant findings. To help researchers develop integrated, narrowed and also interesting research questions, they should engage in extensive reading on the issue. This is important because only through extensive reading, researchers are able to develop research questions. Apart from this strategy, novice researchers also need to seek advice from colleagues and observing the phenomenon also enable researchers to develop their research questions (Mackey & Gass, 2015).

Example of research questions

Research Questions	Explanation
Extract from: Chih-Sheng Chen (2005). Relationships between non-native English speaking EFL pre-service teachers' English Language learning strategies and beliefs toward teaching methodologies. The Pennsylvania State University.	

Research Questions	Explanation
1. How do non-English native speaking EFL teachers use English language learning strategies to increase their English language ability? Is their use of English language learning strategies influenced by gender, education level, major, experiences abroad, TOFEL scores, and confidence of English ability, and so on? 2. What beliefs do non-English native speaking EFL teachers hold toward English language teaching methodologies (the Audiolingual Method and Communicative Language Teaching)? Are their beliefs toward English language teaching methodologies influenced by gender, education level, major, experiences abroad, TOFEL scores, and confidence of English ability, and so on?	These research questions although use 'How' and 'What', which seems to be typical of qualitative research questions, they actually investigate the "influence" of something on something, and that is the indicative of quantitative research questions.

Extract from:
Chelsea L. Warne (2006). The teaming effect: A thesis study of the influences of middle school teams on content Reading in the science classroom. Bowling Green State University

Research Questions	Explanation
What impact does membership on a middle school team have on the reading strategies and practices of science teachers?	This particular study is qualitative research since the data was relied on the observation. The author explains as follows "this research study was an observational case study because observation was one of the main methods of data collection and because team meetings and classrooms in the school were the focus of study. Participants were observed in both team meetings and classrooms. In team meetings, observations focused on discussions of content reading" (p. 32).

Extract from: Karmila Machmud (2011). The Integration of Technology in a Decentralized Curriculum Setting: The Case of English as a Foreign Language (EFL) Instruction in Gorontalo, Indonesia. Unpublished thesis, Ohio University

✓ **What are the issues and challenges surrounding the implementation of KTSP in EFL instruction in Gorontalo, Indonesia?**

✓ **What are the issues and challenges surrounding the integration of technology in EFL instruction in Gorontalo, Indonesia?**

The author raises typical qualitative research. They are types of open-ended questions. This type of question will allow participants to provide alternative answers, which I believe will enable researchers to go deep down, identifying research questions.

———————

Selecting Relevant Literature

While writing good introduction determines the direction of the research, reviews of relevant literature are important in the process of thesis writing. Literature review is a kind of discussion on relevant published materials, such as journal articles, books, reports, conference papers, and other types of publication. Griffee (2005) and Paltridge and Starfield (2007) state that literature review section is important for several reasons: it provides overview of the study being conducted; it educates readers about the studies conducted; it identifies researchers' intellectual history; it identifies researchers' source; and it provides researchers idea for future research.

As literature review section is equally important as other section in a research report, such as thesis and dissertation, research students should pay close attention on effective techniques in reviewing relevant literature. Paltridge and Starfield (2007) suggest that in reviewing literature, researchers should first focus on key issue relevant to their project. It is important to take extra care on this issue unless research students or researchers will be trapped in reading too much literature irrelevant to their research. In addition, in reviewing the literature, researchers need to focus on major research findings of the previous

Dr. Teuku Zulfikar

studies, such as the research topic, the authors and also the date of the research report was published. In identifying findings of the previous studies, research students should look at controversial issues being investigated. Having identified controversial issues of the findings of previous studies, research students should then evaluate these views by indicating strengths and weaknesses of the previous studies. The final step in reviewing literature is to draw the conclusion of the research findings and provide recommendation for further research.

In the following table, Paltridge and Starfield (2007) suggest five steps in reviewing literature for studies being conducted. First, the researchers should locate relevant literature. The literature can be traced and explored in highly reputable journals. There are several possible journals one can select for relevant literature, such as Tesol Quarterly; International Journal of Applied Linguistics; Annual Review of Applied Linguistics; Language Learning; Second Language Research; Linguistics and Education; Asian EFL Journals; The Journal of Language Teaching and Learning; International Journal of English Language Teaching, and other reputable journals in language studies. To explore various journals, researchers may need to consult www.scopus.org, in which they could identify and select journals of their interests. It is important to note that they should only focus on primary sources and avoid refer to only popular press, such as wikipidia, google, and other informal online resources.

Having identified relevant literature, researchers should critically read the literature to identify theme, identifying strength and weaknesses of the article and how it relate to studies being conducted. If the articles have been secured, the researchers should then collect copies of the articles to have more critical analysis. Prior to actually write the literature review, the researchers should make some preparation, such as making some outline, investigating length of the review needed, organizing the literature and also delimiting the scope of the literature to cover. The fourth step is in fact one of the most challenging part in

reviewing the literature. It is mistakenly understood that literature review is merely a description of relevant previous studies (Silverman, 2005) it is in fact, more than just describing the content of the literature. When reviewing literature, researchers should critically synthesize the content of the literature by summarizing or/and paraphrasing. Finally, the literature review should contain explicit gaps between studies being conducted and the literature being reviewed.

In addition, Paltridge and Starfield (2007) suggest benefits and also steps researchers should take upon reviewing the literature:

Giving Background Information

It is important to note that literature review should aim at providing background information on studies, which have been conducted in similar field of interests. The literature review section should inform the readers that the study being conducted is relevant to the broader area studies. For that reason, it is very important for researchers to review previous studies to enable them draw the gap between their study and those of the previous ones.

Below is the extract from a thesis submitted to Monash University Australia:

_____

Extract: **TSE Kwok Keung Ernest (2004). Preservice teacher planning: a study of the journey from learners to teachers. Unpublished thesis Monash University, p. 7-11**

…In *her review on early studies of teachers' experience*, Carter found that the effects of training on classroom performance were mediated by cognitive processes and ecological contexts. While other groups of studies were based on personality or de-

velopment perspectives and focused on attitudes, motives, and concerns (Fuller, 1969; Zeichner, 1986), research on the occupational and institutional aspects of teaching concentrated on how teachers are socialized into the norms and perspectives of the profession (Zeichner & Gore, 1990). *Other than studies on teachers' early experiences, attempts have also been made to examine the biographies of teacher candidates*, their developing attitudes and concerns, and their professional orientations and perspectives (Knowles, 1992; Wilson et al., 1987).

In the early 1990s, *Tom and Valli (1990) noted that the term knowledge base was an extremely popular concept in teacher education*, even to the point of having a cluster of knowledge-base standards included in the accreditation standards (National Council for Accreditation of Teacher Education - NCATE). The assumption being that knowledge bases exist and that they should underlie teacher education programs. The NCATE standards recognize two types of knowledge base: the scholarly inquiry derived from the traditions of positivism, interpretivism, and critically oriented scholarship; as well as theory development related to professional practice. These three traditions (positivism, etc.) differ radically in the form and purpose of professional knowledge: generalizations, designed to improve teaching effectiveness (positivism); cases, designed to reveal meaning in context (interpretivism); and varied forms of knowledge, designed to expose ways in which favoured values are prevented from being realized (critically oriented). The three orientations to knowledge also contrast in their approaches to values: value neutral (positivism); value relative (interpretivism); and, value centred (critically oriented). To have a knowledge base (or bases) for professional education can be interpreted as meaning not only knowledge but also insights into how such knowledge properly relates to practice…

Fenstermacher (1994) attempted to answer four questions when reviewing the literature on teacher knowledge: (1) What is known about effective teaching? (2) What do teachers know? (3) What knowledge is essential for teaching? (4) Who produces knowledge about teaching? He referred to the concept of knowledge as it appears in standard or conventional behavioural sciences research as formal knowledge (TK/F). He argued that the process-product studies of teaching were perhaps the most well known of this form of knowledge.

Other forms of knowledge from research that seek to understand what teachers know as a result of their experience as teachers encompass practical, personal, situated, local, relational and tacit knowledge, which Fenstermacher labelled as teacher's knowledge/practical (TK/P). Two strands of research highlight this category of knowledge. Elbaz's (1983) notion of practical knowledge is represented in practice as rules of practice, practical principles and images. Taking a similar stance, Clandinin and Connelly (1987) coined this TK/P as personal practical knowledge represented in story, image, narrative, narrative unity, and embodied knowledge. To Schon (1987), practical knowledge is developed from participating in and reflecting on action and experience.

… Yinger (1980) described succinctly earlier studies of teacher's planning. He began by identifying Jackson's (1968) study on teachers' behaviour in preactive teaching. Zahorik (1970) did the first empirical study of classroom behaviour and concluded that the typical planning model (the rational model) complete with goals, activities, and their organization and evaluation, made teachers less sensitive to pupils. Zahorik (1975) also discovered in his subsequent study that most teachers considered pupils' activities and content before they considered objectives.

He concluded that teachers' decisions on planning did not

Dr. Teuku Zulfikar

always follow logically from objective first. He also argued that the integrated ends-means model was by itself not a functioning reality. Taylor (1970) found that Uacheis tended to consider, in sequence, materials and resources, pupils' interests, aims and purposes, and finally evaluation. Peterson, Marx, and Clark (1978) found that teachers spent most of their planning time on content, then they concentrated their planning on instructional processes; but they spent less time on objectives.

In his study, Yinger concentrated on teachers' mental processes when planning for instructional activities: location, structure and sequence, duration, participants, acceptable student behaviour, the teacher's instructional moves, and content and materials. He introduced the conception of routines: mechanisms that teachers used to establish and regulate activities and to simplify planning. He identified four types of routines: activity routines; instructional routines; management routines; and, executive planning routines. Routines helped increase teachers' flexibility and effectiveness by reducing time spent on making instructional decisions; routines increased predictability but reduced complexity of the classroom environment for the students. (Interestingly, in the study comprising this thesis, it student teachers developed and established knowledge of lesson routines in their teaching rounds, thus releasing them to attend more to students' needs). *Yinger (1980) devised a process model of planning divided into three stages: problem finding; problem formulating/solution; implementation, evaluation and routinization.* The cyclic model represented a formalization of the mental processes in teacher planning. The starting point was on teacher thought processes, a clear reflection of the attempt to research teacher planning through cognitive psychology prevalent in the 1970s.

Analysis:

This extract contains the sample of literature review. It is observable that the author cited previous studies using certain reporting verbs such 'noted'; 'attempted'; 'described'; and 'concentrated'.

In reviewing literature-the previous studies, researchers should only review the findings of these research in order that the researchers can compare and contrast these findings and link them to the study being conducted.

Paltridge and Starfield (2007) also summarize strategies in writing the literature review as follows:

Steps in Writing Literature Review
Paltridge and Starfield (2007, p. 105)

Locate relevant literature	**Identify key authors and journals**
	Use state-of-the-art articles
	Use computerized searches
	Use Google Scholar
	Scan tables of contents from key journals
	Use reference lists from articles, books and chapters
	Read primary sources
	Avoid the popular press
Critically read the literature	Identify themes in the literature
	Identify strengths and weaknesses of individual articles
	Identify strengths and weaknesses of the field as a whole
	Collect photocopies of articles

Dr. Teuku Zulfikar

Prepare to write	Investigate expected length and format of the literature review
	Make a preliminary outline
	Organize the literature you will cover
	Limit the scope of the review to the topic at hand
Write the review	Write the introduction
	Write sub-sections
	Use transition markers and metatext (see Chapter 5)
	Synthesize and critically evaluate the literature
	Be careful not to plagiarize
	Practise summarizing and paraphrasing actives (see below)
Indicate the gap	Use the review to lead to your study and research question/s

In addition, Silverman (2005) refers to the work of Murcott (1997) suggesting the content of a literature review as follows:

- What do we already know about the topic?
- What do you have to say critically about what is already known?
- Has anyone else ever done anything exactly the same?
- Has anyone else done anything is related?
- Where does your work fit in with what has gone before?
- Why is your research worth doing in the light of what has already been done?

Murcott (1997) provides six contents of literature review in chronological order. First of all, the researchers should first discuss their understanding on the topic being discussed. It is important to show the readers if have the researchers have gained sufficient knowledge on the topics of their concern. The researchers then should go beyond

description of what they understand of the topic by critically synthe-size these particular topics. The third step the researchers examine if the topics they plan to discuss have been studied exactly or partly the same by other researchers. In two final stages, the researchers should justify if the literature reviewed fit well with the study being conduct-ed, and the other most important component of the literature review is the ability of the researchers to convince readers that their research is worth conducting in light of what have been studied on similar topics previously.

Summarizing and Critiquing Previous Studies

Literature review should contain summaries and criticisms of the previous studies. The reviews of literature should go beyond mere description of the information contained in the literature, researchers therefore, should be able to summarize and critiques on previous liter-ature. This is important to allow researchers themselves to understand previous studies conducted in the area to provide insights on what gaps to fill in the study.

Julie Brooke Luebbers **(2010). How Foreign Language Preservice Teachers' Development, Identities, and Commitments are Shaped During Teacher Education. Unpublished thesis, the Ohio State University**

Teacher identity and teacher's —profes-sional identity have been used as synon-ymous terms in the literature; *however, it has been noted that mutually exclusive definitions* of these constructs do not yet exist (Beijaard, Meijer, & Verloop, 2004).	Providing background to open up the debates
Therefore, the definition of teacher identi-ty used in this study is taken from Lasky's (2005) work focusing on teacher agency.	Synthesize the argu-ment

Dr. Teuku Zulfikar

For purposes of this research —teacher identity is comprised of—how teachers define themselves to themselves and to others (Lasky, 2005, p. 901). Lasky (2005) posits that such an identity is gradually formed and shaped over the course of stages during one's career. **Such understanding of teacher identity, then, assumes that various social and individual aspects contribute to the building, having, and sustaining of teacher identity…**

…*These authors agree that* **by choosing some** *and rejecting other possibilities,* **a teacher is essentially affirming affiliations and making distinctions that constitute an important part of his or her professional identity (Coldron & Smith, 1999, p. 713)…**

…*While these authors suggest* that teacher identity formation begins, in part, due to the status bestowed upon them or… *others, such as Sumara and Luce-Kapler argue* that teacher identity development begins long before teachers are actually socially legitimized as qualified teachers; for many it begins often before teacher preparation (Sumara & Luce-Kapler, 1996)…

Giving criticisms/contradiction

...In the current study, PSTs negotiate their teacher identities in relation to the motives and beliefs of others (i.e., university supervisors, CTs, etc.) involved in the institutional contexts for learning to teach FLs, leading to the possible development of distinctive teacher identities...

A case study conducted by Antonek, McCormick, and Donato (1997) of eight post-baccalaureate FL teachers explored the use of portfolios to document teacher identity growth and development during their ten-week ST practicum

Findings from Antonek et al. show that the two participants perceived their experiences quite differently (1997). One participant in the study indicated that teacher-student relationships and interactions were important in his professional development; more so than the CT...

...While Olsen's study makes a compelling case for the interconnectedness of personal and professional past histories, reasons for entry, teacher education experiences, and current teaching contexts along with future career plans*; one must consider to what extent potential connections exist* among preservice and novice teachers with relatively weaker reasons for entry into the profession...

Dr. Teuku Zulfikar

Reporting and Criticizing Previous Studies

As suggested by Paltridge and Starfield (2007), literature review should contain report of the previous studies. At the same time the literature review also contains criticism of the previous studies. In reporting previous studies, they should carefully choose appropriate reporting verbs. The following is the list of verbs used to report the previous studies as suggested by Paltridge and Starfield (2007, p. 117),

- verbs which make a statement, such as 'report';
- verbs which express, in a very general way, a writer's personal judgment,
- such as 'explain';
- verbs which express a writer's opinion, such as 'argue';
- verbs which present a writer's suggestion, such as 'propose';
- verbs which express some kind of disagreement, such as 'doubt'.

These various verbs are used in the literature review. In reporting the previous studies, the researchers may choose some of these verbs in reporting the previous studies.

Extract from: Karmila Machmud (2011). The Integration of Technology in a Decentralized Curriculum Setting: The Case of English as a Foreign Language (EFL) Instruction in Gorontalo, Indonesia. Unpublished thesis, Ohio University	
Report	Schmidt and Frota (1986) **reported that** the most grammatical structures that were noticed in conversational interaction belonged to the grammatical structures that students learned in a formal language class (p. 25)

Argue	Slimani (1987) **argues that**, learners learn parts of input that catch their attention and that while teachers may try to teach some things, students learn the parts that they notice (p. 25)
Emphasize	Baker and Jones (1998) **emphasize** the importance of tailoring second language learning for adult learning, in terms of courses and materials, and teaching approaches and methods
Outlining	Although Baker and Jones (1998) **outline** ten forms, in reality there are 90 or more because there are so many variations (p. 469).

These are some examples of but not limited to the reporting verbs used in reviewing literature or previous studies. Researchers can select other reporting verbs, such as:

point out	doubt	add	indicate	maintain
argue	propose	describe	assert	support
claim	observe	say	believe	think
state	identify	explain	question	challenge
agree (with)	report	present	dispute	say
urge	recom-	disagree	claim	dismiss
suggest	mend	(with)		

Source: *Paltridge and Starfield (2007, p. 110)*

In addition to reporting the literature, the researchers also should have a strong stance of the issues being reviewed. For example, the researchers should be able to give comments to previous studies and make some criticisms if necessary on previous studies.

Dr. Teuku Zulfikar

Dr. Teuku Zulfikar

**Linguistic strategies for commenting
on previous research**

Strategy	Functions	Examples
Hedges	to withhold the writer's full commitment to a proposition	might/perhaps/ possible/about
Boosters	to emphasize force or the writer's certainty in a proposition	in fact/definitely/it is clear that
Attitude markers	to express the writer's attitude towards a proposition	unfortunately/ I agree/ surprisingly
Engagement markers	to explicitly refer to or build a relationship with the reader	consider/note that/you can see that
Self-mentions	to make explicit reference to the researcher/s	I/we/my/our

Source: based on Hyland 2004a

In the following table, I provide a sample of literature review. There are many structures of literature review section though, from which researchers or research students can refer to. This is an abridged version of the literature review of the thesis conducted as a partial fulfillment to graduate at College of Bowling Green, USA. The researchers investigated teachers' perceptions and attitudes on direct instruction in relation to reading mastery.

Extract: Sara J. Gervase (2005). Reading mastery: a descriptive study of teachers' attitudes and Perceptions towards direct instruction. Unpublished thesis from College of Bowling GreenState University	**Analysis**
CHAPTER II. REVIEW OF LITERATURE The purpose of this study was to investigate teachers' attitudes and perceptions towards using a commercial Direct Instruction approach to teach beginning reading, and to determine whether there are differences in attitudes and perceptions based on years of experience with Direct Instruction. This chapter will review the literature related to a Direct Instruction program known as Reading Mastery as well as teacher perceptions of Direct Instruction.	Introducing the topic being discussed
Direct Instruction When professionals in the field of education discuss Direct Instruction, it usually generates confusion and disagreement (Adams & Engelmann, 1996). A main reason for the disagreement is that professionals are not describing and defining Direct instruction in the same way. Direct Instruction was originated by Siegfried Engelmann and his colleges at the University of Illinois in 1967…	Describing the main topic being discussed- analyze the theoretical framework of the research

Dr. Teuku Zulfikar

Adams and Engelmann (1996) describe two types of Direct Instruction techniques and sequences: Direct Instruction techniques and sequences that set standards, and commercial Direct Instruction sequences and materials that are designed for use by people who have not been trained directly by Engelmann and his colleges…	Similar issue
The final feature of Direct Instruction described by Adams and Engelmann (1996) is scripted pre-sentations. Directions in the commercial program are always specific and presented in the form of a script that provides exact wording. Adams's and Engelmann's rationale for scripted presentations states that students will learn the material with less confusion if the teacher presents adequate ex-amples with clear, consistent wording…	Reviewing previous studies on relevant topics
Reading Mastery According to Schieffer et al. (n.d.), "Reading Mastery are basal reading programs that develop reading skills and strategies through systematic, small steps that make it possible for all children to learn and learn in a timely manner" (p. 2). Schief-fer et al. provide an extensive review of Reading Mastery and its components including examples from the Reading Mastery Series…	Critically develop the debate of the topics.

Research on Reading Mastery and DISTAR The following section is a summary of research findings on Direct Instruction. Adams and Engelmann (1996) include 37 articles in their meta-analysis of Direct Instruction. Studies within the meta- analysis that investigated the effectiveness of DISTAR and Reading Mastery were selected for review in this chapter. Additional studies provided by Adams and Engelmann on Direct Instruction relating to reading, teacher attitudes, and teacher training are also included.	
Participants include individuals within general and special education populations. The following studies are organized chronologically beginning with findings with general education populations. A total of 17 studies are discussed…	

Dr. Teuku Zulfikar

Teacher Training and Perceptions

Adams and Engelmann (1996) suggest that relatively extensive training with Direct Instruction be implemented with teachers prior to the first year of teaching. One week of training along with follow up sessions throughout the year may be adequate. Adams's and Engelmann's rationale for training is that teachers must be adequate presenters, motivators and sources of feedback and corrections to teach effectively…

Myths about Direct Instruction

Adams and Engelmann (1996) identify eight myths regarding direct instruction. Myth one states: "Direct Instruction Programs are rigid and unenlightened because they treat all instructional tasks as if they have a right and wrong answer" (p. 25). Adams and Engelmann explain that although it is true that Direct Instruction programs deal with only answers that are correct or preferable,…

Summary

Adams and Engelmann (1996) along with Carnine et al. (2004) have defined Direct Instruction based on the program's design, presentation techniques, and curriculum. The most clear and extensive Direct Instruction that can be found today is represented in programs such as Reading Mastery (formally known as DISTAR). Reading Mastery contains key elements of an effective reading program. It has a high degree of structure involving carefully sequenced skills. Research has shown Reading Mastery and DISTAR to be effective with special and regular education populations. However, as shown through various studies and myths, there seem to be varying attitudes about Direct Instruction programs. Research has shown a relationship between amount of experience and attitudes toward Direct Instruction. Few studies support the hypothesis that positive attitudes towards Direct Instruction increase along with training and experience.

Literature Review as the Starting Point in Research

It is important to note that although researchers dedicate a special chapter for a literature review, they should do the reviews of literature a head of time prior to actually beginning any research activities. Reviews of literature allow research students or researchers to gain insights on possible research problems.

My study, for example, reveals that reviewing literature is indeed important in developing a research project. All participants in this

Dr. Teuku Zulfikar

study agree that previous studies or relevant literature are important to help researchers conduct research and write research findings. In his own word, Kahiril Ramzi stated that:

> In my experience, there are several types to consider in writing thesis, the first one is we need to find for all thesis and then we have to read previous studies that are relevant to your topic and then we analyze these studies to state gaps between our thesis and those previous ones (Khairul Ramzi)

At the same notes, other participants, Iklil Karni, Fiersa Dewi, and Nurul Akmil also agree that reviewing relevant previous studies are one of the first steps to start doing research. Fiersa Dewi for example, suggested that:

> …then try to find literature, you need to find the literature, ya… the resource. We call it resources to back up your knowledge, to back up the theory that you are going to use in conducting your research…you can get information from scholars-google;…Pustaka Nasional; … SAGE and some other kinds of journal (Fiersa Dewi)

In the same tone, Risnadewi also mentioned that previous relevant studies are helpful in the process of identifying and shaping the research problem. P6, for instance mentioned that:

> Ya of course, you have to read the books which are related to your topic like find out some theories related to the research. Reviewing literature is also important to allow students shape research questions. However, avoid copy paste from other people's thesis because these theses may have some mistakes as well (Risnadewi)

Saiful Mal also noted steps a student can do in problem identification, in his own word Saiful Mal suggests that problem identification is a perquisite to conducting research effectively. He states that:

Okay, I think you need to do is to find problem, to find an interesting thing that you want to research, and then try to find the resources, literature that will back you about the information that you are going to research on (Saiful Mal)

These quotes suggest that reviews of literature, the relevant studies are important to help researchers shape the research questions and also help them find the research gap.

As reviewing literature is important, researchers are expected to understand where they may get access to literature. Nurul Akmil suggests that:

Well, you can go to library, searching for books or journals, or anything you can have and take to your research. Well, you can find many different research titles and check them if they are relevant to your study (Nurul Akmil)

There are many places that researchers can find literature. The best place to get good resource is library where they can get access into books, journals and many other academic resources. Anderson and Poole (2001) and Creswell (2014) stressed the significance of reviewing literature. Students or researchers are obliged to engage in constant and continuous reviews of literature; this activity should be conducted throughout the process of thesis writing.

Reviews of literature will benefit students and researchers in many respects. As suggested by Creswell (2014); Griffee (2012) that literature review benefits researchers in many ways: it provides background about the topic; it educates readers on your particular research topics; it informs readers that you have read comprehensively on your field of interest; it also identifies researchers' source; and last but not least, it provides ideas for further research (Griffee, 2012, p. 23). Although the nature of qualitative research does not require literature to be reviewed at the beginning of thesis writing, reviews of literature can enhance students' or researchers' understanding of the topic of

their study. It is therefore, literature review is a central part of thesis writing. Creswell (2014) also noted that "It is important to extensively review the literature on your topic before you design your proposal" (p. 22). This suggests that reviews of literature are crucial throughout the process of thesis writing. Literature review is not only important during problem identification, methodological design but also important during data analysis. It is for this reason that acquiring skills in reviewing literature is an asset for successful thesis writing.

In addition, according to the participants of this research, the other important skills needed for successful thesis writing is writing competent. The following section thus will discuss about this important issue.

Knowledge on Academic Writing

While problem identification and literature review are two important steps to write thesis successfully, skills in academic writing is also very important. Researchers will not be able to report their findings well unless they have sufficient skills in academic writing.

Nurul Akmil for instance states that:

> In writing thesis, you should be skillful in paraphrasing…you may use direct quote where you copy from the original version and paste it to your work…paraphrasing you need to read, you have to understand and you have to take the clue or the core of the statement …the paraphrase make the idea brief…(Nurul Akmil)

This quote suggests that one of the first important skills that all students writing thesis should have is paraphrasing skill. The ability to paraphrase well gives great advantages to authors or researchers. This is because through which new knowledge can be generated and explored. In addition, this skill also prevents author from plagiarism (Teitelbaum, 1998; Anderson & Poole, 2001; Lipson, 2005)

In addition, to be able to write a good thesis is for researchers or students to read other thesis first as many as possible. This is important to helps them understand the writing style. Jamil for example, said that:

> …and then the second one tries to get familiar with the style, writing style of the thesis…see and follow the rules of the writers. I am sure that will make it easy, easier for you to write later on…read and read again the writing style (Jamil)

It is no doubt that writing competent is important in the process of thesis writing. The writing competent will enable researchers or students in developing their thesis. However, writing competent alone is not sufficient to succeed in writing their thesis; students or researchers have to acquire sufficient knowledge on academic writing, which includes paraphrasing, summarizing skills, referencing and other skills related to academic writing (Anderson & Poole, 2001).

Writing is one of the most difficult skills to acquire for some students, and this become the biggest constrain for them to finish their study on time. For this reason, scholars provide advice and also strategies to develop writing skill. Anderson and Poole (1998) and Lipson (2005) suggest some important steps to write successful thesis. It is important that students write the first draft, which later on they may need to review and revise their first draft.

Apart from academic factors for successful thesis writing, the study also uncovers some non-academic factors that lead to students' success in thesis writing. The participants argue that relationship with supervisors and time management are two related factors, which are as important as the academic factors, and I will return to this issue in Chapter Six.

_____

Research Designs

This chapter highlights some methodologies commonly used in EFL/ESL research settings. In this chapter, there are at least six methodologies described in the book: The Narrative Inquiry; Introspective Research; Ethnography; Case Study; Experimental Research and Survey Research. These are popular research methodologies, especially in the field of EFL/ESL teaching.

Narrative Inquiry

Narrative inquiry has been so popular among language educators that most of them use this inquiry in their research projects. Kramp (2004) states that narrative inquiry "serves the researcher who wishes to understand a phenomenon or an experience rather than to formulate a logical or scientific explanation" (p. 120). In the view of narrative inquiry, Ones' stories can be seen as a legitimate source of information. For that reason, the Narrative Inquiry relies on participants' stories for the data of the research. Life-story when it is well stated and reflected can be an important source of research findings.

Narrative has been seen as a legitimate professional journey (Knight, 2011; Elliott 2005), and it is "understood to organize a sequence of events into a whole so that significance of each event can be

Dr. Teuku Zulfikar

understood through its relation to that whole" (p. 3). The narrative inquiry also permits researchers to provide "life-like accounts that focus on experience" (Pepper & Wildy, 2009). This definition suggests that narratives are embodied in three features: narratives are chronological because they represent events in a sequence; they are also meaningful, since the sequence gives meaning to events being represented; and third, narratives are social because they are produced for a particular audience (Elliott, 2005).

In the context of EFL learning, language educator could conduct narrative inquiry to explore personal stories of EFL teachers or students. For example, researchers would explore stories of EFL teachers on their experience teaching English in a particular school setting. EFL students could also explore their colleagues experience through their stories on learning strategies they implement in their learning of the language.

Narrative inquiry in the field of English and EFL has been conducted by many students in Bachelor, Master and also doctorate's degree. The study of which can be seen from a doctorate thesis written by Faine (2008) who did the autoethnographic study based on her own story of EFL learning experience.

I will provide some extracts taken from Faine's (2008) studies to show research students on how to develop research using the Narrative Inquiry.

a. Stating the research problem

Miriam Faine (2008). At Home in Australia: Identity, Nation and the Teaching of English as a Second Language to Adult Immigrants in Australia. Unpublished Thesis, Monash University

What makes a middle aged woman teacher embark on a PhD? In my case it was the belief that there is something wrong with adult English as a Second Language teaching (henceforth referred to as ESL) in my state of Victoria.	Raising research problems-this is typical writing genre in a Narrative Inquiry-using a very informal sentence
	Using a personalized statement from the very beginning-narrating her own problem, which she believes need solving
When I returned from London in 1986, I was disturbed by some pedagogic practices in ESL in Victoria, by its isolation from other related adult education pedagogies such as adult literacy, and by the silence of the learners within its institutional and pedagogic culture. Alongside this I detected a high degree of certainty within the field and also publicly, that Australia is uniquely blessed in having an extensive government funded English language program for settlers (that is, ESL), leading to a consequent dearth of critique of that program.	Justification of the research problem-the author justifies why she thinks it important to conduct this study

Dr. Teuku Zulfikar

Dr. Teuku Zulfikar

In the meantime and particularly through 2006 and 2007, the issues I deal with in this research have become matters of much public comment. Positioning ESL teaching as a site where politicised and contested discourses about education and training, workforce formation, race and immigration, and the formation and identity of the Australian nation intersect, no longer seems an exaggeration. It is evident that language difference generates considerable anxiety and that has led to the State sponsored ESL enterprise. In spite of this - or because of it – the field is conceived of, and largely represents itself, as an ideologically unproblematic discourse of language teaching. There is a general expectation in the field and across the general community that attendance at ESL classes will ensure that all immigrants will learn English.	Describing the source of her research problem and the rationale she provides in justifying her study

> This study emerges from my inti-
> mate knowledge of ESL classroom
> practice and teachers' language.
> It is grounded in praxis; through
> turning a critical eye on classroom
> knowledge and teacher culture,
> I hope to offer an original and
> novel contribution to the practice
> of others, not so much telling
> readers, researchers, learners,
> or teachers how to speak, read,
> write, listen or engage in critical
> practice, as imagining possibilities
> for more productive discussions
> about these matters (Norton &
> Toohey, 2004:12).

This extract suggests that researchers in the Narrative Inquiry start research problems through self-reflection. In this particular research, Faine (2008) problematize her own experience and start from it to build an interesting researchable issue to explore. These three paragraphs show how Faine (2008) develop her research, which is very much a reflection of her own experience.

The following extract from Faine (2008) will show a clear picture on how researchers reflect on their experience to generate, construct and develop research problems.

> In order to make the argument that effective ESL learning must be centred on the bilingual life world 2 of learners-as-immigrants, *I require a methodology that can discover the complexities and contradictions of lived experience by providing 'data'* that is as specific, local, concrete, and grounded in space and time as possible. In or-

Dr. Teuku Zulfikar

Dr. Teuku Zulfikar

der to provide this, *I use stories from my professional life about real people I have taught and their learning or not of English*, recognising that the learners as I experienced them are the focus of this research and that I am the author of 'their' stories. This means that 'knowing' the learners is consequent on 'knowing' myself, and leads me to an autoethnographic methodology in which my own experience and stories form part of the research questions and research data.

I start from the position that EFL/ESL teachers are discursively positioned and that our professional selves are conflicted and multiple, constructed within discourses of gender, race, whiteness, modernity, post modernity, globalisation. Contemporary thought relativizes knowledge so that the '…intimate problem of how one becomes affected by knowledge, by the experiences of strangers, and by histories that are not our own, not in terms of its application for others but in terms of our own capacities to believe and be touched by knowledge, remains one of the grand paradoxes of our century' (Britzman, 2000b:201).

I return to issues of methodology below, but, first I need to explain what I hope to achieve in this study and why I think it matters. Firstly, what kind of social practice is ESL, in what kinds of social relations it is embedded, what kinds of political and cultural contexts constitute ESL and are constituted by it?

_____

As seen in this particular extract, Faine (2008) use the first person singular 'I' to emphasize the 'selfness' of the researcher. The use of 'I' indicates that she emphasize her positioning in the research. As seen in the second paragraph of the extract, she mentioned "I start from the

position that…". This indicates that she recalls and reflects her own teaching experience and the contestation of her own experience with multiple agencies surrounding her professional self as EFL instructor in the state of Victoria.

b. Methods in Narrative Inquiry

As the Narrative Inquiry is considered qualitative research, main data in this particular inquiry is in form of words or narration, just like other kinds of methodologies in qualitative research. Therefore, in collecting data in Narrative Inquiry, researchers generate data first and foremost an autoethnography of their participants. This kind of biographical writing allows participants to express their experience and reflect from it to reveal answers of the research problems being explored. To do this, researchers should use extra caution to invite participants to narrate their experience in the written form.

Narrating experience is challenging for some people due to cultural constraints. For example, in some cultural values, telling self-story is very sensitive. This is so in the Asian culture, for example where exposing oneself is not a good option for some people.

An extract of the example of story used as main research data in the narrative inquiry, taken from Faine (2008).

Extract 1

MV had lived in Australia for many years before she attended any classes. Her story shows how language learning extends long beyond the time of migration. Language, which is internal to desires and thoughts, developed in tandem with her identity through relationships with her teachers and encounters with new areas of knowledge. Her story shows how this process involves the emotions as well as the intellect. MV's text shows the importance of 'school' as a solidary space, and of 'education' as cultural

Dr. Teuku Zulfikar

capital that permits the construction of new identities and also the development of agency (p. 217)

M V

When I was little I didn't have any schooling in my country, Croatia, because there was war. After the war there weren't any schools left. When the people started building schools I was thirteen years old. The government gave people my age night school for three months after that they didn't give me any schooling any more. Afterwards I worked on my parent's farm. When I was seventeen years old I left my parents and went to another place and got married. We weren't lucky in our marriage. I had my three children, two boys and one girl from two husbands. I am now a single mother. Now I am a student at the Centre. When I first started school I was 50 years old, I cried like a small child who had just started prep. I couldn't read, write, or speak English, it was very hard for me. Many teachers helped, including A and E who were my first teachers. I have been at school for five years now, I have had many teachers since then I have liked all of them. They taught me how to read, speak and write English. I'm still not perfect but I know much more than I did then. In school I take special classes such as Sewing, Maths, Australian Studies, Women's Studies, Psychology, Science and many more.

This time I am taking full time at school. My dream is to have 12 years of school. After school I would like to work in an office. I'll have to forget about my age. I have made many friends at school. Because of my school, when I go shopping I am able to read what I am buying. I can talk to people even if I still need the help of my daughter. Thank you to all my teachers for putting up with me. Now

I would like to say thank you to my children who have also helped me learn some English. Thank you my teachers, thank you my family, thank you my Australia country.

Extract 2

Poor language learner or resistor?

KHT had eleven years schooling. She attended ESL classes for 2 years on–arrival and completed the statutory 510 hours. The year after she applied for an evening course which I knew often meant that the student was working in the black economy. Her ASLPR score was 1 1 1 1 and the assessor noted that 'K…has difficulty understanding many questions even on familiar topics. She can answer simple questions once she has sufficiently concentrated and when the delivery is clear and slow enough. She can write some simple sentences when dictated but is thrown by spelling and more complex syntax. She can read very short simple sentences only. She is not clear about her job prospects'. She was also referred to our Centre for day courses by Centerlink but did not attend, it was reported she had found three months work as a machinist. Later she was referred again but said she was job seeking. She eventually attended for several months that year.

KHT wants to work, not to attend classes, and she may also be receiving unemployment benefits. (Often newly arrived learners do not wait to be told they have 'employable' levels of English before they find a job (Burgoyne & Hull, 2007; Morris & Beckett, 2004).

These examples indeed suggest that main data in narrative inquiry is participants' stories on themselves. The stories are retold in the

Dr. Teuku Zulfikar

form of oral or the written form. However, participants' stories fail to provide important findings for the issues being explored unless the researchers are able to reflect from it and gained insights out of these stories.

Case Study

a. Definition

Case study is a widely conducted research in educational settings, especially in the field of EFL teaching. Although experts define a Case Study in various ways, they agree on a similar line of reasoning that the Case Study is a methodology allowing researchers to do in-depth exploration on an individual or a group of people. Mackey and Gass (2005, p.171), for example states that

> … case studies generally aim to provide a holistic description of language learning or use within a specific population and setting. …, case studies tend to provide detailed descriptions of specific learners (or sometimes classes) within their learning setting. Case studies are also usually associated with a longitudinal approach, in which observations of the phenomena under investigation are made at periodic intervals for an extended period of time.

This definition suggests three main components of a Case Study: it is holistic; detailed; and longitudinal approach. This reflects the idea that a Case Study reveals a holistic and detailed description on an object or objects being studied, which is usually reached through a longitudinal approach of these particular objects.

Since the Case Study allows researchers to learn an object or objects comprehensively, it is commonly used by many researchers. Although some researchers consider a case study as an easy way to do research, it actually requires persistent engagement with the objects of the research. Hays (2008, p. 225) states that:

Case studies are often viewed as an easy way to do research. All the researcher needs to do is make some observations and conduct some interviews and then write the story of what happened. As with most research approaches, case study work is actually quite demanding, requiring reflective and very focused research efforts.

The quote suggests that the case study is not as easy as many people thought. Researchers should plan well to conduct the study and they should also be persistent in their effort to explore the 'case' in detailed through prolonged engagement with the subjects.

b. Conducting the CS

Selecting Cases in a Case Study:

In conducting the case study, research students should initially select the case. Selecting the case is the first and foremost step any researchers should do. The 'case' in this particular context includes an individual, a group of people, a school setting, classroom environment, curriculum, a school program, or other interesting issued considered need exploring. In order to select an interesting case to explore, research students may consult their lecturers, academic advisors, department management, and their colleagues. They could also participate in seminar, conference, workshop and/or other academic related programs (please refer to Chapter One for more detail).

In the Indonesian educational settings, for instance, research students would perhaps most likely to look at several important issues related to the Indonesian education:

a. *An individual*: This may refer to an individual teacher who have achieved high academic achievement or a teacher who find it difficult to engage in self-professional development. A 'case' in this context can also classroom practices of a particular teacher

Dr. Teuku Zulfikar

teaching a particular subject.

b. *A group of people*: Research students may take a group of students or student-parents or in fact a group of teachers as the unit of analysis for their researchers. For the unit analysis would be students' learning problems; students' learning strategies; students' learning problems; students' learning anxiety; and other students' related issues. In addition, research students also may select issues related to teachers to be 'a case' or 'cases' in a case study.

c. *A school Setting*: It is also an important case for research students to select from. For example, school culture and how the school culture shape ways of students' learning and also teachers' strategies in teaching. In addition, school building, such as classroom setting and also seating arrangement can also be selected as an important case for research. School facilities are also important cases for students to explore. For example, students would perhaps consider exploring school facilities that permit effective learning to take place.

d. *Curriculum*: This particular issue is very much of interests for educational practitioners in Indonesia. This is because curriculum in the Indonesian school context has experienced persistent changes, which most of the time in fact, inhibit effective learning to take place. This is because teachers are not very familiar with a newly introduced curriculum, since they are struggling to understand and implement an old version of the curriculum. For example, while the KTPS (School Based Curriculum) is still implemented, and in fact, most teachers are still in the process of learning how to implement the curriculum, a new version of curriculum K13 (Curriculum 2013) is introduced.

e. There are some other cases that research students can select

from. To enable them select an appropriate case, research students should make themselves familiar with education related issues.

Research Questions in a Case Study

Having identified the case, researchers should then develop research questions. This is important because all research activities start from research questions. Since the case study is seen as part of the qualitative research, it is important to note that researchers should develop qualitative types of research questions, such as allowing researchers to explore deeply to issues being addressed. For that reason, the research questions should allow participants to express themselves freely, and in turns enable researchers to inductively draw conclusion out of the narration given by participants.

One example of research question as extracted from the thesis of Al-Khatib (2013, p. 9).

1. How does a preschool teacher form her professional identity?

2. How does a minority teacher's professional identity develop in a predominantly White school community?

3. How is professional identity developed in the school context in which the teacher works and in light of significant personal and professional experiences?

The extract of research question as listed in the book suggests that the questions posed are open-ended, and this allow researchers to gain more comprehensive answers on problems being investigated. It is also obvious that these research questions would be best answered through in-depth interview or participants' reflective journal. The questions starting with the 'how' requires thick description form participants, which allow researchers to understand more in-depth understanding on the phenomenon being explored. For example, the first research

question "how does a preschool teacher form her professional identity?" requires the participant to recall her memory on agencies that form her professional identity. The answer to this kind of question can vary from one individual to others, depending on their self-perception on what particular factors influencing his/her professional identity. This kind of question also requires effective interviewers who can probe more follow up questions to scrutinize other important information.

The second and the third research questions also invite participants to probe more into their experience and how it influences the formation of teachers' professional identity. The second question in fact stimulates participants to reflect more in-depth into their life experience within a particular dominant cultures. To enable researchers gain more comprehensive data from the participants, the researchers should be able to probe deeper into participants' belief on the contestation of context with professional identity development.

The Methods in a Case Study

Main methods of data collection used in a case study are semi-structured interviews, participant observation, reflective journals and documents. These are methods commonly used in a qualitative research. This is because these methods of data collection allow researchers to go deep down into participants' voices. However, some methods may be appropriate with a particular research problem but not to the others. For example:

1. How do students perceive language teaching in the Indonesian context?

2. How do teachers manage classroom instruction?

3. What do students feel being a foreign student in the Australian school contexts?

These three samples of research questions require different meth-

ods to gather the data. For example, the first research question will be best answered by interviews because it requires participants to express their opinions on some issues being explored. While the second research question needs for observation of participant observation. This is important to note that the observable phenomenon is better answered through observation. For instance, when researchers wish to see ones' performance, such as teachers or students' classroom performance, researchers would most likely use observation and take detailed notes on the phenomenon being observed. The third research question seems to be exploring the sensitive issue, since it explores participants' feeling being a minority. For this reason, it is important to note that researchers should take extra care in exploring this important and sensitive issue, such as one's feeling upon something. For that reason, the researchers need to think other ways of collecting the data, and in a case study, reflective journal could be the most appropriate method to refer to upon exploring a sensitive issue as such.

Some previous studies on this can be seen in the following section.

Extract: Michelle R. Rodems (2011) Collaborative Relationships Between Faculty and Student Affairs Professionals: A Case Study. Unpublished thesis, Bowling Green University	Analysis
I once interned at an institution where the school was considering allowing social Greek organizations for the first time. It was a heated issue on campus and in the city, and as a result the president held open forums for all college constituencies—students, staff, faculty, parents, local citizens, city officials, and others who felt their interests were at stake.	Justifying the case-bringing the experience and the phenomenon

Dr. Teuku Zulfikar

Dr. Teuku Zulfikar

In the midst of one of the contentious forums, an elderly man stood up and said that he had his opinion, but regardless of the outcome, he was proud of the school. He explained that the school was demonstrating true community in that although there was much disagreement, each person was working with another to help solve the problem. The best communities, he suggested, are those that work through the difficult situations to become even better in the future. The same could be said of effective collaboration in higher education. Regardless of those involved, how they came together, and their purposes, people in partnership are different individuals working together. In ideal circumstances, there is agreement in work-style, motivation, and goals such that the collaboration is productive and rewarding. In more challenging situations, partnerships may resemble a tug-of-war. By understanding the relationship of those individuals working together, collaborators may better move through the difficult situations toward a common goal…

Statement of Problem and Significance of the Study

Although collaboration has been called an "imperative" (Kezar & Lester, 2009; Wingspread Group, 1994), and "interest in enhancing academic and student affairs collaboration at colleges and universities has increased across the country" (Kezar, 2003a, p. 1), collaborative efforts are not always successful (Kezar & Lester, 2009; Magolda, 2005).

Difficulties with development, implementation, and institutionalization seem widespread (Kezar & Lester, 2009). Without good planning and good design, research suggests over 50% of collaborations will fail (Doz, 1996). While concern about collaboration success is applicable to many groups of people who work together to run an institution, in this case its relevance is specific to faculty and student affairs staff members who are arguably the two groups most responsible for student learning. Therefore, "We need to better understand how to support this work and make it successful" (Kezar & Lester, 2009, p. 5).

Stating the problem and provide significance of the study

Dr. Teuku Zulfikar

Ultimately, gaining a better understanding of the collaborative relationships between these two groups may improve the efficacy of their work together. This study adds to the limited research about the nature of relationships and collaboration between faculty and student affairs professionals in partnerships to improve student learning in higher education. Specifically, it focuses on three areas that are important to collaboration: the development, function, and interplay of collaboration and relationship of those involved in collaboration.

In the 1990s, higher education as a whole lacked integration within and between the curriculum and co-curriculum and was criticized for failing to meet societal needs. In a report on American higher education sponsored by the Lilly Foundation and Pew Charitable Trusts, the Wingspread Group (1993) wrote about their concerns, "A disturbing and dangerous mismatch exists between what American society needs of higher education and what is receiving" (p. 1). The National Association of State Universities and Land-Grant Colleges (NASULGC), through the Kellogg Commission, reported similar concerns.

The Commission's concerns highlighted the focus on narrow, disciplinary concerns that had "little relationship to the challenges facing our society" (NASULGC, 1997, p. 4). The division between student affairs and academic affairs did not help the problems in higher education. Although those in academic affairs acknowledged this concern, most of the pressure to collaborate for student learning was provided by those in student affairs. In response to the segregation and calls for reform, the American College Personnel Association (ACPA), produced The Student Learning Imperative (1994).

Research Questions

The primary research questions addressed in this study were:

For partnerships between faculty and student affairs professionals promoting student learning:

- How did their relationships develop and function?
- How did their collaboration develop and function?
- What was the interplay between collaboration and relationship?
- What did they experience by being in this partnership?
- How did their collaboration affect student learning?

Types of research questions in case study

Dr. Teuku Zulfikar

The sample of methodology in a case study

Extract: Michelle R. Rodems (2011) Collaborative Relationships Between Faculty and Student Affairs Professionals: A Case Study. Unpublished thesis, Bowling Green University

I chose to use case studies for this study because they were particularly well-suited to capture the complexity of collaborative relationships (Jones, Torres, & Arminio, 1996; Stake, 1995). This methodology was situated within the constructivist paradigm. A case study design was used "in order to gain an in-depth understanding of [a] situation and its meaning for those involved. The interest was in the process rather than the outcomes, in context rather than a specific variable, and in discovery rather than confirmation" (Merriam, 1988, p. xii).

Case study methodology has been defined by four characteristics that are "essential properties" (Merriam, 1988, p. 11): particularistic, descriptive, heuristic, and inductive. Particularistic meant that the case itself was specifically important in what it highlighted (Merriam, 1988). Descriptive referred to the attempt to capture a "complete, literal description of the incident or entity being investigated" (Merriam, 1988, p. 11). Heuristic referred to the concept that a new understanding is developed as a result of the study. Guba and Lincoln (1986) and Lincoln (1990) described this as a "heightened awareness of one's own constructions and assumptions, manifest, and unspoken" (Lincoln, 1990, p. 72) and "increased awareness and appreciation (although not necessarily the acceptance) of the constructions of other stakeholders" (p. 72). Inductive, also described as emergent (Guba & Lincoln, 1989b), meant that the understanding drawn from case studies comes from

the cases themselves as opposed to confirmed concepts, ideas, or understandings from others.

The other most popular methodology among students, especially those studying EFL settings is an experimental research.

Experimental Research

The experimental research is a methodology which seeks the influence of independent variables on dependent variables. It is for this reason that most language teachers use experimental research to examine if a certain variable, such as a particular teaching method, influences students' ability to acquire language skills. Three types of experimental research are commonly conducted by many researchers:

Types of methodology	Pre/post-test	Randomized sampling	Two groups
Pre-experimental design	x		
Quasi experimental design	x		x
True experimental design	x	x	x

These three main types of experimental research were commonly referred to my language educator upon conducting research on variable testing. As the table suggests that ***pre-experimental*** design is the simplest design of an experimental research, it is mainly conducted by novice researchers to gain insights on some issues. As the result, no scientific claim can be made out of findings of the pre-experimental design. This is because this kind of experimental design only does pre-test – treatment – post-test to only a single group of the research participants. This design then fails to do any comparison on the result of the treatment.

Dr. Teuku Zulfikar

Quasi-experimental design reveals more valid findings, since it allow researchers to compare two groups or more, in which treatment is given to experimental group, and pre/post tests are administered prior and post treatment. This particular design, however, has significant caveat, which is the absence of randomized sampling of the respondents. Failure to use random sampling technique in selecting respondents reduce the validity of the research findings, since the respondents may not be homogeneous, while experimental research seeks for homogeneity of the respondents to allow proper comparison. Since doing randomization of the respondents is challenging in a social research, researchers wishing to examine the impacts of treatments on experimental groups have to take alternative strategy in sampling technique. The researchers then used intact groups to be the respondents of the research.

Mackey and Gass (2008) suggest that one of the most feasible ways researchers can take to enhance the validity of the research is to use the intact class, as the suggested in the following quotation:

> … we discussed the ways in which randomization can enhance the experimental validity of a study. However, there are situations when randomization of individuals may not be feasible. For example, in second   language research we often need to use intact classes for our studies, and in these cases the participants cannot be randomly assigned to one of the experimental or control groups. Intact classes are commonly and often by necessity used in research for the sake of convenience (Mackey & Gass, 2008, p. 141-142)

Here is an example of the used of intact classes to examine "the effects of task repetition on learners' subsequent production", as quoted from Mackey and Gass (2008, p. 142).

Research questions:

1. Does task repetition yield more sophisticated language use?

2. Will more accurate and/or sophisticated language use carry over to a new context?-Quoted from Mackey and Gass (2018).

Method:

Show film clips a different number of times to different Spanish classes (at the same proficiency level) followed by the showing of a new film clip of the same genre.

Groups:

1. *Experimental Group 1*: This class saw one episode three times followed

2. by a fourth viewing of a different episode.

3. *Experimental Group 2*: This class also had four viewings of a film, but each video was different

4. *Control group*: This class saw only two episodes: the first and the fourth.

This quotation from Mackey and Gass (2019, p. 102) suggests that there can be more than one experimental groups can be treated to test if a particular independent variable influences dependent variables.

In addition, the third popular research design is a *true experimental design*. What makes this design differs from the other two is in its ability to gain more valid data. This is because this particular design meets all criteria of high standard of experimental design. For instance, the true experimental design uses randomized sampling technique to recruit the respondents. This is important to note that the strength of

experimental research is in the sampling techniques used to recruit the participants. Randomization in selection of the participants will guarantee the homogeneity of the participants and it is needed to gain valid data. In addition, the true experimental design employs at least two groups; the experimental and the control group. The former receive treatment, while the latter does not. The other important experimental design component is pre/post-tests to enable researchers examine if changes in dependent variables occur after treatment is given.

a. Conducting the experimental research

Selecting variables to examine

As in other research design, the experimental research design should also select research variables first prior to actually conducting research. A variable is defined as the issues need exploring. There are two kinds of variable: Independent and dependent variables. Cross and Belli (….p. 332) state that:

> A variable is a characteristic or condition that can take on different values or levels. Variables may be classified in several ways…, the most important distinction is between independent, dependent, and extraneous variables. *The independent variable* is that which is thought to have an effect on the dependent variable. In experimental research, the independent variable is the manipulated variable and the effect of that manipulation is observed or measured on one or more dependent variables. Extraneous variables, also called nuisance or confounding variables, are variables that may also have an effect on the dependent variable but are not of primary interest. An extraneous variable that is not controlled is said to be confounded with the independent variable, meaning that it is not possible to say with confidence whether the treatment or the extraneous variable is responsible for the observed outcome.

The quote suggests that there are at least three variables described. First, the independent variable, this variable is then manipulated to see if it has impact on something or not. Second, the dependent variables are the object of manipulation. The other one is extraneous variables, which are seen to have effect on dependent variables but are not of the primary interests.

The experimental research design seeks to find information if treatments on certain variable effective or not. There are some variables introduced in this chapter as suggested by Mackey and Gass (2008).

Example: A researcher wants to investigate whether aural input or input through conversational inter action yields better L2 learning.

Group 1: Hears a text with input containing the target structure.

Group 2: Interacts with someone who provides input on the target structure.

All types of experimental research designs basically examine if independent variables influence dependent variables after treatment is conducted. As in the above research problems suggest that the researchers investigate if aural or conversational interaction (Independent variables) improve process of L2 learning (dependent variables). The treatments used in this particular experimental research design are exposing students with the input containing the target structure (students in this group are asked to hear the input), and the other group is treated through exposing them with the opportunity to interact with someone providing input (students in this group are asked to interact with someone providing input)-the treatments 'hearing' and 'interacting' are compared to identify what kind of treatment is proven more effective.

Dr. Teuku Zulfikar

In addition, the experimental research design also recognizes multiple dependent variables, which can be observed in the following extract:

Example: A researcher wants to investigate to what extent aural input, input through conversational interaction, or a combination of aural and conversational input yields better L2 learning.

Group 1: Listens to a text containing the target structure.

Group 2: Interacts with someone who provides input on the target structure.

Group 3: Receives some input through listening and some through interaction.

This extract suggests that in experimental research design, multiple independent variables can be tested simultaneously. In refer to the above extract, it shows that a particular independent variable or in combination of both variable can be treated to know their influence on a dependent variable. As the example shown here, the researchers would examine if aural input, conversational interaction, or the combination of these independent variables influence dependent variables.

The experimental research design can also be tested by multiple independent variables, as in the following extract:

Example: A researcher wants to investigate to what extent aural input, input through conversational interaction, a combination with aural input followed by interaction, or a combination with interaction followed by aural input yields better learning.

Group 1: Hears a text with input containing the target structure.

Group 2: Interacts with someone who provides input on the target structure.

Group 3: Receives some input first through listening and then through interaction.

Group 4: Receives some input first through interaction and then through listening.

Researchers in experimental design can also use more than four independent variables to see how they influence a dependent variable. As seen in the extract four independent variables are tested if these variables yield 'better learning'.

This research methodology has been commonly conducted by students in the field of EFL learning. For example, referring to the database of department of English Language Education, UIN Ar-Raniry Banda Aceh, I found that from the Academic Year of 2011 to 2015, there were 125 theses written by students in the department of English Language Education in experimental research design. This suggests that the experimental research design is very popular among students in the EFL teaching. Although many students have conducted research using this research design, there are still caveats found in the process of conducting this research design.

For this reason, I would describe strategies in conducting effective experimental research design in this particular chapter. I discuss step by step strategies in conducting experimental research. This is important to give insights for research students to find appropriate topics for experimental research design. The second important issue need discussing in this particular chapter is sampling techniques used in recruiting the participants. The method of data collection, including the process of treatment and pre/post-tests will be discussed to allow

Dr. Teuku Zulfikar

students understand this particular methodology. Finally, to provide vivid example of this design, I will reviewed some previous research conducted on the experimental research design.

Some Research Topics

Research students in the Indonesian context can look around their educational context to take a particular issue to explore. These students could look at teaching methods, classroom practices, school management, or on the application of certain teaching methods in classroom instruction. There are many issues to find for research, for example:

Teaching Strategies	
Independent Variables	Dependent Variables
Contextual Teaching and Learning	Enhance Reading skill
Self-Questioning Strategy	Reading Comprehension
Jigsaw	Reading Comprehension
Extra-curricular Activities	Speaking Skill
Interactive Language Teaching	Speaking Skill
Top-down Processing Strategy	Listening Comprehension
Questioning Strategy	Reading Comprehension
Problem-Solving Strategies	Reading Achievement and Motivation
REAP Technique	Reading Comprehension
Cooperative Learning	Reading Comprehension
Story Telling Activities	Speaking Skill
Role Play	Speaking Skill
Reading Aloud	Pronunciation
Tongue Twister	Pronunciation

These are some variables in the field of EFL teaching that can be used as research variables. The independent variables listed in this particular chapter are generated from the B. Ed thesis written by students in department of English Language Education. There are some other variables than can be examined if these independent variables can influence dependent variables.

To explore more options to choose, research students are encouraged to read literature in the field of EFL teaching to find more ideas on what issues to explore. Students of department of English Language Education of UIN Ar-Raniry are very much encouraged to make a visit to schools, in which they could consult in-service teachers on issues faced in teaching English or other important issues related to Indonesian EFL instructional process.

In addition to issues related to teaching methodology, research students may also explore issues related to teaching materials to be topics of discussion. For example, research students may want to reflect to their experience on learning materials they received in their learning process when they were in secondary schools or tertiary levels. They could also consult their colleagues, previous thesis written by students in the department, English teachers, and educational policy-makers. Here are some topics relevant to experimental research.

Teaching Material	
Independent Variables	Dependent Variables
English Newspaper	Reading comprehension
Notebook	Speaking skill
Cartoon 'Gam Cantoi'	Speaking skill
Picture Dictation	Listening Comprehension
Riddle	Improved Vocabulary
Poster	Improved Vocabulary

English Comics	Speaking Ability
BBC English News	Listening Ability
Journal Writing	Writing Skill
Digital Oxford Dictionary	Improved Pronunciation
Word Search Puzzle	Improved Vocabulary
Colored Pictures	Improved Vocabulary
Songs	Improved Vocabulary
Scrabble Game	Improved Vocabulary

These are some topics but not limited to on teaching materials to select from in conducting experimental research. Research students would perhaps explore other alternatives by reviewing literature, joining seminars and conferences on language teaching and also review previous unpublished thesis.

Recruiting research respondents

As discussed in the previous section, the experimental research design is divided into three types; two of them, the true and quasi experimental research design. These two types of research have to assign an experimental and also a control group. These two groups will be treated differently. In the true experimental Research Design, the two groups: The control and experimental group should be assigned randomly. The Randomization of the sample increases the validity of the research as participants or respondents are selected using scientific procedure.

Random sampling is one of the sampling techniques, which is included into probability sampling. This means that research population receives equal chance to be selected as the participants. However, prior to randomizing the population, the researcher should first make sure that the population is homogenous. This is because homogeneity of

the population is the basic prerequisite for random sampling can take place. The need to use random sampling in social science is very much challenging, since it is difficult for researchers or research students to organize their respondents to be grouped into either experimental or control group.

For example, in the case of our learning context, in the department of language education, it is challenging for the researchers to regroup students (the prospective respondents) from one group to other group, since they have been grouped into certain learning units. The following information shows the condition of the population.

Research Population

(EFL students in the sixth semester)

Course	EFL Teaching Methodology
Unit 1	30 students having various intellectual ability
Unit 2	30 students having various intellectual ability
Unit 3	30 students having various intellectual ability
Unit 4	30 students having various intellectual ability
Unit 5	30 students having various intellectual ability

EFL students in the department of English Language Education UIN Ar-Raniry for example, when doing experimental research on the use of Group Discussion Technique to improve students' speaking skill, they might select participants from these five units to be assigned into either control or experimental group.

The first important step to take is to identify characteristics of their research respondents. If the researchers would only recruit students having 3,5 GPA to be their respondents, the researchers then need to use stratified random sampling to identify, which students out of 150 students achieve 3,5 GPA and in which unit those students taking the course. Having stratified the students based on their homogeneity of

Dr. Teuku Zulfikar

the GPA, the researchers should regroup then into another group to be randomized later on.

Course	EFL Teaching Methodology
Unit 1	**10** out 30 students achieved 3,5 GPA
Unit 2	**15** out 30 students achieved 3,5 GPA
Unit 3	**5** out 30 students achieved 3,5 GPA
Unit 4	**18** out 30 students achieved 3,5 GPA
Unit 5	**20** out 30 students achieved 3,5 GPA
New group	**68** students achieved **3,5** GPA.

These 68 students indeed meet the criteria as determined by the researchers, and they are meant to be the research respondents after they are randomized. These 68 students will be then selected using random sampling to take 40 students who will be then assigned half of them into the control and the experimental group. However, it is important to note that these students with 3,5 GPA come from many different units, and thus the challenge is how then these students would be possible to move them from their own units to a new unit. This is indeed challenging for research students to carry out, since it is difficult for these research students to invite regroup them. For that reason, some scholars suggest that one of the most feasible types of experimental research conducted by social researchers, and in this case is EFL students is Quasi-Experimental Research Design.

The quasi-experimental research design allows researchers to take the whole group to be assigned into control and experimental group without randomization. This kind of participant is referred to as the intact class (Mackey & Gass, 2008). The intact class refers to a group of student who is then selected to be either the control or the experimental group.

Course	EFL Teaching Methodology
Unit 1	30 students having various intellectual ability
Unit 2	30 students having various intellectual ability
Unit 3	30 students having various intellectual ability
Unit 4	30 students having various intellectual ability
Unit 5	30 students having various intellectual ability

The researchers using the quasi-experimental design can select two groups without randomization, known as the intact classes to be their participants. However, this kind of research design cannot be used as a claim of the truth, since the participants are not randomized.

Samples Experimental Research

Jelitza Rivera (2015). A Quasi-Experimental Study on The Impact of Explicit Instruction of Science Text Structures on Eighth-Grade English Learners' And Nonenglish Learners' Content Learning And Reading Comprehension in Three Inclusive Science Classrooms. Unpublished thesis, Central University of Florida

Introduction

This study explored the impact of explicit instruction of text structures (both macrostructures and microstructures) on the science content learning, sentence comprehension, and reading comprehension of eighth-grade English Learners (ELs) and non-English Learners (non-ELs, i.e., native English speakers). The treatment was delivered in three inclusive eighthgrade science classes at a public middle school in a large metropolitan school district in the Southeast United States. This chapter discusses the background of the study, the current problems, the purpose of the study, and operational definitions**...**

Research Design

The researcher used a non-equivalent group pre-test–post-test quasi-experimental design (Campbell & Stanley, 1963; Cook & Campbell, 1979; Edmonds & Kennedy, 2013). The researcher used a comparison group that was similar to the treatment group in order to obtain information about the effects of the treatment (Campbell & Stanley, 1963). A quasiexperimental research design was appropriate for this study because of the researcher's inability to control for all variables (i.e., attrition, history, maturation) in an eighth-grade middle school setting. Although the researcher could not control all variables, by using a comparison group, the researcher found that the main effects of the uncontrollable variables affected both the experimental group and the comparison group (Campbell & Stanley, 1963). This study included students in three eighth-grade science inclusive classes...

Purpose of the Study

The purpose of this quasi-experimental study was to determine the impact of explicit instruction of macrostructure plus microstructure on eighth-grade ELs' and non-ELs' science content learning, reading comprehension, and sentence comprehension in three inclusive Classrooms

Research Questions

Main Question 1: Does explicit instruction of macro-text structures plus micro-text structures have an impact on eighth-grade ELs' and non-ELs' science content learning as measured by unit test in three inclusive science classrooms?

Main Question 2: Does explicit instruction of macro-text

structures plus micro-text structures have an impact on eighth-grade ELs' and non-ELs' reading comprehension as measured by the English Language Arts eighth-grade REGENTS in three inclusive science classrooms?

Other sample of the thesis can also be seen as in the following example. This is an abridged version of the thesis, since it has transformed into a journal article.

Jing Liu (2010). An Experimental Study on the Effectiveness of Multimedia in College English *Teaching. English Language Teaching.* **Vol. 3. No.1, p. 191-194**

Abstract

Based on empirical research and qualitative analysis, this paper aims to explore the effectiveness of multimedia assisted methods in college English teaching. It seems and has been proved by some studies that multimedia assisted methods can effectively promote students' English learning. But the results of this study do not positively contribute to the previous hypothesis. Is multimedia a definite facilitator in college English teaching? The paper is trying to draw attention and offer insights into this problem.

1. Introduction

It is obvious to everyone that traditional mode or singular form of classroom teaching can no longer effectively fulfill the needs of students. As a response to the call of higher quality language delivery and then in turn cultivating global competitor for the soaring economic develop-

Dr. Teuku Zulfikar

ment in china, a considerable number of teachers of College English are trying every means to find some suitable approaches to enhance their teaching quality. Thanks to the overall development of hardware, more and more computers and multi-media equipment installed classrooms have been set up and put to use, whereby students now have access to modern equipment. Hence, a lot of direct and exciting improvements can be found here and there in English language classrooms. Needless to say, the big change is of vital importance viewed from historical perspective of English teaching. A reliable investigation (Table 1) shows as follows: The comparisons of figures as above have strongly supported the effectiveness of teaching method reform. So we have the following hypothesis: Multi-media assisted methods may effectively facilitate English Teaching. As a pre-study financed by Qingdao University of Science and Technology, this study were carried out to further test the hypothesis.

Survey Research

a. Defining Survey Research

This is one of the most popular research methodologies in the EFL setting. This methodology aims at understanding information through the use of surveying (Mcka 2006). In most cases, the data for survey research was collected through questionnaires or through written interview. Dornyei (2003) and Mckay (2006) point out that survey can yield three important information:

- *Factual information*—seeks to find out the characteristics of individual teachers and learners (e.g., students' age, gender, ethnicity, language background, proficiency level, etc.). In the survey research questionnaires can be designed in such a way

that can yield this particular information.

- *Behavioral information*—seeks to find out students' behavior in the process of language learning, such as what they have done and will do in their attempt to improve their language skills. The information on this issue can be found through the use of questionnaires.

- *Attitudinal information*—seeks to yield the information on students and teachers' opinions, beliefs, or interests. These questions are often used in the survey studies to explore how students see themselves as students, and also identify the self-esteem of the students and also teachers.

Survey research can be defined most simply as a means of gathering information, usually through self-report using questionnaires or interviews…Survey research is not a design, per se; instead, surveys are more commonly considered the medium used for data collection. However, most survey research falls within the framework of nonexperimental or correlational research designs in which no independent variable is experimentally manipulated

This quote suggests that survey research is simply seen as a medium to gather data, it uses questionnaires, written interview or self-report. It is seen as non-experimental research, since there is no treatment is given to any variables.

Survey research is seen as one the most feasible research methodologies for most students and also some senior researchers. This is because it allows researchers to collect massive data in a short time. In the EFL education, UIN Ar-Raniry Banda Aceh, for example, students could just find research topic that they would like to problematize to conduct a survey. They may survey teachers' attitude towards teaching; students' learning preference, teaching materials, and some other information related to education.

b. *Conducting Survey research*

Some scholars suggest four stages in doing survey research (Hutchinson…, Mcke 2006). These four stages are interrelated to each other: the planning, the identification of the respondents, the design of instrument, and the fieldwork.

Stage1. Planning preliminary studies

In this first stage, the researchers should first identify research problems they are about to research. The researchers can get ideas from their reading of a wide range of literature in related field. They can also take advantage of resources available in their library. In the case of EFL students at UIN Ar-Raniry, they have multiple resources to refer to. For example, the students can have access to mini libraries at the department of EFL education. The library serves thousands of books, articles published in international journals, previous thesis, and other important resources. Next, the students would also have the opportunity to visit libraries available in the Faculty of Education and Teacher Training. In addition to these two resources, the students can also take opportunity to visit main campus library.

The other planning that researchers should do is to identify significant issues need researching. In some instances, researchers may first decide a research scope. For example, they first identify what research area to focus on: Teacher's instructional strategies; teachers' attitudes; learners' preferences; curriculum, or other important issues related to EFL field of study. This delimitation of the research problems should be done to enable researchers identify which topics worth researching.

Stage 2 Identification of the respondents

Having identified research problems, the next important stage to focus is the selection of the research respondents. Researchers should first assure the nature of problem prior to selecting research respon-

dents. This is important to allow researchers identify their respondents.

In most cases, respondents in survey research use random sampling technique. The random sampling is used to assure that respondents are homogeneous, and that allow researchers to reveal valid data. However, researchers are allowed to use other kinds of sampling techniques, such as the purposive sampling or convenient sampling.

Stage 3 Designing the instruments

Instrument is the most important element in a survey research. This is because the validity of the data is very much influenced by the validity of the design of the instrument. The data of survey research relies heavily on the research instrument, and in this case the instrument of data collection is mainly questionnaires. Mckay (2006, p. 35-37) shows some research instrument commonly used in a survey research.

To generate valid and reliable data, researchers using survey research should design different types of questionnaires. This is important to allow them yield more objective responses from respondents.

Open-ended Questions

Mckay (2006) states in this kind of questions, researchers design the instruments containing questions, which allow respondents to give responses freely in the space provided. There are two forms commonly available in this particular example: fill-in or short answer types of question.

The Fill-in questions are often used in exploring demographic information of the respondents. Questions such as "What language do you usually speak at home? How long you have stayed in the town or in the country? Are examples of the fill-in questions. Short-answer questions, on the other hand, are designed to explore an in-depth information in regard with aspects of L2 classroom instruction or EFL

material development. Questions that require students to describe their learning styles or learning preferences are some questions that may be asked in the short-answer questions.

Fill-in Questions	Short-answer Questions
1. What language do you speak at home? 2. How long have you been in this country? 3. How do you like this town? 4. Whom do you live with in the city? 5. Where did you first study English?	1. What kinds of activities you do to improve your vocabulary? 2. What is your classroom like? 3. How do your teachers manage instructional process? 4. What types of assessment do your teachers give to students? 5. What methods of learning do you prefer to implement in your learning of English?

Close-Ended Question

In the close-ended questions, respondents are not given privilege to provide their own free answers. They should instead give response in accordance with the available option given (Mckay, 2006). The close-ended questions commonly come in three forms: the alternative questions; the Likert-Scale Questions; and the checklist format.

Alternative Questions

In the alternative questions, researchers provide two or more choices for respondents to select from. The questions are usually written in a Yes/No format. This kind of questions allows researchers to ask as many questions as possible, and it also will ease respondents to answer, since they are only in a form of a yes/no answer. Researchers may seek information students' learning strategies in this kind of question.

Do you keep a vocabulary log daily?	**YES NO**
Do you usually practice your English?	**YES NO**
Do you take note when you are listening to the English news?	**YES NO**
Do you usually use textbooks when teaching English?	**YES NO**
What kinds of learning strategy you like the most?	**YES NO**

In addition, Mckay (2006) states that alternative-answer questions could be used to gather demographic information of the respondents, such as whether they attended public or private schools or how long they have studied English or how long they have been exposed to English environment (e.g., less than one year; 1–2 years; 2–5 years; more than 5 years).

The other type of most popular formats of the close-ended questions is the Likert-scale question. This type of question enables researchers to obtain answers from respondents in more details. This is because respondents can select several categories by circling or checking their response.

Likert-Scale Questions

Circle the response that best describes your interest in the following types of reading materials

	Very Interesting	Interesting	Somewhat Interesting	Not Interesting
Magazines	1	2	3	4
Novels	1	2	3	4
Comics	1	2	3	4
Webpages	1	2	3	4

Dr. Teuku Zulfikar

Checklist Format

The third type of close-ended question as suggested by Mckay (2006) is a checklist forma. This format allows researchers to ask respondents to checks all the lists that apply to them. For instance, respondents might be asked to check kinds of methods they prefer to use. Respondents can also be asked to answer all the lists on the learning methods they feel interesting to use in teaching students from multicultural societies.

Abstract — The ability to think critically is an important and necessary skill that language learners need to develop for their academic and social success. Therefore, providing an active learning environment that is conductive to creativity and in which different activities ask learners to think critically is considered as one of the foreign language teachers' tasks. This study aims at exploring EFL teachers' attitude toward critical thinking (CT) instruction. The participants were 30 EFL teachers who taught English at different language institutes in Tonekabon, Iran. They were surveyed on their beliefs about the concept of CT and its place in their career. Result indicated that most of them have a clear idea toward the concept of CT and believed that it is an important part of their job as a teacher to increase learners' critical thought. On the other hand, most of them conveyed a strong desire for more training in how to teach these skills. Therefore, to increase teachers' ability

Dr. Teuku Zulfikar

in teaching CT, special training courses must be included in teacher training courses.

IV. RESULTS AND DISCUSSIONS

The main goal of the study was to explore Iranian foreign language teachers' attitudes towards CT. The main instru-ment utilized to collect the relevant data was an attitude questionnaire. Before administering the questionnaire to the main sample, the reliability that was the internal consistency within the questionnaire items was estimated through a pilot study on 15 EFL teachers. The results of the reliability analysis are presented in the following table:

TABLE 1.

CASE-PROCESSING SUMMARY	N	%
Cases	Valid	15	100.0
Excluded a	0	.0
Total	15	100.0

a. Listwise deletion based on all variables in the procedure.

Wording Questions

1. Negative questions. Because they can be confusing, negative questions should be avoided (e.g., "Spelling words correctly in English is not difficult for me." TRUE/FALSE).

2. Doubled-barreled questions. Double-barreled questions ask two or more questions at the same time and thus they should be avoided (e.g., "In our class we should spend more time on reading and less time on speaking." AGREE/DISAGREE).

Dr. Teuku Zulfikar

3. Leading questions. Leading questions are questions that encourage learners to respond in a certain way (e.g., "Do you use the effective learning strategy of keeping a vocabulary log?" YES NO).

4. Embarrassing questions. Questions that respondents may find embarrassing to answer for social or cultural reasons should be avoided (e.g., "What is the literacy level of your parents?" "What is your father's occupation?").

5. Biased questions. Questions that are biased in terms of race, gender, religion, or nationality should not be used (e.g., "I like working in small groups with women because they are better language learners than men.").

———————

Interpersonal Communication with Supervisor

7

In addition to academic factors for successful thesis writing, students' relationship with supervisor is very important. There are instances that students fail to complete their thesis on time due to their failure to engage with supervisors effectively. All participants note this issue, and P7, for example states:

> As a novice researcher you need the advice from your supervisor because they have more experience than you. You need to first make an appointment before consultation, you also need to come on time, make sure that you are well prepared. The most important thing is you create healthy communication with your supervisor; you need to talk politely with them (Saiful Mal)

This suggests that making good arrangement with supervisor and communicating politely with them will help students to use their time effectively. However, during the supervisory process, students and their supervisor may not reach the same level of agreement on certain issues. When that happens, students writing thesis may need to negotiate issues effectively. Other participants suggests that

First you need to share and talk a lot with your supervisor. If

Dr. Teuku Zulfikar

you and your supervisor have a different perception, you need to talk you need to change your idea, everything you can talk (Safril Amran)

You just need to talk and talk, and just talk with your supervisors that you want to complete your thesis writing in one semester (Iklil Karni)

…but this is the advisor, you have to tell what happen to you…I believe they would understand, you as students just need to say…I am quite sure that to make a good relationship, you just have to tell them in advance that you really want to finish it on time…make your schedule, like you have to make schedule with your advisor (Khairul Ramzi)

This suggests that apart from academic factors, the non-academic ones also influence students' effort to write a successful thesis.

In thesis writing, building good relationship with the supervisor is important. In fact, it is one of the most important pre-requisites in successful thesis writing. Iklil Karni for example states that:

Oke so make sure to talk a lot with your supervisor. Because when you share when you discuss together you will change your mind and also I think so for this lecturer also she will change her/his main and that is why you have to meet this lecturer regularly (Iklil Karni)

Meeting supervisor on the regular basis will increase the likelihood that someone finishes their study on time.

Time Management

The ability to finish thesis is not only related to students' research and also teaching competent but also related to their time management skills. In the undergraduate program, students in their senior year are

required to write thesis. Basically, most senior students only have 6 months to conduct research, and thus students have limited time to complete their thesis if they do not work hard enough to produce good thesis. Nurul Akmil, for example States:

> The first thing you have to do is design the schedule. Design a schedule because it will be more structure when doing your thesis. You want to finish your thesis in six months or maybe three months to write what you want to do. If you want to finish fast, you must be more diligent than you do as usual (Nurul Akmil)

Nurul Akmil also mentions that:

> …supervisor does his/her job at the beginning in designing Chapter One. Actually the supervisor helps a lot in designing that…supervisor supervises you, well maybe you think that case is important (Nurul Akmil)

Lipson (2005); Murray (2011), and Paltridge and Starfield (2007) believe that time management is an important factor for successful thesis writing. For that reason alone, students are required to manage their time wisely to allow them complete their thesis on time. Basically all participants in this study believe that the ability to manage the time properly will shorten the lengths spent by the students to write their thesis. Students in fact, may choose whether to finish their thesis on time or not. P7, for example suggests:

> …in one semester we can finished it. If we have four semesters, it means we have to finish it in two years. In time management point of view, it can be finished on time. That is a good research (Safril Amran)

It is clear from some narrations in this section that writing thesis is complicated. There are many factors contribute to the success and also the failure in writing thesis. Therefore, it is important that students be aware of this particular condition to allow them think ahead

Dr. Teuku Zulfikar

of time, and also organize their time wisely to guarantee their uses of time wisely in completing their thesis.

The Closing Remarks

This research has been conducted to explore voices of some senior and junior lecturers on good ways of writing thesis. Data gathered from in-depth interviews show that participants have common understanding on good ways of completing students' final project. These participants explain that both academic and non-academic strategies to thesis writing are both important in writing thesis. The academic strategies include problem identification, reviews of literature and also writing competent, while the non-academic factor include relationship with supervisor and also time management.

Dr. Teuku Zulfikar

Proposal and Thesis Samples

Sample of the Proposal

─────────────────────────────────────

TEACHING THE ENGLISH TENSE/ASPECT SYSTEM FROM A DISCOURSE BASIS IN ESL

by

Douglas Adams

Introduction:

This project seeks to investigate the effectiveness of discourse-based instruction on the acquisition of the English verb tense/aspect system by second language learners.

Brief Literature Review:

For several years now researchers in the area of discourse analysis have argued that all language should be thought of as discourse and thus, have advocated the importance of teaching grammar in a

Dr. Teuku Zulfikar

Dr. Teuku Zulfikar

discourse context. One useful and important area within which a discourse approach could prove particularly successful is in the instruction of the English verb tense/aspect system. Several researchers, including McCarthy and Carter, have attempted to fit tense/aspect instruction into a discourse context.

However, their approaches primarily focus on the role of tense/aspect in different genres. Thus they argue that students should be made aware of the ways that tense/aspect changes with specific genres (Mcarthy & Carter 1994; McCarthy 1991; Carrasquillo 1994).

This instructional suggestion is too limited and offers little help to the classroom instructor in search of a more detailed, systematic method for explaining verb choice to their students. What is needed is a systematic, more extensive conception of verb tense/aspect. Such a concept was suggested by Bull in 1960. The Bull Framework, however, is not so much a practical pedagogical method as it is a theoretical concept for thinking about the English verb tense/aspect system. As such it is somewhat confusing and inaccessible to many ESL/EFL teachers.

At the heart of this concept is the division of tense into three time lines: past, present and future. Within each line there is a point of reference around which all aspects relate (Bull 1960; Celce-Murcia & Larsen-Freeman 1999; Hinkel 1997). At this time, there does not yet seem to be an accessible way to use the Bull Framework within the classroom and many ESL/EFL teachers continue to present the verb tense/aspect system at the level of a series of decontextualized sentences (van Zante et al. 2000). Such an approach often deprives learners of the necessary contextual clues with which to adequately determine the function of the forms under consideration.

It is my intention to propose a practical, teacher and student-friendly method, adapted from the Bull Framework, which can be used to teach the English verb tense/aspect system in a discourse context. My particular focus will be on the instruction of the past and present

time lines (Biber 1988; Hinkel 1997; Zikmund et al. 1995). Additionally, since the participants in my study will be drawn from a variety of L1 backgrounds the effects of language background will be investigated as they relate to the acquisition of tense/aspect (Bardovi-Harlig & Reynolds 1995; Coppetiers 1987; Hinkel 1997).

hypothesis:

Second-language learners in all ability levels will improve their ability to correctly use the present and past English verb tense/aspect system in a written narrative after six hours of instruction in using English verbs in a discourse context. Instruction will be based on a method developed by the author and adapted from the Bull Framework. Improvement will be operationalized by learners' adherence to the following two criteria:

1. Did they stay on a single time line?(if they changed time lines did they use a transition word or phrase such as *last week, at that time,....*)

2. Within time lines, did they use *before, at,* and *after* verb aspect correctly?

Methodology:

participants:

For this study I intend to elicit the participation of a minimum of six classes of students drawn from the University of Florida's English Language Institute. Within each class I hope to receive the participation of a minimum of nine students. Thus my total sample size will consist of a minimum of 54 students.

These students will be drawn from three ability levels, beginning,

intermediate, and advanced. Levels will based on the results of the Comprehensive English Language Test and further division by diagnostics administered by the students' teachers. The ELI uses these measures to separate students into levels ranging from 20(beginner) to 60(advanced).

I realize that it could be argued that such a criteria for division does not provide a basis for replication by other researchers. However, there is no other viable alternative given the resources I have available. Despite these limitations, care will be taken to sample at least two groups of students from each ability level. These groups will be evaluated relative to each other and thus a division between ability levels should be possible. From each level I will form a control group and an experimental group.

The control groups will receive instruction in English verb tense/ aspect at the sentence level as outlined in the Northstar Grammar series. The experimental groups will receive instruction in English verb tense/aspect based on a discourse approach (described later). I do not expect ability level to be the crucial factor in this study but it could influence the results and thus will be included.

Additionally, I intend to replicate this study at least three times over the course of a six month period with at least three different sets of classes. Thus my possible sample size should increase to at least 162 participants.

Table 2-1: Level Groupings

	Beginning	Intermediate
Experimental	**DLI (30)**	**DLI (50)**
Control	**SLI (20)**	**SLI (40)**

Note: DLI= Discourse-level instruction. SLI= Sentence-level instruction

materials:

The materials include a pre-test and two post-tests.(see appendix A) The pre-test and post tests follow the same pattern. Each test consist of a series of 4 pictures of scenes from various short stories including: *Fog* by Bill Lowe, *Girl Wanted* by O'Henry, and *Love of Life* by Jack London. The sets of pictures are descriptive and are intended to guide students in generating ideas for the written element of the test.

The pictures contain no temporal clues and can be presented in a random order and should have no effect on students' choice of verb tense/aspect. Additionally, since every participant will receive the same set of pictures any possible influence the images might have can be factored out. Along with the set of pictures each test contains an instruction sheet which tells students to use a minimum of 15 sentences (every sentence has a verb) to write a narrative to explain the pictures. The first 15 verbs will be scored.

The materials also include an instruction handout on using English verb tense/aspect in a discourse context.(see appendix B) The handout can serve as an aid to student comprehension as well as an element in training teachers to teach verb tense/aspect in a discourse context.

procedure:

The pre-test will be administered to every participant, during class time, in exactly the same manner. There is no time limit as there is usually no time limit in naturalistic narrative writing. The students' writing will be evaluated for two criteria:

1. Did they stay on a single time line?(if they changed time lines did they use a transition word or phrase such as *last week, at that time,....*)

2. Within time lines, did they use *before, at,* and *after* verb aspect correctly?.....

Dr. Teuku Zulfikar

hour instructional procedure for experimental group:

(day one)

a. Introduce the discourse approach with two identical sentence sets which differ only with regards to their adherence to a single time line. (see appendix C). Ask students which set sounds better. (Students almost always choose the set which maintains a consistent time line reference) This provides a lead-in to the lesson.

b. Conduct lesson on the present time line (use the handout for an assist).

In addition to the sample paragraphs found in the handout, generate at least two present time paragraphs on the board with the participation of the students. Diagram these paragraphs to illustrate the *before, at,* and *after* relationships.

Note: if students have difficulty understanding the meaning of "at"(point of reference), *advise them to think of it like the* "you are here" *arrow on a Disneyland park map.*

c. Have students work in pairs and practice by writing a present time line paragraph. Then have each pair share their paragraph on a section of the chalk board. Finally, in a time of peer correction go over any mistakes and also reinforce any correctly done elements.

d. HW: write and diagram a present time line paragraph

(day two)

a. Briefly review the present time line with an example paragraph.

b. Conduct lesson on the past time line (use the handout for an assist).

   In addition to the sample paragraphs found in the handout, generate at least two past time paragraphs on the board with the participation of the students. Diagram these paragraphs to illustrate the *before, at,* and *after* relationships.

c. Have students work in pairs and practice by writing a past time line paragraph. Then have each pair share their paragraph on a section of the chalk board. Finally, in a time of peer correction go over any mistakes and also reinforce any correctly done elements.

d. HW: write and diagram a present time line paragraph.

(day three)

a. Review both time lines by providing sample paragraphs.

b. Have students work in pairs to write a narrative to explain the events of a series of pictures taken from *Hearts and Crosses* by O'Henry. Instruct them to use at least 15 sentences. Allow them to choose the time line they'll use.

   Then have groups share their stories orally, clearly stating the verbs they used.

   Elicit peer evaluation and correction of any errors.

c. HW: Have students write a narrative, containing at least 15 sentences, about a memorable experience they had.

The procedure for the control group will take 5 weeks and is outlined in the verb tense chapters of Northstar's *Focus on Grammar.* Posttest #1 will be administered immediately after completion of instruction. The procedure for the post-test is the same as for the pre-test.

Dr. Teuku Zulfikar

Post-test #2 will be administered one month after completion of instruction. The procedure for the post-test is the same as for the pre-test.

Anticipated Results:

Based on the results of a previously conducted pilot study, it is expected that the instruction of the present and past English verb tense/aspect system within a discourse context will yield improvement in the written narratives of participants as operationalized in my hypothesis.

This improvement is further expected to be evident across ability levels. I do not anticipate the same degree of improvement to be existent in the written narratives of the control group participants. If the evidence suggests that this method is effective then it could represent a viable alternative to the current practice of sentence-level instruction.

Statistical Approach:

I intend to compare the means of the pre-test and post tests, for each of the groups, to infer a pattern of improvement. Each test will be scored based upon two criteria: adherence to a single timeline and correct use of *before, at* and *after* relationships. Thus, each narrative will receive two scores and a mean will be calculated for each set of scores. If the resulting distribution is skewed due to outliers I intend to calculate the median score. To test the Null Hypothesis I intend to perform a paired *t-test* between the control and experimental groups' results. Furthermore, I also intend to use aone-way ANOVA to interpret the effects of the language background and ability level variables.

References

Bardovi-Harlig K <u>Tense and aspect in second language acquisition: Form, meaning, and use</u> LANG LEARN 50: 1-+ Suppl. 1 2000

Bardovi-Harlig, K. and D. Reynolds. (1995). The role of lexical aspect in the acquisition of tense and aspect. *TESOL Quarterly*, 29, 107-131.

Biber, D. *Variation Across Speech and Writing*. Cambridge University Press, Cambridge, U.K. 1988.

Bull, William E. *Time, Tense and the Verb: A Study in Theoretical and Applied Linguistics, with Particular Applications to Spanish.* University of California Press., LA and Berkeley. 1960.

Carrasquillo, Angela L. *Teaching English as a Second Language*. Garland Publishing Inc., N.Y. 1994.

Celce-Murcia, Marianne and Diane Larsen-Freeman. *The Grammar Book: An ESL/EFL Teacher's Course*. Heinle and Heinle Publishers, USA. 1999. pp.162-164.

Coppetiers, R. (1987). Competence differences between native and non-native speakers. *Language,* 63, 544-573.

De-Carrico, J. (1986). Tense, aspect and time in English modality. *TESOL Quarterly,* 20, 665-682.

Hinkel, Eli. (1997). The Past Tense and Temporal Verb Meanings in a Contextual Frame. *TESOL Quarterly,* 31(2): 289-313.

McCarthy, Michael and Ronald Carter. *Language As Discourse: Perspectives for Language Teaching*. Longman, London. 1994.

McCarthy, Michael. *Discourse Analysis for Language Teachers*. Cambridge University Press, Cambridge, U.K. 1991.

van Zante, Janis et al. *Grammar Links 3: A Theme-Based Course for Reference and Practice.* Houghton Mifflin Company, Boston. 2000.

Dr. Teuku Zulfikar

Zikmund, W., Middlemist, R., & Middlemist, M. *Business: The American Challenge for Global Competetiveness.* Austen Press, Homewood, IL. 1995.

The other example of research proposal in Qualitative Research

Brian Paltridge and Sue Starfield (2007). Thesis and Dissertation Writing in a Second Language. London And New York: Routledge, p. 168-173.

Title: Two aspects of Japanese sentence final expressions in relation to gender: expressing modality and constructing stereotypes

Summary of the research

This project examines the speech of Japanese women and men. Japanese is known to exhibit different speech styles between women and men, which is most apparent in the choice of sentence ending form. This form can indicate the gender of the speaker as well as the attitude of the speaker. The literature suggests that male ending choices are often perceived as sounding vulgar and enforcing solidarity; therefore, women are not expected to use these forms.

On the other hand, female ending choices are polite, indirect, less assertive, and soft sounding. These features, especially the lack of assertiveness, encourage the addressees participating in the conversation, allowing the conversation to be carried out cooperatively. As some of these ending forms strongly suggest femininity or masculinity, they are often used to depict stereotypical women and men. These endings are found in all manner of scripted conversations as well as very casual conversation-style writing, such as novels, film scripts, advertisements and magazine articles. In those written conversations,

women are consistently enforcing their femininity and men their masculinity with the ending forms.

However, according to recent studies, gender-related forms are not used as frequently in actual conversation as they are seen in written texts, and some are even disappearing. Moreover, cross-gender usage has been observed. This project will investigate the current usage of the gender-related forms by young Japanese women and men, in particular, the function, frequency and circumstance of occurrence of each ending form. Differences between actual language use and the speech style in a planned (scripted) conversation will be discussed including the style employed when quoting others. Then these conversation styles will be compared to determine the gender identity in Japanese culture presented by the different speech style.

Purpose of the research

The purpose of the research is to clarify the function of gender-related sentence final expressions, including particles, copulas and morphemes attached to verbs. Instead of describing the normative use of these expressions, the proposed study intends to observe how they are actually used by whom and in which context. Then the study will discuss how these expressions are used to construct stereotypes of women and men.

Relevant background literature Japanese women's language attracted people's attention when Akiko Jugaku published Onna to Nihongo (Women and Japanese) in 1979. Since then, similar to the development of research on women's language in English, both a 'difference' approach and a 'dominance' approach has been taken.

Sachiko Ide is playing the leading role in the 'difference' approach and argues that language difference between men and women comes from gender role difference rather than the result of men's dominance. Her interpretation is that women tend to spend more time on socializ-

ing with other women, which requires polite forms, while men spend more time at work where they need an efficient language. She also claims that women use women's language in order to keep their identity. Not only polite expressions but women's whole language function as equipment to create identity as an woman. Ide's position is that women are labelling themselves as women by choosing this feminine language.

The 'Dominance' approach is most obvious in Katsue Akiba Reynolds' (1991) work. She claims that the difference between women's and men's language today reflects the Japanese society of the feudal era in which women were viewed as second-class citizens. Although the social structure has changed, the culture which considers that women should be submissive and should talk accordingly has not changed. Keiko Abe (1990) focused on politeness differences and discovered that women's greetings are regarded as

less polite when a man and a woman use the same greeting at work. In other words, women are expected to be more polite than men.

As for sentence final particles (SFP), two methods have been taken. One is an attempt to clarify their function and the reasons why women can use a certain set of particles and men cannot and vice versa. Researchers involved in this task claim that particles used by men are assertive and imply that the speaker takes full responsibility for the statement (McGloin 1991). On the other hand, particles used by women are seen as a tool to avoid being assertive (Ide 1991; McGloin 1991) According to these researchers, women's lower status and men's dominance in society are responsible for the different language use. As the younger and the inferior are not allowed to talk in an assertive manner to their counterparts, women are not allowed to talk assertively The other approach is to observe the frequency of these particles in real

conversation. Researchers engaged in this task record conversations of several people and count how many particles are used. Recent studies have all shown that particles strongly suggesting femininity are becoming less and less popular and that even some particles suggesting masculinity are being used by women (Okamoto 1995).

Research question/s

The aim of this project is to investigate the functions of Japanese sentence final particles and the way they contribute to marking the gender of a speaker. My hypothesis is that there is not much clear distinction between women's and men's actual speech in terms of particle use, but stereotypical women's and men's speech exists in Japanese society. What makes this stereotypical speech is the connection of some functions of these particles and the stereotypical image of women or men. In order to make this connection clear, the function of each particle should be made clear. The following are the questions to be asked:

1. Why are particular sentence final expressions associated with gender? What are their functions?

2. When and how are these sentence final expressions actually used? What are the effects of these expressions?

3. Is there any agreement among Japanese speakers on the stereotypical use of these gender-related sentence final expressions? Is there any difference between the actual use of these sentence final expressions and the stereotypical use of them?

Definitions of terms

- Sentence Final Expressions: These include sentence final particles, copulas, and style markers such as masu forms.

- Sentence Final Particles: These are sometimes referred as inter-personal particlesas they are used for smooth communi-

cation and are not directly related to the proposition or the message of the utterance. Some of them, specifically, ne, yo, na, and sa can be used in the middle of a sentence. In theory, they can be inserted after any word, or a particle, if a word is followed by a particle. In the present study, however, I will refer to them as sentence final particles as they are found most typically at the sentence final position and behave in the same way as other sentence final particles.

- Gender: Whereas sex is a biological term which refers to bio-logical differences between male and female, gender is socially constructed in a given culture – the division of maleness and femaleness which is expected to coincide with the biological division. It also refers to psychological attributes of each divi-sion.

- Femininity: This comprises attributes that society expects women to have and demonstrate through appearance and be-haviour. The term also refers to 'the other' as opposed to the norm, which is represented by masculinity. Lisa Tuttle (1987) explains this as the result of patriarchal tradition. As society has placed the male at the centre and made women outsid-ers, 'femininity is in opposition to whatever is considered to be important civilisation'. The present study is mainly concerned with the former aspect. It will, however, refer to the latter where appropriate.

- Masculinity: This comprises attributes that society expects men to have and demonstrate through appearance and behaviour.

Research methodology

1. Analysis of gender differences in created conversations such as those that appear in fiction, film scripts and drama scripts.

2. Investigation of Japanese people's overt views towards wom-en's language through literature.

3. Analysis of natural conversations. The conversations will be recorded in Japan, mainly in the Tokyo area, in order to focus on language use in standard Japanese. As the interest of the study is in the current use of sentence final particles, not traditional or innovative use, the subjects will be aged between 20 and 40.

Anticipated problems and limitations

There are many variations in both oral and written forms of Japanese language according to the region, generation, education and so on. Since it is not realistic to cover all variations, this study is limited to the language use of working women and men in Tokyo, whose age is between 20 and 40. However, other variables such as occupation, position at work, and family background may affect the data.

Significance of the research

The present study proposes to analyse the use of particles in natural conversations, with the role in the discourse and the context taken into consideration. Previous studies, regardless of their approach, lack the viewpoint of discourse and the context in which each sentence is uttered. A language form that indicates the speaker's attitude should not be discussed only at sentence level. Another problem is the source of the data. In some studies, the sentences discussed are written by the researchers themselves. In other words, the researcher's judgment reflects their stereotype. Other studies use conversations from works of fiction as the subject of study. Written conversations will not be dealt with as if they were natural conversations because there is no real interaction involved and, again, the writer's stereotype plays a big role.

Ethical considerations

As recordings of natural conversations will be involved, informed consent needs to be obtained. Both oral and written explanation of the

study will be given to the informants before the recording. A written form will be signed by the informant to allow the researcher to use the data.

Timetable for the research

(i) Literature review

- data collection from published material
- preparation for fieldwork

(ii) Fieldwork in Japan

- library research in Japan
- transcription and data analysis

(iii) Interpretation and analysis

Resources required for the research

- a tape recorder
- a video player
- a transcriber
- computer software for quantitative and qualitative analysis

Budget costs (for fieldwork)

- air fare to Japan
- insurance
- living costs
- audio/video tapes
- photocopying
- payment of participants

References

Referencing and Citation (APA 6th)

University of Sydney

https://libguides.library.usyd.edu.au/c.php?g=508212&p=3476096

The APA in text reference is in the format (author, date). When directly quoting from a text you must include a page number in the citation as given in the examples below. Including page numbers in all other circumstances is not required however, it is best practice to do so when referring to part of a work (e.g. a paragraph or chapter in a book). When referring to an entire work that covers a single topic (e.g. a journal article) it is not required.

Referencing an idea

- Anxiety and depression have been identified as more commonly in children and adolescents with long-term physical conditions (Dantzer, 2003; Pinquart & Shen, 2011).

OR

- Dantzer (2003), Pinquart and Shen (2011) all state that anxiety and depression has been identified as more commonly in children and adolescents with long-term physical conditions.

Referencing a quotation

- Indeed, one researcher commented that "technological innovations have saved or extended the lives of many patients" (Lumby, 2001, p. 44).

Citing a source within a source

Where your source quotes or refers to another source, for example Unsworth refers to previous work by Halliday on linguistics, the cita-

tion might read thus:

- (Halliday, as cited in Unsworth, 2004, p. 15)

Only Unsworth will appear in the Reference list at the end of your assignment

Reference List

Your reference list should be ordered alphabetically by author and then chronologically by year of publication. The APA 6th style requires the references to be indented as illustrated below in the examples.

For instances of multiple articles with the same authors and years of publication, please check the APA publication manual or Academic Writer. If you have the DOI for the journal article, you should include it in the reference, otherwise, it is not necessary.

Book

- De Vaus, D. A. (2014). Surveys in social research. Sydney, Australia: Allen & Unwin.

Book chapter

- McKenzie, H., Boughton, M., Hayes, L., & Forsyth, S. (2008). Explaining the complexities and value of nursing practice and knowledge. In I. Morley & M. Crouch (Eds.), Knowledge as value: Illumination through critical prisms (pp. 209-224). Amsterdam, Netherlands: Rodopi.

Journal article

- Cheung, J. M. Y., Bartlett, D. J., Armour, C. L., Laba, T. L., & Saini,

B. (2018). To drug or not to drug: A qualitative study of patients' decision-making processes for managing insomnia. Behavioral Sleep Medicine, 16(1), 1-26. doi:10.1080/15402002.2016.1163702

Webpage with an author

- Welch, N. (2000). Toward an understanding of the determinants of rural health. Retrieved from http://www.ruralhealth.org.au/welch.htm

Website

- Food Standards Australia & New Zealand. (2016). General information about GM foods. Retrieved from http://www.foodstandards.gov.au/consumer/gmfood/gmoverview/Pages/default.aspx

Newspaper article

- Fellner, C. (2019, April 7). Time bomb: Two new cases as NSW faces worst measles outbreak in years. The Sydney Morning Herald. Retrieved from https://www.smh.com.au

Government publication

- Australian Institute of Health and Welfare. (2018). Physical activity across the life stages. Canberra, Australia: Author.

- Australian Institute of Health and Welfare. (2018). Physical activity across the life stages. Retrieved from https://www.aihw.gov.au/reports/physical-activity/physical-activity-across-the-life-stages/contents/table-of-contents

Company and Industry Reports

- Magner, L. (2016). IBISWorld Industry Report OD5381. Coffee Shops in Australia. Retrieved from IBISWorld database.

Samples of Correct Paraphrasing

Original Version	Incorrect Paraphrasing	Correct Paraphrasing
"AUSTIN, Texas (AP) — Police have arrested a 28-year-old man who they say broke into an Austin business, stole a couple of sausages and fell asleep."	A 28-year-old man in Austin, Texas didn't break into a business and run, like most criminals. Instead, he took several sausages then simply fell asleep inside the business. **Reason**: This paraphrase uses original wording and sentence structure, but it is plagiarized because it does not cite the original source	A 28 year old man in Austin, Texas didn't break into a business and run, like most criminals. Instead, he took several sausages then simply fell asleep inside the business ("Police: Man breaks into Austin meat business, sleeps").

Original Version	Incorrect Paraphrasing	Correct Paraphrasing
Original source: "VINELAND, N.J. (AP) — Police in New Jersey say a man told officers he fled the scene of an auto accident because he 'didn't want to deal with his girlfriend yelling at him.'"	New Jersey police state a man said he left the scene of a car accident because he didn't want to deal with his girlfriend yelling at him ("Police: Man fled crash to avoid yelling girlfriend"). **Reason**: The paraphrase only changes a few words. Most of the words and sentence structure are too close to the original for this to be a good paraphrase	A man in New Jersey seemed to think leaving the scene of a car crash and being arrested was a better option than listening to his girlfriend yell. He told the police he fled because he didn't want to listen to her yell at him ("Police: Man fled crash to avoid yelling girlfriend").

Dr. Teuku Zulfikar

Dr. Teuku Zulfikar

Original Version	Incorrect Paraphrasing	Correct Paraphrasing
Original source: "**The video of Topen's dancing has racked up more than 400,000 views since it was posted on YouTube last week, and the plumber says he's already been approached in public for his autograph.**"	the video has racked up more than 400,000 views since posted on YouTube last week, and the plumber has even been approached for his autograph. **Reason**: This paraphrase has two key problems: it doesn't cite the original source, and it copies too much of the original wording and sentence structure.	Even though the YouTube video of the dancing plumber was only posted last week, it has already had more than 400,000 views. Topen has become an almost instant celebrity as strangers have even asked him for autographs ("Plumber Caught Dancing On The Job Has All The Fly Moves").

Original Version	Incorrect Paraphrasing	Correct Paraphrasing
Original source: "According to Heat magazine, Miley has a list of intense rules for her men-to-be while out on dates. Apparently her assistant arranges what the guy must wear, do, and talk about on the date. She's also not into flowers, so he's banned from bringing her those."	According to Heat magazine, Miley Cyrus has a list of rules for her men on dates. Her assistant arranges what guys wear and what they talk about. She doesn't like flowers, either ("These Are Miley Cyrus' Crazy Dating Rules"). **Reason**: This isn't even a paraphrase. It just leaves out a few words. Remember, a paraphrase must provide the same information as the original and be written in your own word choice and sentence structure.	As stated in Heat magazine, Miley Cyrus has a number of bizarre rules for dating. She's so specific about what her dates wear, say, and do, that she has her assistant enforce these rules on dates. Cyrus doesn't even like flowers and won't let her dates buy them for her ("These Are Miley Cyrus' Crazy Dating Rules").

Dr. Teuku Zulfikar

Dr. Teuku Zulfikar

Original Version	Incorrect Paraphrasing	Correct Paraphrasing
Original source: "A 68-year-old Gastonia man says he scared off two men in ski masks trying to break in his home with his gun he can keep on his walker. And then he taped a note to his door saying if they try to break in his house again, he will be waiting on them."	A 68-year-old man scared off two men trying to break into his home. He had a gun on his walker. He taped a note to his door to warn them. It said he would be waiting for them if they came back" ("Man Scares off Thieves with Gun on Walker"). **Reason:** This paraphrase uses too many of the same word choices, but it also contains another error. Simply breaking a paraphrase into multiple sentences does not mean you're writing it in your own words	wo men attempted to break into a 68-year-old man's home; however, they were scared off by the gun the man kept on his walker. Afterwards, the man taped a note to the door warning that he'd be waiting for the burglars if they came back" ("Man Scares off Thieves with Gun on Walker")

Sources: https://www.kibin.com/essay-writing-blog/examples-of-paraphrasing/

There are three appendices in the book. These appendices are my own power-point presentation, which might be used as lecturers during their teaching.

I. Summaries of Methodology

Daftar Isi

- Definisi Kualitatif
- Fungsi Kualitatif
- Tipe Kualitatif
- Model Kualitatif
- Pemilihan Topik
- Metode Pengumpulan Data
- Metode Analisa Data
- Penulisan Proposal

Research???

- Tell lots about little
- *Not* tell little about lots

Types of Methodologies

The methodologies

```
                    Paradigm
              ↙              ↘
      Qualitative          Quantitative
                    ↘        ↙
                  Methodology  ──────→  Method

   Ethnography          Experimental      Observation
   Grounded Theory      Cross-Sectional   Interview
                        Longitudinal
   Case Study                             Questionnaires
                        Case study
   phenomenolog                           Test
   y                    Comparative
```
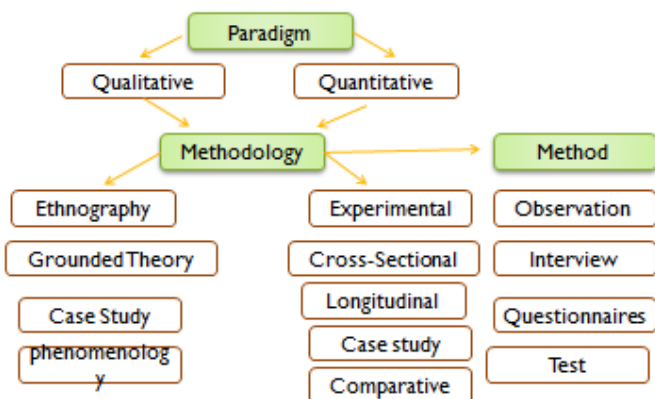
Research Problems

- Personal interest/experience
- Testing theory
- The research literature
- Puzzles
- New development in a society (internet and so forth)
- Social problems

Dr. Teuku Zulfikar

Dr. Teuku Zulfikar

Approaches

- Deductive

  - Theory
  - Observation/Findings

- Induktive

  - Observation/Findings
  - Theory
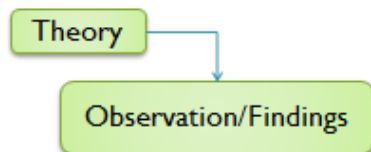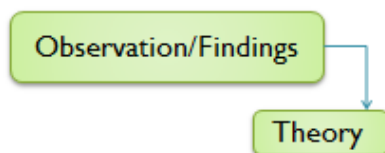
Theme 1
THE QUALITATIVE

Qualitative?

- Exploring live, attitudes, and history of someone
- Ask these questions prior to choosing the qualitative research:

> Kinds of data collection used?

> Do these research methods enable you answer research question?

Qualitative? Cont.

- Explores cases in detail
- Gives deep explanation on a phenomenon
- Closer with research subjects
- Focuses on perception, emotion, and meaning expressed by participants

Dr. Teuku Zulfikar

Dr. Teuku Zulfikar

Cores of Quantitative
Bryman, 2004, p279-284

- Interpretivism
- Seeing through the eyes of the people being studied
- Description and the emphasis on context
- Emphasis on process
- Flexibility and limited structure
- Concepts and theory grounded in data

Functions of Qualitative

- Explaining
- Understanding
- Asking questions with 'why'
- Understanding attitude
- Factors shaping attitude
- Asking questions with 'how'

Criticisms on qualitative

- Too subjective
- Difficult to replicate
- Problems of generalization
- Lack of transparency

Qualitative vs Quantitative(1)

QUALITATIVE	QUANTITATIVE
Words	Numbers
Point of view of participants	Point of view of the researcher
Researcher close	Researchers distant
Theory emergent	Theory testing
Process	Static
Unstructured	Structured
Contextual understanding	Generalization
Rich, deep data	Hard, reliable data
Micro	Macro
Meaning	Behaviour
Natural Settings	Artificial Settings

Dr. Teuku Zulfikar

Dr. Teuku Zulfikar

Quantitative vs Qualitative(2)

	Quantitative	Qualitative
Principal orientation to the role of theory in relation to research	Deductive, testing of theory	Inductive, generation of theory
Epistemology Orientation	Natural Science model, in particular positivism	Interpretivism
Ontological Orientation	Objectivism	Constructivism

Steps in Qualitative Research
Bryman, 2004, hal. 269

• The steps

General RQ → Relevant sites & Subjects → Collection of relevant data

Interpretation of data ← 5b Collection of further data

Conceptual and theoretical work

5a Tighter specification of the research questions

Write up findings/conclusion
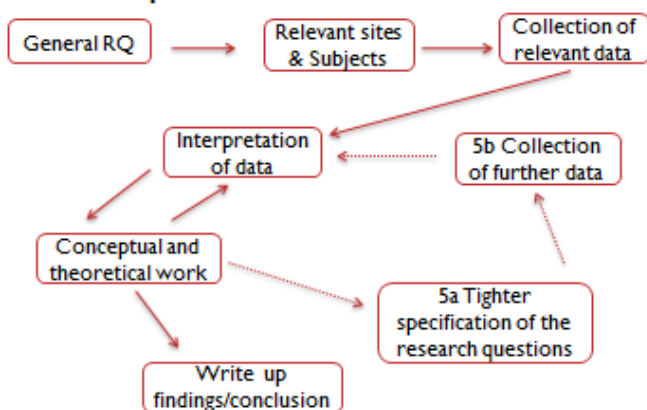
Steps in Quantitative

- The process of quantitative

Theory
Hypothesis
Research design
Devise measures or concepts
Select research site (s)
Selects research subject/respondents
Administer research instrument/collect data
Process data
Analyse data
Findings/conclusions
Write up findings/conclusions
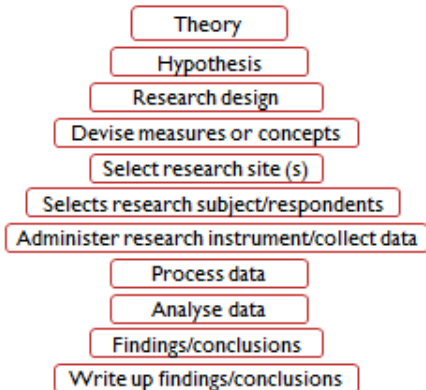
Types of questions

- **Qualitative**
- ✓ Why
- ✓ How
- ✓ In what way
- **Quantitative**
- ✓ How much
- ✓ How many
- ✓ How long
- ✓ to what extent

Dr. Teuku Zulfikar

Theme 2

TYPES OF QUALITATIVE

Types of Qualitative

- Phenomenology
- Case Study
- Ethnography
- Grounded theory

Learning about the phenomenon

- Incident: Understanding the impacts of an incident on something/Exploring one's experience
- "Identifying phenomena through how they are perceived by the actors in a situation" (Lester, 1999)
- Philosophy
- Interview 10-15 respondents
- Thick description on the incidents

Premises of Phenomenology
Lester, 1999, p. 162-163

- Experience is valid, rich, and rewarding source of knowledge
- Human experience is the cornerstone of knowledge
- Everyday world is a valuable and productive source of knowledge
- Interpretation of experience

Dr. Teuku Zulfikar

Phenomenology: the strategy
Morissey & Higgs, 2006

- Reviewing literature to identify interest
- Collecting participants' description on the phenomenon. I.e. Start with prompt, and follow up prompts
- Reading and analysing the description

Enhancing the quality Phenomenology
Morissey & Higgs, 2006

- Credibility: Making notes in researchers' journals (Memoing)
- Credibility: Respondent validation
- Soundness: The process of the research should be kept carefully
- Ethical conduct

Phenomenology: the analysis
Morissey & Higgs, 2006

- Comprehensive reading of descriptions- the record and transcribing
- Reread the description
- Identify transition units of the experience- themes; essence the experience

The Case Study?

- Learning something in details
- Scoping in contexts
- Researching multi-disciplinary field
- Using multiple methods of data collection
- Thick description of a context

Dr. Teuku Zulfikar

Types of the Case Study

- Intrinsic case: no attempt to generalize beyond the single case
- Instrumental case: provide insights into an issue-revise a generalization
- Collective case: Studying a number of cases to investigate a generalization

Ethnography

- Giving detailed description on certain cultural values
- Describing characters of certain ethnic communities
- Anthropology
- Long and deep Fieldwork
- Collecting data through interview and observation
- Depth description on research respondents

Grounded theory

- Generating theory through findings
- Use in sociology
- Interview and observation
- Using three types of codification: open, axial and selective coding

Models of Qualitative

Emotionalist
- Focus: Meaning and emotion
- Aims: Authentic understanding
- Main data: In-depth interview

Constructionism
- Focus: Attitude
- Aims: Understanding the phenomenon
- Main data: Observation, text analysis and recording

Dr. Teuku Zulfikar

Dr. Teuku Zulfikar

Quantitative Research Designs

- Experimental Designs: Pre-Experiment; Quasi-Experiment; True Experiment
- Cross-Sectional Design
- Comparative Design
- Longitudinal Design
- Case Study (Quantitative) Design

Theme 3

TOPIC SELECTIONS ANDD METHODOLOGY

Functions of Research Questions

- Guiding the research
- Delimiting the research problems
- Helping researchers to stay focus
- Helping researchers to have framework in writing report.
- Guiding research in identifying methods of data collection

Designing research questions

- Be clear
- Be researchable
- Connect with established theory and research
- Be linked to each other
- Have potential for making a contribution to knowledge
- Be neither too broad nor too narrow

Dr. Teuku Zulfikar

Steps in identifying methodologies

- Identifying methodologies from the beginning
- Three choices:
- 1). No prior instrumentation
- 2). Considerable prior instrumentation
- 3). An open question
- Methods should match methodologies

Linking methods to methodologies (Bryman, 2005, p. 111)

Methods	Methodology	
	Quantitative	Qualitative
Observation	Preliminary work, e.g. Prior to framing questionnaires	Fundamental to understanding another culture
Textual analysis	Content analysis, e.g. Counting in terms of researchers' categories	Understanding participants' categories
Interviews	Survey research: Mainly fixed-choice questions to random sampling	Open ended questions to small samples
Transcripts	Used infrequently to check the accuracy of interview record	Used to understand how participants organize their talk and body movement

Methods and models of qualitative

Method	Model I	Model II
Observation	'Background' material	Understanding of 'sub cultures'
Texts and documents	'Background' material	Understanding of language and other sign systems
Interviews	Understanding 'experience'	Narrative construction
Audio and video recording	Little used	Understanding how interaction is organized

Theme 4

METHOD OF DATA COLLECTION

Dr. Teuku Zulfikar

Metode dalam qualitative

- Interview
- FGD
- Observation
- Document analysis
- Recording

Interview

- Structured Interview
- Semi-Structured Interview
- Unstructured Interview
- *i.e. questions*
- How do you like the service, good or not?
- Does your work change at all?
- I would like to hear from you about...?

Attributes of Interviewers

- In-depth-flexible
- Miners-travellers
- Good listeners-interested rather then being interesting
- Ask: how is that? In what ways? What do you mean/ What be the best example?

Effective Interviewers

- Anticipatory
- Analytic
- Non directive
- Learners
- Patiently probing
- Caring and grateful
- None threatening
- Aware of power and hierarchy

Dr. Teuku Zulfikar

FGD

- Where to do: office; seminar national; living room; public spaces
- Who: homogeneous
- Participants: 6-10; 3-5 group
- Length: one to two hours
- Numbers of questions: two to five questions

Observation

- Total observer
- Total participation
- Make strange familiar and make familiar strange
- Take note of the participants in the settings
- Take note of the events
- Take note of people's gesture

Steps of observation

- Broad sweep;
- Noting in particular;
- Search for paradox;
- Problems facing the group.

Theme 5

METHOD OF DATA ANALYSIS

Dr. Teuku Zulfikar

Data analysis

- Analysing existing data
- Analysing data while in the field
- Observing others' data
- Asking advise
- Evaluating available data

Coding
(Babbie, 2008)

- Coding identifying raw data

Open Coding	Selecting data from raw data-grounded up data
Axial Coding	Choosing coding out of open coding to begin conceptualizing the data
Selective Coding	Selecting data out of axial coding

Effective coding
Babbie, 2008; Bryman, 2004

- Coding as soon as possible
- Reading transcript in detail
- Doing data codification
- Doing coding as much as possible
- Review coding
- Selection of coding

Memoing

- **Code notes:** make a note on ambiguous terms.
- **Theoretical notes:** Reflection on the dimensions and deeper meanings, concepts, relationship among concepts, theoretical preposition and so on.
- **Operational notes:** deals primarily with methodological issues

Theme 6

CHOOSING THE TOPICS

Topic chosen (Confusion in choosing the topics)
• Cases are not considered important • The cases inhibit researchers to reach out • Lack of data to understand certain cases

Proposal Writing

- What? Aim of the research-what is to achieved?
- How? How to answer the research questions
- Why? Why worth researching

Format of a proposal

- Title
- Abstract
- Background
- Purpose
- Literature Review
- Method
- Ethic
- Implication
- Timeline
- Reference

Dr. Teuku Zulfikar

Dr. Teuku Zulfikar

Language of a proposal

- Aim for crystal clarity
- Plan before you write
- Be persuasive
- Be practical
- Make broader links

Structure of (thesis)
Murray, 2011

Humanities and Social Science	Science and Engineering
The subject of my research is... It merits study because...	Introduction
My work relates to others' in that... The research question is...	Literature review
I approached it from a perspective of...	Methods
When I did that I found...	Results
What I think that I mean is...	Discussion
There are implications for...	Conclusions

Theme 7

○° **'RELIABILITY AND VALIDITY' IN QUALITATIVE**

The qualitative
Bryman, 2004

- Credibility = Internal Validity
- Transferability = External Validity
- Dependability = Reliability
- Confirmability = Objectivity

Quality assurance in qualitative
Bryman, 2004

- *Credibility*: Respondent or member validation
- *Transferability*: Thick description-rich accounts of a culture
- *Dependability*: Auditing
- *Confirmability:* Avoiding personalization

Triangulation

- Varieties of methods of data collection
- Multiple observers
- Cross-check

Maintaining quality of qualitative research
Silverman, 2005, p.212

- The refutability principle
- The constant comparative method
- Comprehensive data treatment
- Deviant-case analysis
- Appropriate tabulation

Reliability in Qualitative

- Recording observation
- Detailed description of the contexts
- Recording the interviews
- Thick transcription

Dr. Teuku Zulfikar

Dr. Teuku Zulfikar

Evaluating Qualitative
Silverman, 2005, p. 228

Appraisal question	Quality indicators
Appropriate research design?	Convincing argument for different features of research design?
Reliable data?	Recording methods? Field note or transcription conventions?
Clear theoretical assumptions?	Discussions of model employed?
Adequate documentation of research process?	Discussion of strength and weaknesses of data and method? Documentation of changes made to the research design?
How credible are the findings?	Are the findings supported by data? Clarity of links between data, interpretation and conclusions?
Can the findings be generalized?	Evidence for wider inference

High qualified qualitative research

- Building theory
- Critical approach
- Appropriate methods
- Practical implication

Overview of the research
in EFL studies

T. Zulfikar, M.Ed., Ph. D

Contents

- Research, what is it?
- Paradigms/ Methodology
- Methods

Dr. Teuku Zulfikar

Research?

- The Nature of Research

"an exploration of experience of one kind or another, sometimes formal and technical, but not necessarily so" (Brown & Rodgers, (2002)

Talk lots about little instead of talking little about lots

Research Problem

- Sustain your interests
- Within your range of competencies
- Manageable in size
- Potential to make a contribution to body of knowledge
- Based on obtainable data
- Demonstrate your independent mastery of both the subject and method

Source of the problem

- Experience
- Experts that you know
- Deductions from theory
- Readily available problem
- Review of literature
- Limits of the source

Methodology

- Introspection
- Participants observation
- Non-Participant observation
- Focused Description
- Pre, Quasi, True experiment
- Action Research
- Survey Research
- Case Studies
- Ethnographic Studies
- Classroom research

Dr. Teuku Zulfikar

Introspection*

- It is an inquiry one conducts to report his/her own insights on their SLA
- Understands affective factor such as attitude and motivation
- * will be discussed further in the next slides

Pre-Experimental

- Gives insight into SLA study, which later on be tested with more rigorous methodology
- It is one group pre-test and post test design
- No claim on the causality can be made

Quasi-Experimental

- It has control and experimental group
- No random assignment is made
- Uses of pre-test and post test
- Sample may not represent the population as there is no systematic sampling technique is used

Experimental

- Used of control and experimental group
- Pre-test and post test are administered
- Randomized of the population
- Unnatural manipulation
- Sometimes it is inappropriate to study human behaviour

Dr. Teuku Zulfikar

Pre, Quasi and True experimental Research

CRETERIA	PRE-EXPERIMENT	QUASI-EXPERIMENT	TRUE-EXPERIMENT
Control & Experimental group		X	X
Randomized of Sampling			X
Pretest-Posttest	X	X	X

Inquiries in SL

- Methods of Inquiries

Action Research	Survey Research		Introspective Research			Qualitative Research	
	Questionnaires	Interviews	Verbal Reports	Diary Studies	Case Study	Ethnographies	

Action Research

- Three characteristics: It is carried out by practitioners (i.e. Classroom teachers); it is collaborative; and it aims at changing things
- Four stages action cycles: Planning; acting; observing; reflecting

AR procedures

- Identify, evaluate and formulate a problem, i.e. Critical look on one's every teaching
- Consult with other interested parties, i.e. Other teachers or researchers
- Review research literature as a way of comparison
- Modify and redefine initial statement of the problem
- Specify the research design
- Clarify how the project will be evaluated
- Implement the project
- Analyse the data, draw inferences, and evaluate the project

Dr. Teuku Zulfikar

Dr. Teuku Zulfikar

Survey Research

- Understand a problem through written questionnaires
- Three types of information: factual, behavioural and attitudinal information
- Factual: Characteristics of individual teachers and learners; behavioural: What have been done in terms of language teaching and learning; attitudinal: beliefs, interests or opinions of teachers and learners

Designing Surveys

- Selecting respondents
- Writing questions: Open-ended; closed-ended questions-alternative answer
- Wording questions: please avoid the following: negative; double barrelled; leading; embarrassing; and biased questions

Introspective Research
Verbal Report and Diary Studies

- Verbal report is oral record of thoughts
- Verbal reports: Think aloud and retrospective report
- Criticism: it is unnatural and obtrusive to verbalize one's thought

Conducting verbal report

- Minimizing time intervening
- Verbal report should be different from normal conversation
- Being aware of other signals in addition to words

Dr. Teuku Zulfikar

Dr. Teuku Zulfikar

Procedures in verbal report

- Provide students with a practice activity
- Give students simple directions
- Researchers need to withdrawn from students
- Ask students to read aloud and then stop them to explain what they think
- Don't ask leading question, just ask students to verbalize what they think
- Record sessions
- Pay attention on non verbal behavior

Diary Studies

- Recording of one's own activities through diaries
- Diarists may be language learners or language teachers
- *Weaknesses*-difficult to compare findings because of involves small number of language learners; It is done by linguists and expert, and will not be typical general language learners; subjective data and difficult to analyse own experience

Diary studies, some benefits

- Provide comprehensive account on learners and teachers ways of learning L2
- Diaries enable ones to identify their own learning and teaching, which may be missed out by researchers
- May function as triangulation methods of data collection
- Data collection process is accessible; low tech, portable and trainable

Qualitative Research
The case study

- Case study: It is a study of a case or cases. Interview, observation, narrative account, verbal report, written document.
- In SLA, this study is usually used to trace language development of a particular people
- RQ: is usually developed with the word 'why' and 'how'
- CS should have a proposition-theoretical orientation; unit of analysis; pattern matching and the criteria for interpretation

Dr. Teuku Zulfikar

Qualitative Research
The Ethnographic study

- It derives from the field of Anthropology-it is an in-depth study of a particular culture
- It uses an emic (the insiders' view of their own experience); etic (a researcher's interpretation of the phenomena from his/her own perspective); and holistic view (observe individual students in multiple contexts)
- It uses observations; fieldnote; and in-depth interviews
- Observation of setting, people, system and behavior

Classroom research: interaction analysis

- Investigates teachers and learners' classroom interaction
- Teacher interactions with learners: teacher questions; teacher error correction, quantity of teacher speech; teacher explanations; teacher 'wait-time' of student responses
- Learner and learner interactions; Cooperative classroom environment
- Observation, in-depth interview; coding techniques

The end

- References:
- McKay, S. L. (2009). *Researching language classroom*. Mahwah, New Jersey, London: Lawrence Elrbaum Associate Publisher
- Brown, J. D., and Rodgers, T. S. (2002). *Doing second language research*. Oxford: Oxford University Press
- Griffee, D. T. (2012). An introduction to second language research methods: design and data. Berkeley: TESL: EJ Publications
- Mackey, A & Gass, S. M. (2005). Second language research: Methodology and design. Mahwah: LEA
- *Comments and questions*

III. Paraphrasing & Summarizing

Paraphrasing & Summarizing

T. Zulfikar, M.Ed., Ph.D

Dr. Teuku Zulfikar

When to Paraphrase…

- Paraphrase to..

demonstrate your understanding of the ideas of the author

change the emphasis of the ideas to better match your own context

assist your readers by explaining difficult concepts or terminology

avoid overuse of direct quotes and the consequent risk of losing your own 'voice'

maintain the to impressiveness of the original ideas but wording is less so

When to paraphrase…cont.

- As an alternative to a direct quotation
- To rewrite someone else's ideas without changing the meaning.
- To express someone else's ideas in your own words.
- To support claims in, or provide evidence for your writing

Paraphrase???

…Upon using another's ideas to enhance your own work

…always has a different sentence structure and word choice. When done well, it is much more concise than the original

words may be your own, the ideas are still borrowed, and you must acknowledge your source.

it shows both that you have understood the original text and that you are able to interpret and express it in your own terms

making word, sentence and grammar changes, to rewrite the ideas expressed by someone else…being careful to keep the same original meaning

Why paraphrase

TO AVOID PLAGIARISM. WHAT IS IT?

- **Plagiarism** is when you copy directly from someone else's work without acknowledging (citing) the original author.
- You take credit for someone else's work.
- In the university culture, this is regarded as the same as cheating on your exam
- It is a criminal act; you steal one's ideas instead of their wealth

Dr. Teuku Zulfikar

How to paraphrase

- **Change a word from one part of speech to another**

> **Original:** Medical professor John Swanson says that global changes are influencing the spread of disease.

> **Paraphrase:** According to John Swanson, *a professor of medicine, changes across the globe* are causing *diseases to spread* (James, 2004).

How…cont.

- **Use Synonyms**

> **Original:** *The U.S. government declared* that the AIDS crisis poses a national security threat. The announcement followed *an intelligence report* that found high rates of HIV infection could lead to *widespread political destabilization.*

> **Paraphrase:** *The government of the United States announced* that AIDS could *harm the nation's security.* The government warned the population after *an important governmental study* concluded that political problems could result from large numbers of people infected with HIV (Snell, 2005).

Cautious! The use of synonym

- Vocabulary closes to the meaning of the original as possible.
- Reread…with the new word(s) in place. See if it makes sense.
- Changes in meaning, come up with a new synonym.
- Compare the dictionary definitions
- If do not correspond, come up with a new substitution.

1. Change numbers and percentages to different forms

Change numbers and percentages to different forms

Original: Minority groups in the United States have been hit hardest by the epidemic. African Americans, who make up *13 percent of the U.S. population*, accounted for *46 percent* of the AIDS cases diagnosed in 1998.

Paraphrase: The AIDS epidemic has mostly affected minorities in the United States. For example, in 1998, *less than 15 percent* of the total population was African, but *almost half* of the people diagnosed with AIDS in the United States that year were African America (Jenson, 2000).

Dr. Teuku Zulfikar

2. Change word order

- i.e. Passive to active and vice versa

Original: Angier (2001) reported that *malaria kills* more than one million people *annually*, the overwhelming majority of them children in sub-Saharan Africa.

Paraphrase: *Every year*, more than a million *people are killed by malaria*, and most of the victims are children who live in sub-Saharan Africa (Angier, 2001).

3. Use different definition structures

Original: *Lyme disease is an inflammatory disease caused by a bacterium transmitted by ticks (small bloodsucking arachnids that attach themselves to larger animals).* The disease is usually *characterized by a rash followed by flu-like symptoms, including fever, joint pain, and headache.*

Paraphrase: *Lyme disease —a disease that causes swelling and redness —is caused by a bacterium carried by a small arachnid known as a tick.* The ticks attach to and suck the blood of animals and humans, transferring (Wald, 2005).

4. Use different attribution signals

Original: "That's because there are so many different ways the diseases could have arrived," *veterinarian Mark Walters declared* in his recent book, *Six Modern Plagues*.

Paraphrase: *According to Mark Walters, a veterinarian who wrote Six Modern Plagues*, the disease could have arrived in numerous ways (Peterson, 2004).

5. Change the sentence structure, and use different connecting words

Original: *Although* only about one-tenth of the world's population lives there, sub-Saharan Africa remains the hardest hit region, accounting for 72 percent of the people infected with HIV during 2000.

Paraphrase: Approximately 10 percent of the world's population resides in sub-Saharan Africa. *However*, this area of the world has the highest percentage of AIDS-related illnesses. *In fact*, in 2000, almost three fourths of the population had the HIV virus (Bunting, 2004).

Dr. Teuku Zulfikar

Steps

- 1. **Read** the text carefully. **Underline**, or note, any important subject-specific words.
- 2. Look up any difficult words-**synonyms** for them.
- 3. Find different ways of expressing the information in the **groups of words** (phrases).
- 4. **Rewrite** each sentence. Simplify the sentence structure & vocabulary no change in meaning.
- 5. **Put your text out of sight and write your paraphrase from memory.**
- 6. **Revise** what you have written, compare- it should clarify the original-written clearly in your own words.
- 7. Use an **in-text reference** at the start or end of your paraphrase.

Steps in paraphrasing

- Graph
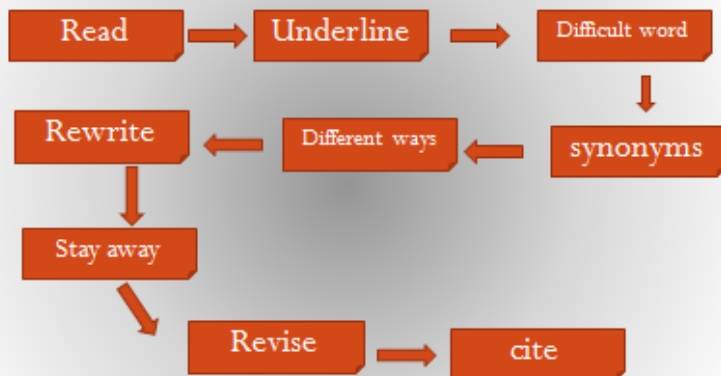
To Paraphrase...cont.

Read the sentence to be paraphrased a number of times	You cannot paraphrase until you understand the meaning of the text-fail to understand, you end up copying
Circle the specialised words	include them in your paragraph-you will change the meaning completely.
Underline key words	Find alternative words for key words-make sure to maintain the same meaning

Wrong ways: Failure to Cite Source

- *Original Passage:* "They desire, for example, virtue and the absence of vice, no less really than pleasure and the absence of pain."
- <u>Source</u>: Mill, John Stuart. "Utilitarianism." On Liberty and Other Essays. New York: Oxford University Press, 1998. Quote is from page 169.
- *Paraphrase:* People want morality just as much as they want happiness.

> <u>Explanation</u>: This paraphrase is an accurate summary of the above passage, but is incorrectly paraphrased because it does not cite the source of its main ideas. The author of this paraphrase has plagiarized the ideas of another.

Dr. Teuku Zulfikar

Wrong way: Lack of significant rewording

- *Original Passage:* "To the young American architects who made the pilgrimage, the most dazzling figure of all was Walter Gropius, founder of the Bauhaus School. Gropius opened the Bauhaus in Weimar, the German capital, in 1919. It was more than a school; it was a commune, a spiritual movement, a radical approach to art in all its forms, a philosophical center comparable to the Garden of Epicurus."
- Source: Wolfe, Tom. *From Bauhaus to Our House.* New York: Farrar Straus Giroux, 1981. Quote is from page 10.

Lack… Cont.

- *Paraphrase:* As Tom Wolfe notes, to young American architects who went to Germany, the most dazzling figure was Walter Gropius, founder of the Bauhaus School (10). Gropius opened the Bauhaus in the German capital of Weimar in 1919. It was, however, more than a school; it was a commune, a spiritual movement, a philosophical center like the Garden of Epicurus.

> *Explanation:* This excerpt is not a paraphrase at all; it is too similar to the source. Rather than summarizing the ideas, it uses the same words and structure as the original. This author has committed plagiarism by misrepresenting another's work as his own.

Eight paraphrase pitfalls

- 1. Misreading the original
- 2. Including too much of the original
- 3. Leaving out important information
- 4. Adding your opinion
- 5. Summarizing rather than paraphrasing
- 6. Substituting inappropriate synonyms
- 7. Expanding or narrowing the meaning
- 8. Forgetting to document

Right way:

- *Original Passage*: "The Republican Convention of 1860, which adopted planks calling for a tariff, internal improvements, a Pacific railroad and a homestead law, is sometimes seen as a symbol of Whig triumph within the party. A closer look, however, indicates that the Whig's triumph within the party was of a very tentative nature."
- Source: Foner, Eric. *Free Soil, Free Labor, Free Men: The Ideology of the Republican Party Before the Civil War.* New York: Oxford University Press, 1970. Quote is from page 175.

Dr. Teuku Zulfikar

Dr. Teuku Zulfikar

Right way…cont

- *Paraphrase*: Contrary to many historians, Eric Foner argues that the Republican platform of 1860 should not be understood as an indication of Whig dominance of the party (1970).

Explanation: This paraphrase is properly cited and represents an accurate and concise summary of the source.

Cautious: Changing the order of ideas

- Use this technique if the sentence contains two or more kernels, but beware…

Example:

- *Original*--Technology can improve the quality of life if we plan carefully for the future.
- *Altered*--If we plan carefully for the future, technology can improve the quality of life (author #). (still plagiarism???)

Cautious: Using Varied Sentence Patterns:

- Change the pattern of the sentence without altering its meaning, but be careful…

Example:

- *Original--Technology can cause a disaster.*
- *Altered--A technological disaster is possible (author #). (still plagiarism???)*
- **Key Questions:**
- 1. Does the altered sentence mean exactly the same as the original?
- 2. Is the meaning clear?
- 3. Does the altered sentence read smoothly?

Pay attention-when paraphrase

- ◊ **Meaning**: ensure that you keep the original meaning and maintain the same relationship between main ideas and supporting points.
- ◊ **Words:** Use synonyms (words or expression which have a similar meaning) where appropriate. Key words that are specialised subject vocabulary do not need to be changed.
- ◊ If you want to retain unique or specialist phrases, use quotation marks (" ").

◊ **Change** the grammar and sentence structure. Break up a long sentence into two shorter ones or combine two short sentences into one. Change the voice (active/passive) or change word forms (e.g. nouns, adjectives).

Dr. Teuku Zulfikar

Pay attention…

- ◊ **Change** the order in which information/ ideas are presented (as long as they still make sense in a different order).

- ◊ **Identify** the attitude of the authors to their subject (i.e. certain, uncertain, critical etc) and make sure your paraphrase reflects this. Use the appropriate reporting word/phrase.

- Review your paraphrase checking that it accurately reflects the original text but is in your words and style.
- Record the original source (including the page number) so that you can provide a reference.

Summarize

- **A summary is a brief explanation of a longer text**
- **Like in annotated bibliographies, are very short, just a sentence or two**
- **Good summary is to do a thorough reading of the text**
- **Stay "neutral" in your summarizing**
- **Don't quote from what you are summarizing**
- **Don't "cut and paste" from database abstracts**

HOW TO...

Reading and Summarizing Research Article

- Allow Enough time
- Scan the article, look for:
  - ❖ the research question and reason for the study (stated in the Introduction)
  - ❖ the hypothesis or hypotheses tested (Introduction)
  - ❖ how the hypothesis was tested (Method)
  - ❖ the findings (Results, including tables and figures)
  - ❖ how the findings were interpreted (Discussion)
- As you Read, ask:...cont to the next slide

How to... Cont.

- **As you read, ask...**
- ❑ How does the design of the study address the question?
- ❑ What are the controls for each experiment?
- ❑ How convincing are the results? Are any of the results surprising?
- ❑ What does this study contribute toward answering the original question?
- ❑ What aspects of the original question remain unanswered

Dr. Teuku Zulfikar

Dr. Teuku Zulfikar

How to…cont.

- Stay away from plagiarism, to avoid this crime, do…
  - ✓ Take notes in your own words. Avoid writing complete sentences when note-taking.
  - ✓ Summarize points in your own words
- Write the first draft, do…
  - ✓ State the research question and explain why it is interesting (1 sentence).
  - ✓ State the hypothesis/hypotheses tested (1 sentence).
  - ✓ Briefly describe the methods (1-3 Sentences
  - ✓ Describe the results. What differences were significant? (1-3 sentences).
  - ✓ Explain the key implications of the results. Avoid overstating the importance of the findings (1 sentence).

How to…cont

- Edit for completeness and Accuracy
- Edit for style:
  - ☐ Eliminate wordiness
  - ☐ Use specific, concrete language
  - ☐ Use scientifically accurate language
  - ☐ Rely primarily on paraphrasing, not direct quote
  - ☐ Re-read

BIBLIOGRAPHY

_____

Al-Khatib, A. J. (2013). *A case study of an early childhood minority teacher and how she formed her professional identity*. Unpublished thesis. Kent State University College.

Anderson, J., & Poole, M. (1998). *Assignment and thesis writing*. 4th edition. Brisbane, New York, Chichester, Weinheim: John Wiley & Sons Australia, Ltd.

Asgharheidari, F & Tahriri. (2015). A Survey of EFL teachers' attitudes towards critical thinking instruction. *Journal of Language Teaching and Research*. 6(2), 388-396.

Atkinson, P., & Delamont, S. (2006). Rescuing narrative from qualitative research. *Narrative Inquiry* 16(1), 164–172.

Barkhuizen, G. (2014). Narrative research in language teaching and learning. *Language Teaching*, 47(4), 450-466

Berlach, R. G. (2010). *Supervising a research thesis. A practical guide*. Fermantle: The   University of Notre Dame Press

Brown, J. D., & Rodgers, S. T. (2004). *Doing second language research.* Oxford and New York. Oxford University Press

Bryman, A. (2004). *Social research methods. 2nd edition*. Oxford: Oxford University Press.

Chae, E. K. (2014). *Early Childhood Teacher Professional Development Using an   Interdisciplinary Approach: Teaching English as a Foreign Language for Young   Children in Korea*. Unpublished thesis. The University of Cincinnati.

Dr. Teuku Zulfikar

Chen, C. S. (2005). *Relationships between non-native English speaking EFL pre-service teachers' English language learning strategies and beliefs toward teaching methodologies*. Unpublished thesis. The Ohio State University.

Chou, C. H. (2008). Exploring elementary English teachers' practical knowledge: A case study of EFL teachers in Taiwan, *Asia Pacific Education Review*. 9, 529–541

Creswell, J. W. (2014). *Research design: qualitative, quantitative, and mixed method approach*. 4th edition. Los Angeles: SAGE

Daya, S., & Lau, L. (2007). Power and narrative. *Narrative Inquiry,* 17(1), 1-11.

DeMarrais, K., & Lapan, S. D. (2004). *Foundations for Research; Methods of Inquiry in Education and the Social Sciences*. (ed.). Mahwah, New Jersey, London. Lawrence Erlbaum Associates, Publishers

DeMarrais, K., & Lapan, S. D. (Ed.). (2004). Foundations for Research Methods of Inquiry in Education and the Social Sciences. London, Mahwah, New Jersey: LEA

Dornyei, Z. (2003). *Questionnaires in Second Language Research Construction, Administration, and Processing*. London, Mahwah, New Jersey: LEA

Faine, M. (2008). *At Home in Australia: Identity, Nation and the Teaching of English as a Second Language to Adult Immigrants in Australia*. Unpublished thesis. Monash   University

Georgakopoulou , A. (2006). Thinking big with small stories in narrative and identity analysis. *Narrative Inquiry,* 16(1), 122–130.

Gergen, M. M & Gergen, K. J. (2006). Narratives in action. *Narrative Inquiry* .16(1), 112–121.

Gervase, S. J. (2005). *Reading mastery: a descriptive study of teachers atti-*

Dr. Teuku Zulfikar

tudes and perceptions towards direct instruction. Unpublished thesis. Bowling Green State University

Glesne, C. (2006). *Becoming qualitative researchers: an introduction*. 3rd edition. Boston: Pearson

Griffee, T. D. (2012). *An introduction to second language research methods: Design and data. Berkeley*: TESL-EJ Publications

Hashemi, M. R., & Ghanizadeh, A. (2012). Critical discourse analysis and critical thinking: An experimental study in an EFL context. *System*. 40, 37-47

Hinkel, E. (Ed.). (2005). *Handbook of research in second language teaching and learning.* London, Mahwah, New Jersey: LEA

Johnson K. E, & Golombek, P. R. (Ed.). (2011). *Research on Second Language Teacher Education:A Sociocultural Perspective on Professional Development*. New York and London: Routledge

Josselson, R. (2006). Narrative research and the challenge of accumulating knowledge. *Narrative Inquiry,* 16 (1), 3-10.

Kraus, W. (2006). The narrative negotiation of identity and belonging. *Narrative Inquiry*. 16:1 (2006), 103–111.

Larenas, C. D., Hernandez, P. A., & Navarrete, M. O. (2015). A case study on EFL teachers' beliefs about the teaching and learning of English in public education. *Porta Linguarum*, 23, 171-186

Lipson, C. (2005). *How to write a BA thesis: a practical guide from your first idea to your finished paper*. Chicago & London: Chicago University Press

Liu, J. (2010). An Experimental Study on the Effectiveness of Multimedia in College English Teaching. *English Language Teaching*. 3(1), 191-194

Machmud, K. (2011). *The Integration of Technology in a Decentralized Cur-*

Dr. Teuku Zulfikar

riculum Setting: The Case of English as a Foreign Language (EFL) Instruction in Gorontalo, Indonesia. Unpublished thesis. Ohio University

Mackey, A., & Gass, M. S. (2005). *Second language research. Methodology and design*. Mahwah and New Jersey: LEA Publishers

Mahdi, D. A. (2014). Willingness to Communicate in English: A Case Study of EFL Students at King Khalid University. English Language Teaching. 7(7), 17-25

Mahfoodh, O. H. A., & Pandian, A. (2011). A Qualitative Case Study of EFL Students' Affective Reactions to and Perceptions of Their Teachers' Written Feedback. *English Language Teaching*, 4(3), 14-25

Mckay, S. L. (2006). *Researching second language classroom*. Mahwah, New Jersey, London: LEA Publication

Mehreni, M. B. (2017). A narrative study of Iranian EFL teachers' experiences of doing action research. *Iranian Journal of Language Teaching Research*. 5(1), 93-112

Murray, R. (2002). *How to Write a Thesis*, Buckingham, UK: Open University Press.

Murray, R. (2004) *Writing for Academic Journals,* Buckingham, UK: Open University Press.

Murray, R. (2005) '*What can I write about?: the rhetorical question for PhD students and their supervisors', Working Papers on the Web, 8*. Available online at: <www.shu.ac.uk/wpw/supervision> (accessed 6 May 2006).

Murray, R. (2011). *How to write a thesis*. (3rd ed.). New York: Open University Press

Paltridge, B. (1997). Thesis and dissertation writing: preparing ESL

students for research. *English for Specific Purposes*. 16(1), P. 61-70

Paltridge, B., & Starfield, S. (2007). *Thesis and dissertation writing in a second language: a handbook for supervisor.* London & New York: Routledge

Peterson, E. E., & Langellier, K. M. (2006). The performance turn in narrative studies. *Narrative Inquiry,* 16(1), 173–180

Rivera, (2015). "*A Quasi-Experimental Study on the Impact of Explicit Instruction of Science Text Structures on Eighth-Grade English Learners' and Non-English Learners' Content Learning and Reading Comprehension in Three Inclusive Science Classrooms*". Electronic Theses and Dissertations. 1245.https://stars.library.ucf.edu/etd/1245

Rodems, M. R. (2011). *Collaborative relationships between Faculty and student affairs professionals: a case study*. Unpublished thesis. Bowling Green State University

Shaarawy, H. Y. (2014). The effect of journal writing on students' cognitive critical thinking skills: A quasi-experimental research on an English as a Foreign Language (EFL) undergraduate Classroom in Egypt. *International Journal of Higher Education*. 3(4), 120-128.

Silverman, D. (2005). *Doing qualitative research*. Los Angeles, London, New Delhi, Singapore: Sage Publications.

Tarozzi, M. (2013). How does my research question come about? The impact of funding agencies in formulating research questions. *The Qualitative Report*. 8, 102, 1-11

Teitelbaum, H. (1994). *How to write a thesis*. Lawrenceville: Thomson.

Tsui, A. B. M. (2011). Complexities of Identity Formation: A Narrative Inquiry of an EFL Teacher. *Tesol Quarterly*. (41)4, 657-680

Vásquez, C. (2011). TESOL, Teacher Identity, and the Need for "Small

Story" Research. *Tesol   Quarterly*. 45 (3), 535-545.

Wilkey, G. G. (2013). *Research Into Characteristics of Effective High School Principals: A Case Study Of Leadership Practices Used In The High School Setting*. Unpublished thesis. Utah State University. Logan, USA.

Wu, C.H. (2007). *Spoken grammaticality and EFL teacher candidates: Measuring the effects of an explicit grammar teaching Method on the oral grammatical performance of Teacher candidates*. Unpublished thesis. The Ohio States University

Xu, H. (2015). The development of teacher autonomy in collaborative lesson preparation: A   multiple-case study of EFL teachers in China. *System*. 52, 139-148

Xu, Y. (2014). Becoming researchers: A narrative study of Chinese university EFL teachers' research practice and their professional identity construction. *Language Teaching Research*. 18(2), 242-259.

Xu, Y., & Liu, Y. (2009). Teacher Assessment Knowledge and Practice: A Narrative Inquiry of a Chinese College EFL Teacher's Experience. Tesol Quarterly. 43(3), 492-513.

Zulfikar, T. (2014). Researching My Own Backyard: Inquiries into an Ethnography Study: *Ethnography and Education*. 9(33), 373-386.

Dr. Teuku Zulfikar