

CHAPTER III

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes how this study will be conducted. Some preparations are prepared by determining the research design, research procedures, data and source of data, data collection procedures and data analysis procedure.

3.2 Research Design

The design used in this study is content analysis. Content Analysis is a research technique for making inferences that can be replicated and valid data with the context. The basic logic in communication is that every communication always contains a message in the communication signal, either verbal or nonverbal. So far, the meaning of communication becomes very dominant in any communication event. As Holsti (1968) said that content analysis is “any technique for making inferences by systemically and objectively identifying special characteristic of message”.

Berelson (1952) stated that content analysis is “a method of studying and analyzing communication in systemic, objective, and quantitative manner for the purpose of measuring variables”. Despite a lot of criticism that we can

convey to the definition of content analysis, Berelson developments with respect to this day, but the record regarding an objective and systematic in analyzing the content of the communication which appears in the communication becomes very important separately discussed at this time.

Content analysis can be used in the quantitative and qualitative techniques, depends on which side the researchers used. Smith (1957) explained the position of content analysis as qualitative analysis which deals with the forms and antecedent-consequent patterns of form, while quantitative analysis deals with duration and frequency of form". Abrahamson (1983) adds that content analysis "as consequence content analysis that may focus either quantitative or qualitative aspects of communication message". If the quantitative analysis, more emphasis to answer the question "what" (what) of the message or text communication, If the qualitative analysis is more focused on to look at the "how" (how), that is, how the content of the text message and also how the message was delivered.

The procedure to employ this study consists of some steps as follows:

1. Collecting published English research journal articles
2. Separate up-date journal by the year of publishing
3. Categorize journal derived from native Indonesian writers and native English writers from each journal.
4. Compiles and separate the appropriate data

5. Analyzing the data
6. Representing, interpreting the data and concluding the data

3.3 Data and Source of Data

The data are clauses in research journal articles that contained (statement or phrase). The source of data is research journal articles published in International and Indonesian journals in the field of English language teaching.

3.4 Data Collection Procedures

This study collected by qualitative data which are the clauses from eight articles; particularly from Introduction and Discussion sections, as follows:

First, the research journal articles published in international English journal indexed by Scopus, Scopus is citation database of peer-reviewed journal articles and literature from variety sources of other important web, Scopus is the largest database of the source from various publishers around the world. SAGE Publication and TESOL quarterly are journal that dominantly published in Scopus in the field of English language teaching. *Second*, the research journal articles have been certified as accredited journals by DIKTI, they are; Cultural and English Language Teaching (CELT) and TEFLIN journal.

The clauses of articles are as theoretical sampling that used in this study to gain sufficient number of data. Coyne (1997) stated, "Sampling procedures in qualitative research are not so rigidly prescribed as in quantitative studies. This flexibility in sampling, however, may be confusing for some researchers and mistakes may be made"

The thought is that the researcher collects data from any individual or any group of people who can provide the appropriate and relevant data for the generation of his or her theory. This sampling technique mentioned by Creswell (2008:217) as verifying and not verifying sampling which is "a purposeful strategy used during study to summarize on specific cases to test or explore further specific findings". Since this sampling happen when data collection is being started, this sampling allows the researchers to suspend the data collection if the data analysis does not show the features.

The data are collected by the following procedure:

1. Find the articles from international and domestic research journals
2. Convert the articles into document in Microsoft word program
3. Specify the clauses from the articles as the basis of the unit of analysis
4. Identify the move and step of the clauses
5. Present the clauses into the analysis table.

3.5 Data Analysis Procedure

Data analysis procedure of this study using textual/document analysis, the clauses used in particular parts of the articles are analyzed and interpreted based on create a research space theory (CARS) “move analysis” to find out the rhetorical of Research articles Introduction and Discussion sections. In this step, the identification of rhetorical is conduct through underlining the typical features (words, statement, or phrase) of move elements. Furthermore, to find out the prominent Move elements in Introduction and Discussion sections, each paragraph and clause in the text will analyze in detail to find out the position.

After the clauses are collected, the following procedure is implemented to answer all research questions:

1. Develop the coding frame of the data

The coding frame shows how data have been converted into easier to read for purposes of analysis and explains what data mean.

The coding frame is presented in tables below: The table analysis in this study is adapted from Swales (1990) for introduction section and Yang & Allison (2003) for discussion section.

Table 5. Swales' (1990) framework of Moves in Introduction section	
Move 1 (obligatory)	Move I Establishing a territory

Step 1	Claiming centrality
Step 2	Making topic generalization
Step 3	Reviewing items of previous research
Move 2 (Alternative)	Move II Establishing a niche
Step 1A	Counter-claiming
Step 1 B	Indicating a gap
Step 1 C	Question raising
Step 1 D	Continuing a tradition
Move 3 (optional)	Move III Occupying a niche
Step 1 A	Outlining purposes
Step 1 B	Announcing present research
Step 2	Announcing principal findings
Step 3	Indicating RA structure

In this study, to facilitate the reader to understand evidently and also to meet the need of the purposes of this study; the table is slightly modified as follows:

Table 6.
Move analysis in research articles of Introduction

Moves / Steps	(SAGE)	(SAGE)	(TESOL)	(TESOL)
	Article 1	Article 2	Article 1	Article 2
Move 1 (Establishing a territory)				
Step 1 Claiming centrality				
Step 2 Making topic generalization				
Step 3 Reviewing items of				

previous research				
Move 2 (Establishing a niche)				
Step 1 A counter-claiming				
Step 1 B Indicating gap				
Step 1 C Question-raising				
Step 1 D Continuing a tradition				
Move 3 (Occupying a niche)				
Step 1 A Outlining purpose				
Step 1 B Announcing present research				
Step 2 Announcing principal findings				
Step 3 Indicating RA structure				
TOTAL				

Table 7.
Yang & Allison Framework of Moves in Discussion section

Move 1	Background Information (the aims, objective, procedural information, theories, and research questions)
Move 2	Reporting Result
Move 3	Summarizing Result
Move 4	Commenting on Result
	Step 1 (A): Interpreting results
	Step 2 (B): Comparing/Contrasting

	results with literature
	Step 3 (C): Accounting for results
	Step 4 (D): Evaluating results
Move 5	Summarizing the Study
Move 6	Evaluating the Study
	Step 1 (A): Indicating limitations
	Step 2 (B): Indicating significance / advantages, and / or
	Step 3 (C): Evaluating methodology
Move 7	Deductions from Research
	Step 1 (A): Making suggestions
	Step 2 (B): Recommending further research
	Step 3 (C): Drawing pedagogic implications

To facilitate the reader to understand evidently and also to meet the need of the purposes of this study; the table is slightly modified as follows:

Table 8. Move analysis in research articles of Discussion

Moves	(SAGE) Article 1	(SAGE) Article 2	(TESOL) Article 1	(TESOL) Article 2
Move 1 (Background Information)				
Move 2 (Reporting Result)				
Move 3 (Summarizing Results)				
Move 4 (Commenting Results)				
Step 1 (A): Interpreting results				

Step 2 (B): Comparing/contrasting results with literature				
Step 3 (C): Accounting for results				
Step 4 (D): Evaluating results				
Move 5 (Summarizing the study)				
Move 6 (Evaluating the study)				
Step 1 (A): Indicating limitation				
Step 2 (B): Indicating significant				
Step 3 (C): Evaluating methodology				
Move 7 (Deduction from research)				
Step 1 (A): Making Suggestion				
Step 2 (B): Recommending Research				
Step 3 (C): Implication				
TOTAL				

2. Observe and classify the data
3. Percentage the frequency of the use of move categorizations
4. Draw conclusion of the results