CHAPTER 3

RESEARCH PROCEDURE

3.1 Method of the Research

The method for this research used the content analysis method by Krippendorff (2004). According to Krippendorff (2004), content analysis is a research technique for making replicable and valid inferences from texts or other meaningful matter to the contexts of their use. Content analysis as a research technique provides a new insight, increase a researcher's understanding of particular phenomena, or informs practical action. As a technique, content analysis involves specialized procedures. It is learnable and divorceable from the personal authority of the researcher. He explained that the content analysis method can be used to analyze and record a person's behaviors, opinions, and concerns or a group of people of varied backgrounds. The data used from this method could be from the interviews, open-ended questions, field research notes, conversations, or any occurrence of communicative language (books, essays, articles, thesis, etc.). For this research, the data from an undergraduate thesis made by the students of Siliwangi University. Krippendorf also states that he provides a framework for content analysis, this framework is intended to serve three purposes: Its prescriptive purpose is to guide the conceptualization and design of practical content analytic research; its analytical purpose is to facilitate the critical examination and comparison of the published content analyses; and its methodological purpose is to point to performance criteria and precautionary standards that researchers can apply in evaluating ongoing content analyses. The framework which lists below is simple and general, employing only a few conceptual components, which are:

    a. A body of text, the data that a content analyst has available to begin an analytical effort.

b. A research question that the analyst seeks to answer by examining the body of text.

c. A context of the analyst's choice within which to make sense of the body of text.

d. An analytical construct that operationalizes what the analyst knows about the context.

e. Inferences that are intended to answer the research question, which constitute the basic accomplishment of the content analysis.

f. Validating evidence, which is the ultimate justification of the content analysis.

3.2 Research Setting and Corpus

The research object for this study is an undergraduate thesis from the English Education Department of University, this research also chose a total of 39 theses which were provided by one of the lecturers who is working at said university and accessible. An undergraduate thesis is an original/independent research project undertaken by the student with the guidance of a faculty supervisor that culminates in an appropriately researched and structured paper. An undergraduate thesis is also a requirement to make the student graduate and get an undergraduate degree. It is the first time for the students to conduct research and they have to investigate a problem and report it in the form of an undergraduate thesis. The students start by observing a phenomenon in society, making a research question, building a research design, collecting data, analyzing data, and writing down the results. The writer chose this as the research object because the undergraduate thesis is still following the guidelines as well the students still cited most of the writing based on previous research.

For the thesis chosen for this research, the researcher selected a total of 39 undergraduate theses within the English Education Department from Siliwangi University, which have been carefully organized based on the topic

mostly focusing on English language teaching. The thesis was also chosen carefully for this research and selected theses from 2017 to 2022 that focus on English language teaching.

3.3   Data Collection

The data collected through document analysis. Document analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic (computer-based and Internet-transmitted) material (Bowen, 2009). Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted to elicit meaning, gain understanding, and develop empirical knowledge (Bowen, 2009). Documents contain text (words) and images that have been recorded without a researcher's intervention (Bowen, 2009; van Leeuwen, 2006). There are three primary types of documents (O'Leary, 2017):

a. Public Records: The official, ongoing records of an organization's activities. Examples include student transcripts, mission statements, annual reports, policy manuals, student handbooks, and syllabi.

b. Personal Documents: First-person accounts of an individual's actions, experiences, and beliefs. Examples include calendars, e-mails, blogs, facebook posts, duty logs, reflections/journals, and newspapers.

c. Physical Evidence: Physical objects found within the study setting (often called artefacts). Examples include flyers, posters, agendas, handbooks, and training materials.

To conduct the data collection, here is the eight-step process offered by O'Leary (2017):

1. Gather relevant texts.
2. Develop an organization and management scheme.
3. Make copies of the originals for annotation.
4. Assess the authenticity of documents.

5. Explore the document's agenda and biases.

6. Explore background information (e.g., tone, style, purpose).

7. Ask questions about documents (e.g., who produced them? Why? When? Type of data?).

8. Explore content.

The researcher collected a total of 39 undergraduate theses from the English Education Department. These theses are selected because the writer of this research is also an undergraduate student and is currently in the English Education Department of a university writing a research proposal. Therefore, it's only reasonable to choose an undergraduate thesis. The focus for this study is to analyze all 39 of undergraduate thesis but the only focus is on the introduction section of the thesis.

3.4   Data Analysis

To analyze the data, the researcher used the Create-A-Research-Space (CARS) model by Swales (1990). CARS model is a model that identifies the move and steps of the introduction of any article related. This research used the Swales 1990 model because is simple to understand and introduce to the student. The Swales CARS Model for this research focused on Move 2 Step 1B which indicates a gap in the introduction section of a thesis. This research followed the framework of Arianto et al. (2021). The CARS model is found effective in capturing RG strategies in article introductions published in national and international journals (Arianto et al., 2021). There are five RG strategies suggested by Arianto et al. (2021), which are: 1) claiming nonexistent research dealing with a specific feature, 2) suggesting inadequate research in a particular aspect, 3) stating limitation(s) in previous research, 4) showing contradictive or conflicting previous research findings, and 5) suggesting solution/s).

For this research, the researchers did the following steps as follows:

a. Finding a thesis for research problem

b. Reading thesis introduction section for searching research gaps

c. Highlight the research gaps in the introduction

d. Categorize what research gaps based on Arianto list

e. Determine how many research gaps used in the introduction.

3.5   Research Schedule

Table 3.2 Research Schedule

Description	Sep 2023	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024
Research Proposal writing	■	■	■				
Research Proposal examination				■			
Data Collection				■			
Data Analysis				■	■		
Report						■	
Thesis Result Seminar							■
Thesis Examination							■