

Januari 2020

Diktat Mata Kuliah

Research Methodology

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FAKULTAS BAHASA DAN SAstra
UNIVERSITAS NASIONAL
RENCANA PEMBELAJARAN SATU SEMESTER

MATA KULIAH : Research Methodology
SEM : 6
SKS : 2
KODE : 03022639
JURUSAN : Sastra Inggris
KOMPETENSI : Mampu membuat proposal penelitian dengan metode yang benar, baik dalam bidang linguistik, sastra, dan penerjemahan.

MINGGU KE	KEMAMPUAN AKHIR YANG DIHARAPKAN	BAHAN KAJIAN (MATERI AJAR)	BENTUK PEMBE LAJARAN	KRITERIA PENILAIAN (INDIKATOR)	BOBOT NILAI
1	Memahami secara benar membuat proposal dengan metode yang benar.	Introduction	Ceramah, tanya jawab, dan diskusi kelompok (Model SCL)		
2	Memahami metode penelitian yang dapat diaplikasikan dalam penulisan proposal	Writing Methodology for A Research	Ceramah, tanya jawab, dan presentasi		
3	Mampu menulis metodologi penelitian dengan benar.	Writing Methodology for A Research	Ceramah, tanya jawab, diskusi kelompok (Model SCL)		
4	Memahami dan mampu menulis literature review	Literature Review	QUIZ 1	Mampu menulis literature review dengan benar.	10%
5	Memahami dan mampu melakukan analisis penelitian dengan benar	Research Analysis	Ceramah, tanya jawab, simulasi, presentasi		
6	Mampu menganalisis dengan menggunakan metode yang tepat	Research Analysis	Dikusi kelompok dan latihan		
7	Memahami isi dan penulisan kesimpulan dan rekomendasi.	Conclusion & Recommendation	Ceramah, tanya jawab, simulasi		
8	Memahami fungsi dan isi abstrak dalam penelitian	Writing An Abstract for Your Research Paper	Diskusi kelompok	UTS	30%
9	Mampu menulis abstrak suatu penelitian dengan benar.	Writing An Abstract for Your Research Paper	QUIZ 2	Kebenaran dan ketepatan analisis	10%
10	Memahami cara menulis sebuah proposal penelitian	How to Write A Research Proposal	Ceramah, tanya jawab, presentasi		

11	Mampu menulis proposal penelitian dengan teori dan metodologi yang benar.	How to Write A Research Proposal	Ceramah, tanya jawab, diskusi kelompok (Model SCL)		
12	Memahami langkah-langkah dalam menulis pendahuluan	The 4 Steps Approach to Writing the Introduction Section	QUIZ 3	kebenaran, dan kejelasan dalam presentasi	10%
13	Mampu menulis pendahuluan dengan Langkah-langkah yang tepat	The 4 Steps Approach to Writing the Introduction Section	Ceramah, tanya jawab, simulasi dan presentasi		
14	Memahami kerangka teori yang harus diungkapkan dalam penelitian	Theoretical Framework	Ceramah, tanya jawab, diskusi kelompok (Model SCL)		
15	Mampu menulis kerangka teori penelitian dengan benar.	Theoretical Framework	UJIAN AKHIR	kebenaran, dan kejelasan makalah	40%

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RENCANA TUGAS

MATA KULIAH : Research Methodology
SEMESTER : 4
SKS : 2
MINGGU KE : 4,9,12 TUGAS KE : 1,2,3

1. Tujuan tugas : Mahasiswa memahami dan mampu menulis proposal penelitian dengan metodologi yang benar.
2. Uraian tugas :
 - a. Objek Garapan : Kemampuan menulis proposal penelitian dengan benar.
 - b. Yang harus dikerjakan dan batasan-batasan : Membaca, diskusi, dan analisis, dan menulis proposal penelitian.
 - c. Metode/cara pengerjaan, acuan yang digunakan : mengerjakan tugas, menyerahkan tugas.
 - d. Deskripsi luaran tugas yang dihasilkan/ dikerjakan : Memahami metodologi penelitian dan mampu mengaplikasikannya dalam penulisan proposal penelitian.
3. Kriteria penilaian:
 - a. Kelengkapan, kejelasan dan kebenaran metodologi 10%
 - b. Kelengkapan, kejelasan dan kebenaran metodologi 10%
 - c. Kelengkapan, kejelasan dan kebenaran metodologi 10%

Kata Pengantar

Puji syukur penulis ucapkan kepada Tuhan Yang Maha Esa atas rahmat-Nya yang telah tercurah, sehingga penulis bisa menyelesaikan Diktat Kuliah *Research Methodology* ini. Adapun tujuan dari disusunnya diktat ini adalah supaya para mahasiswa dapat memahami dan mampu menulis proposal penelitian dengan baik dan benar.

Tersusunnya diktat ini tentu bukan dari usaha penulis seorang. Dukungan moral dan material dari berbagai pihak sangatlah membantu tersusunnya diktat ini. Untuk itu, penulis ucapkan terima kasih kepada keluarga, sahabat, rekan-rekan, dan pihak-pihak lainnya yang membantu secara moral dan material bagi tersusunnya diktat ini.

Diktat yang tersusun sekian lama ini tentu masih jauh dari kata sempurna. Untuk itu, kritik dan saran yang membangun sangat diperlukan agar diktat ini bisa lebih baik nantinya.

Bekasi, Januari 2020

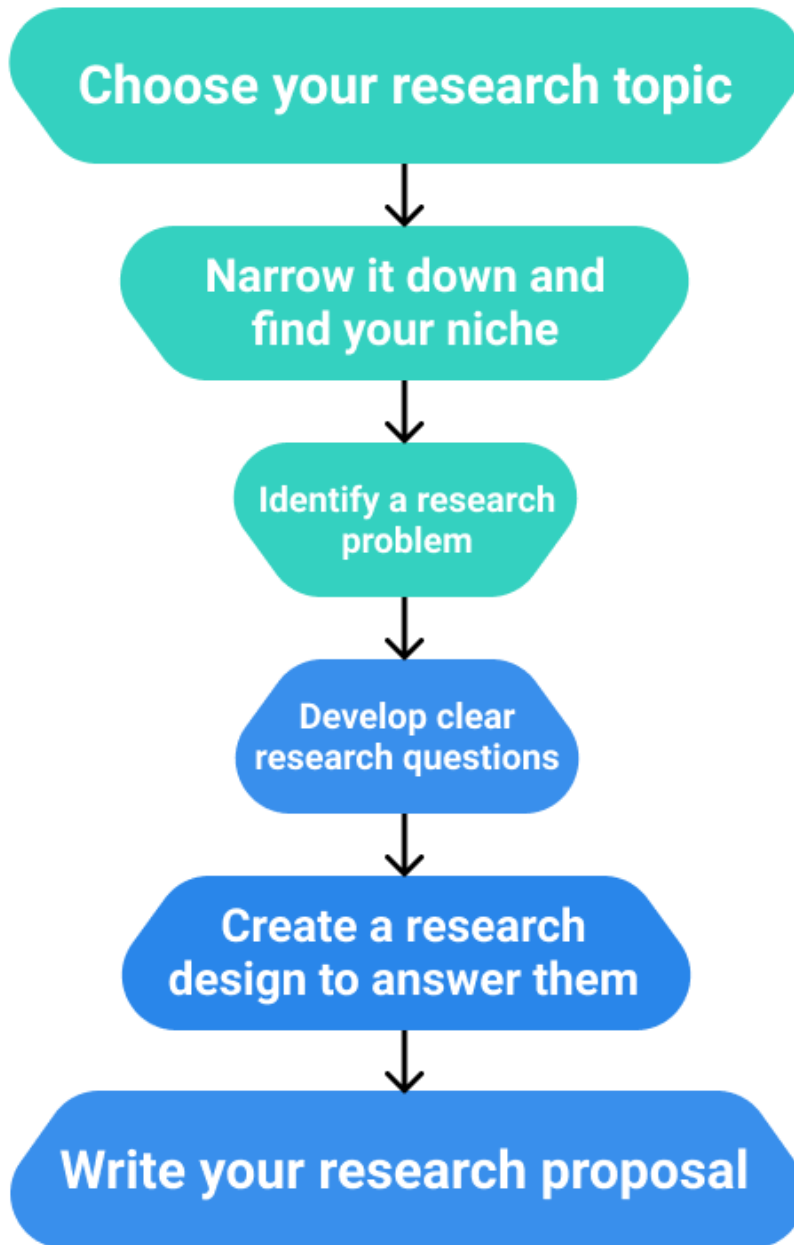
Penulis

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CHAPTER I
INTRODUCTION

Starting the Research Process



When you have to write a thesis, it can be hard to know where to begin, but there are some clear steps you can follow.

The research process often begins with a very broad idea for a topic you'd like to know more about. You do some preliminary research to identify a problem. After refining your research questions, you can lay out the foundations of your research design, leading to a proposal that outlines your ideas and plans.

This chapter takes you through the first steps of the research process, helping you narrow down your ideas and build up a strong foundation for your research project.

Five Steps to Conduct Research Project

1. Choose your topic
2. Identify a problem
3. Formulate research questions
4. Create a research design
5. Write a research proposal

Step 1: Choose your topic

First you have to come up with some ideas. Your thesis or dissertation topic can start out very broad. Think about the general area or field you're interested in – it's often a good idea to choose a topic that you already know a bit about.

Do some reading to begin narrowing down your topic. Look for the top journals in your field and skim through some recent issues. If an article interests you, check the reference list to find other relevant sources.

As you read, take notes and try to identify problems, questions, debates, contradictions and gaps. Your aim is to narrow down from a broad area of interest to a specific niche.

Make sure to consider the practicalities: the requirements of your programme, the amount of time you have to complete the research, and how difficult it will be to access sources and data on the topic. Before moving onto the next stage, it's a good idea to discuss the topic with your thesis supervisor.

Step 2: Identify a problem

So you've settled on a topic and found a niche – but what exactly will your research investigate, and why does it matter? To give your project focus and purpose, you have to define a research problem.

The problem might be a practical issue – for example, a process or practice that isn't working well, an area of concern in an organization's performance, or a difficulty faced by a specific group of people in society.

Alternatively, you might choose to investigate a theoretical problem – for example, an underexplored phenomenon or relationship, a contradiction between different models or theories, or an unresolved debate among scholars.

To put the problem in context and set your objectives, you can write a problem statement. This describes who the problem affects, why research is needed, and how your research project will contribute to solving it.

Step 3: Formulate research questions

Next, based on the problem statement, you need to write one or more research questions. These target exactly what you want to find out. They might focus on describing, comparing, evaluating, or explaining the research problem.

A strong research question should be specific enough that you can answer it thoroughly using appropriate qualitative or quantitative research methods. It should also be complex enough to require in-depth investigation, analysis, and argument. Questions that can be answered with “yes/no” or with easily available facts are not complex enough for a thesis or dissertation.

In some types of research, at this stage you might also have to develop a conceptual framework and testable hypotheses.

Step 4: Create a research design

The research design is a practical framework for answering your research questions. It involves making decisions about the type of data you need, the methods you’ll use to collect and analyze it, and the location and timescale of your research.

There are often many possible paths you can take to answering your questions. The decisions you make will partly be based on your priorities. For example, do you want to determine causes and effects, draw generalizable conclusions, or understand the details of a specific context?

You need to decide whether you will use primary or secondary data and qualitative or quantitative methods. You also need to determine the specific tools, procedures, and materials you’ll use to collect and analyze your data, as well as your criteria for selecting participants or sources.

Step 5: Write a research proposal

Finally, after completing these steps, you are ready to complete a research proposal. The proposal outlines the context, relevance, purpose, and plan of your research.

As well as outlining the background, problem statement, and research questions, the proposal should also include a literature review that shows how your project will fit into existing work on the topic. The research design section describes your approach and explains exactly what you will do.

You might have to get the proposal approved by your supervisor before you get started, and it will guide the process of writing your thesis.

CHAPTER II

WRITING METHODOLOGY FOR A RESEARCH

The Methodology section portrays the reasoning for the application of certain techniques and methods in the context of the study.

For your academic article, when you describe and explain your chosen methods it is very important to correlate them to your research questions and/or hypotheses. The description of the methods used should include enough details so that the study can be replicated by other Researchers, or at least repeated in a similar situation or framework.

Every stage of your research needs to be explained and justified with clear information on why you chose those particular methods, and how they help you answer your research question or purpose.

As the Authors, in this section you get to explain the rationale of your article for other Researchers. You should focus on answering the following questions:

- How did you collect the data or how did you generate the data?
- Which research methods did you use?
- Why did you choose these methods and techniques?
- How did you use these methods for analyzing the research question or problem?

The responses to these questions should be clear and precise, and the answers should be written in past tense.

Research Methods and Research Methodology

As an Academic and Author of valuable research papers, it's important not to confuse these two terms.

Research Methodology Definition

Research Methodology refers to the discussion regarding the specific methods chosen and used in a research paper. This discussion also encompasses the theoretical concepts that further provide information about the methods selection and application.

In other words, you should highlight how these theoretical concepts are connected with these methods in a larger knowledge framework and explain their relevance in examining the purpose, problem and questions of your study. Thus, the discussion that forms your academic article's research methodology also incorporates an extensive literature review about similar methods, used by other Authors to examine a certain research subject.

Research Method Definition

A Research Method represents the technical steps involved in conducting the research. Details about the methods focus on characterizing and defining them, but also explaining your chosen techniques, and providing a full account on the procedures used for selecting, collecting and analyzing the data.

Important Tips for a Good Methodology Section

The methodology section is very important for the credibility of your article and for a professional academic writing style.

Data Collection or Generation for Your Academic Article

Readers, academics and other researchers need to know how the information used in your academic article was collected. The research methods used for collecting or generating data will influence the discoveries and, by extension, how you will interpret them and explain their contribution to general knowledge.

The most basic methods for data collection are:

Secondary data

Secondary data are data that have been previously collected or gathered for other purposes than the aim of the academic article's study. This type of data is already available, in different forms, from a variety of sources.

Secondary data collection could lead to Internal or External secondary data research.

- Internal secondary data research
 - particularly related to a company or organization, internal sources (such as sales data, financial data, operations-related data, etc.) can be easily attained and re-purposed to explore research questions about different aspects.
- External secondary data research
 - represents a study that uses existing data on a certain research subject from government statistics, published market research reports from different organizations, international agencies (such as IMF, World Bank, etc.), and so on.

Primary data

Primary data represent data originated for the specific purpose of the study, with its research questions. The methods vary on how Authors and Researchers conduct an experiment, survey or study, but, in general, it uses a particular scientific method.

Primary data collection could lead to Quantitative and Qualitative research.

- Quantitative research

or empirical-analytical research focuses on a certain research purpose, with its complementary research questions and operational definitions of the variables to be measured. This type of study uses deductive reasoning and established theories as a foundation for the hypotheses that will be tested and explained.

- Qualitative research

or interpretative research focuses on analytically disclosing certain practices or behaviors, and then showing how these behaviors or practices can be grouped or clustered to lead to observable outcomes. This type of research is more subjective in nature, and requires careful interpretation of the variables.

Readers need to understand how the information was gathered or generated in a way that is **consistent with research practices in a field of study**. For instance, if you are using a multiple choice survey, the readers need to know which questionnaire items you have examined in your primary quantitative research.

For primary research, that involve surveys, experiments or observations, for a valuable academic article, Authors should provide information about:

- Study participants or group participants,
- Inclusion or exclusion criteria

Selecting and Applying Research Methods

Establishing the main premises of methodology is pivotal for any research because a method or technique that is not reliable for a certain study context will lead to unreliable results, and the outcomes' interpretation (and overall academic article) will not be valuable.

In most cases, there is a wide variety of methods and procedures that you can use to explore a research topic in your academic article. The methods section should fully **explain the reasons for choosing a specific methodology or technique.**

Also, it's essential that you describe the specific research methods of data collection you are going to use, whether they are primary or secondary data collection.

For primary research methods, describe the surveys, interviews, observation methods, etc.

For secondary research methods, describe how the data was originally created, gathered and which institution created and published it.

Reasons for Choosing Specific Research Methods

For this aspect that characterizes a good research methodology, indicate how the research approach fits with the general study, considering the literature review outline and format, and the following sections.

The methods you choose should have a clear connection with the overall research approach and you need to explain the reasons for choosing the research techniques in your study, and how they help you towards understanding your study's purpose.

A common limitation of academic articles found in research papers is that the premises of the methodology are not backed by reasons on how they help achieve the aims of the article.

Data Analysis Methods

This section should also focus on information on **how you intend to analyze your results**.

Describe how you plan and intend to achieve an accurate assessment of the hypotheses, relationships, patterns, trends, distributions associated with your data and research purpose. The data type, how it was measured, and which statistical tests were conducted and performed, should be detailed and reported in an accurate manner.

For explaining the data analysis methods, you should aim to answer questions, such as:

- Will your research be based on statistical analysis?
- Will you use theoretical frameworks to help you (and your Readers) analyze a set of hypotheses or relationships?
- Which data analysis methods will you choose?
- Which other Authors or studies have used the same methods and should be cited in your academic article?

Issues to Avoid

There are certain aspects that you need to pay extra attention in relation to your research methodology section. The most common issues to avoid are:

- **Irrelevant details and complicated background information** that provides too information and does not provide accurate understanding for Readers
- **Unnecessary description and explanations** of basic or well-known procedures, for an academic audience who is already has a basin understanding of the study

- For unconventional research approaches, it is important to provide accurate details and **explain why your innovative method contributes to general knowledge** (save more details for your Discussion/ Conclusion section in which you can highlight your contributions)
- **Research limitations** and obstacles should be described in a separate section (Research Limitations)
- The methodology should include **sources and references that support your choice of methods** and procedures, compared to the literature review that provides a general outlook and framework for your study.

Exercise:

A. Answer these questions about methodology

1. What's the difference between method and methodology?
2. Where does the methodology section go in a research paper?
3. What's the difference between quantitative and qualitative methods?
4. What's the difference between reliability and validity?
5. What is sampling?

B. After you understand methodology and how to write it.

Now please write your research methodology.

CHAPTER III

LITERATURE REVIEW

A literature review is a survey of scholarly sources on a specific topic. It provides an overview of current knowledge, allowing you to identify relevant theories, methods, and gaps in the existing research.

Conducting a literature review involves collecting, evaluating and analyzing publications (such as books and journal articles) that relate to your research question. There are five main steps in the process of writing a literature review:

1. **Search** for relevant literature
2. **Evaluate** sources
3. **Identify** themes, debates and gaps
4. **Outline** the structure
5. **Write** your literature review

A good literature review doesn't just summarize sources – it analyzes, synthesizes, and critically evaluates to give a clear picture of the state of knowledge on the subject.

Why write a literature review?

When you write a thesis or research paper, you will have to conduct a literature review to situate your research within existing knowledge. The literature review gives you a chance to:

- Demonstrate your familiarity with the topic and scholarly context
- Develop a theoretical framework and methodology for your research
- Position yourself in relation to other researchers and theorists

- Show how your research addresses a gap or contributes to a debate

You might also have to write a literature review as a stand-alone assignment. In this case, the purpose is to evaluate the current state of research and demonstrate your knowledge of scholarly debates around a topic. The content will look slightly different in each case, but the process of conducting a literature review follows the same steps.

Step 1: Search for relevant literature

Before you begin searching for literature, you need a clearly defined topic. If you are writing the literature review section of a thesis or research paper, you will search for literature related to your research problem and questions. If you are writing a literature review as a stand-alone assignment, you will have to choose a focus and develop a central question to direct your search. Unlike a thesis research question, this question has to be answerable without collecting original data. You should be able to answer it based only on a review of existing publications.

Search for literature using keywords and citations

Start by creating a list of keywords related to your research topic and question. Some useful databases to search for journals and articles include:

- Your university's library catalogue
- [Google Scholar](#)
- [JSTOR](#)
- [EBSCO](#)
- [Project Muse](#) (humanities and social sciences)
- [Medline](#) (life sciences and biomedicine)
- [EconLit](#) (economics)
- [Inspec](#) (physics, engineering and computer science)

Read the abstract to find out whether an article is relevant to your question. When you find a useful book or article, you can check the bibliography to find other relevant sources. To identify the most important publications on your topic, take note of recurring citations. If the same authors, books or articles keep appearing in your reading, make sure to seek them out.

You can find out how many times an article has been cited on Google Scholar – a high citation count means the article has been influential in the field, and should certainly be included in your literature review.

Step 2: Evaluate and select sources

You probably won't be able to read absolutely everything that has been written on the topic – you'll have to evaluate which sources are most relevant to your questions.

For each publication, ask yourself:

- What question or problem is the author addressing?
- What are the key concepts and how are they defined?
- What are the key theories, models and methods? Does the research use established frameworks or take an innovative approach?
- What are the results and conclusions of the study?
- How does the publication relate to other literature in the field? Does it confirm, add to, or challenge established knowledge?
- How does the publication contribute to your understanding of the topic? What are its key insights and arguments?
- What are the strengths and weaknesses of the research?

Make sure the sources you use are credible, and make sure you read any landmark studies and major theories in your field of research.

The scope of your review will depend on your topic and discipline: in the sciences you usually only review recent literature, but in the humanities you might take a long historical perspective (for example, to trace how a concept has changed in meaning over time).

Take notes and cite your sources

As you read, you should also begin the writing process. Take notes that you can later incorporate into the text of your literature review. It is important to keep track of your sources with citations to avoid plagiarism. It can be helpful to make an annotated bibliography, where you compile full citation information and write a paragraph of summary and analysis for each source. This helps you remember what you read and saves time later in the process. You can use our free citation generator to quickly create correct and consistent APA citations or MLA format citations.

Step 3: Identify themes, debates, and gaps

To begin organizing your literature review's argument and structure, you need to understand the connections and relationships between the sources you've read. Based on your reading and notes, you can look for:

- **Trends and patterns (in theory, method or results):** do certain approaches become more or less popular over time?
- **Themes:** what questions or concepts recur across the literature?
- **Debates, conflicts and contradictions:** where do sources disagree?
- **Pivotal publications:** are there any influential theories or studies that changed the direction of the field?

- **Gaps:** what is missing from the literature? Are there weaknesses that need to be addressed?

This step will help you work out the structure of your literature review and (if applicable) show how your own research will contribute to existing knowledge.

Step 4: Outline your literature review's structure

There are various approaches to organizing the body of a literature review. You should have a rough idea of your strategy before you start writing.

Depending on the length of your literature review, you can combine several of these strategies (for example, your overall structure might be thematic, but each theme is discussed chronologically).

1. Chronological

The simplest approach is to trace the development of the topic over time. However, if you choose this strategy, be careful to avoid simply listing and summarizing sources in order. Try to analyze patterns, turning points and key debates that have shaped the direction of the field. Give your interpretation of how and why certain developments occurred.

2. Thematic

If you have found some recurring central themes, you can organize your literature review into subsections that address different aspects of the topic.

For example, if you are reviewing literature about inequalities in migrant health outcomes, key themes might include healthcare policy, language barriers, cultural attitudes, legal status, and economic access.

3. Methodological

If you draw your sources from different disciplines or fields that use a variety of research methods, you might want to compare the results and conclusions that emerge from different approaches. For example:

- Look at what results have emerged in qualitative versus quantitative research
- Discuss how the topic has been approached by empirical versus theoretical scholarship
- Divide the literature into sociological, historical, and cultural sources

4. Theoretical

A literature review is often the foundation for a theoretical framework. You can use it to discuss various theories, models, and definitions of key concepts.

You might argue for the relevance of a specific theoretical approach, or combine various theoretical concepts to create a framework for your research.

Step 5: Write your literature review

Like any other academic text, your literature review should have an introduction, a main body, and a conclusion. What you include in each depends on the objective of your literature review.

Introduction

The introduction should clearly establish the focus and purpose of the literature review.

Dissertation literature review

If you are writing the literature review as part of your dissertation or thesis, reiterate your central problem or research question and give a brief summary of the scholarly context. You can emphasize the timeliness of the topic (“many recent studies have focused on the problem of x”) or

highlight a gap in the literature (“while there has been much research on x, few researchers have taken y into consideration”).

Stand-alone literature review

If you are writing a stand-alone paper, give some background on the topic and its importance, discuss the scope of the literature you will review (for example, the time period of your sources), and state your objective. What new insight will you draw from the literature?

Body

Depending on the length of your literature review, you might want to divide the body into subsections. You can use a subheading for each theme, time period, or methodological approach.

As you write, you can follow these tips:

- **Summarize and synthesize:** give an overview of the main points of each source and combine them into a coherent whole
- **Analyze and interpret:** don’t just paraphrase other researchers—add your own interpretations where possible, discussing the significance of findings in relation to the literature as a whole
- **Critically evaluate:** mention the strengths and weaknesses of your sources
- **Write in well-structured paragraphs:** use transitions and topic sentences to draw connections, comparisons and contrasts
-

Literature review paragraph example

The example below is taken from the body of a literature review on the relationship between national identity and nature conservation. This paragraph discusses how humanities scholars have approached the concept of wilderness.

1). Early work in environmental humanities tended to take a sharply critical approach to wilderness, focusing on the cultural construction of supposedly ‘natural’ landscapes. 2). The rise of climate change awareness in the 1980s had been framed by narratives about “the end of nature” (McKibben 1989), in which a once-pristine wilderness is degraded by humans to the point of disappearance. **3). In response to this popular discourse, environmental historian William Cronon critiqued the concept of a pure, pristine nature to be preserved from human influence, arguing that ideas like “wilderness” are themselves products of particular human cultures and histories. In his influential essay ‘The Trouble with Wilderness’ (1995), Cronon traces how the ideal of untouched wilderness, anxiety over its loss, and the political will to preserve it has been central to American national identity, entwined with religious motifs and colonial frontier mythologies.** 4). Following Cronon, the racial and class politics of wilderness preservation was a theme taken up by several scholars in the late 1990s and early 2000s, who researched the material effects of conservation politics on indigenous and rural Americans (Catton 1997; Spence 1999; Jacoby 2001). The US National Park system became the dominant paradigm for analyzing relations between conservation, nationhood and nationalism. **5). However, this approach has sometimes led to a narrowly US-centric perspective that fails to engage closely with the meanings and materialities of “wilderness” in different contexts.** 6). Recent work has begun to challenge this paradigm and argue for more varied approaches to understanding the socio-political relations between nation and nature.

Notes:

1. **Topic sentence** : Synthesizes the overall approach of the literature that will be discussed in this paragraph.
2. **Background** : Discusses the cultural context that the literature emerged from.

3. **Pivotal publication** : Summarizes an important text that shaped the direction of the field.
4. **Development of the topic** : Synthesizes several publications to illustrate an overall trend.
5. **Critical evaluation** : Points out a general weakness in this body of literature.
6. **Debate** : Highlights a point of debate within the literature, leading onto the discussion of different approaches in the next paragraph.

The example combines the thematic and chronological approaches. This section of the literature review focuses on the theme of wilderness, while the paragraph itself is organized chronologically.

Conclusion

In the conclusion, you should summarize the key findings you have taken from the literature and emphasize their significance.

CHAPTER IV

RESEARCH ANALYSIS

What is Research Analysis

Research analysis is the investigation of a certain research work being performed by any institute, organization, or individual. A research project requires a lot of data collection, observation and, most importantly, the thorough study of every collected document to come to a steady conclusion. The analysis of such a work will naturally be of a serious structure and hence should be performed very carefully. A preliminary knowledge of the actual research project is very important before starting the job of analyzing the particular project. The research analysis document will vary depending on the topic and area of research, but the structure that forms the base of the analysis will remain the same.

Research analysis should start with the presentation of the synopsis of the research project, followed by other essential details and areas of research work. The analysis is to be conducted in such a manner that it brings out the effectiveness and suitability of the project in the respective context of study. The significance and area of work is to be discussed in the analysis, along with the details of various inherent factors to the particular research work.

- Certain parameters of a research analysis include data collection and assessment, validation of data, case study, and other analytical tools, techniques and procedures applied for the study of the research work.
- A research analysis document should include certain essential details such as the title of the research project, name of the candidates, summary of the work, name of commissioning authority for the research analysis, name of analysts, and the date of the analysis.

- The discussion of various parameters and factors considered for research work and their appropriateness forms an important part of the analysis.

Analysis

By the time you get to the analysis of your data, most of the really difficult work has been done. It's much more difficult to: define the research problem; develop and implement a sampling plan; conceptualize, operationalize and test your measures; and develop a design structure. If you have done this work well, the analysis of the data is usually a fairly straightforward affair.

In most social research the data analysis involves three major steps, done in roughly this order:

- Cleaning and organizing the data for analysis (Data Preparation)
- Describing the data (Descriptive Statistics)
- Testing Hypotheses and Models (Inferential Statistics)

Data Preparation involves checking or logging the data in; checking the data for accuracy; entering the data into the computer; transforming the data; and developing and documenting a database structure that integrates the various measures.

Descriptive Statistics are used to describe the basic features of the data in a study. They provide simple summaries about the sample and the measures. Together with simple graphics analysis, they form the basis of virtually every quantitative analysis of data. With descriptive statistics you are simply describing what is, what the data shows.

Inferential Statistics investigate questions, models and hypotheses. In many cases, the conclusions from inferential statistics extend beyond the immediate data alone. For instance, we use inferential statistics to try to infer from the sample data what the population thinks. Or, we use inferential statistics to make judgments of the probability that an observed difference between

groups is a dependable one or one that might have happened by chance in this study. Thus, we use inferential statistics to make inferences from our data to more general conditions; we use descriptive statistics simply to describe what's going on in our data.

In most research studies, the analysis section follows these three phases of analysis. Descriptions of how the data were prepared tend to be brief and to focus on only the more unique aspects to your study, such as specific data transformations that are performed. The descriptive statistics that you actually look at can be voluminous. In most write-ups, these are carefully selected and organized into summary tables and graphs that only show the most relevant or important information. Usually, the researcher links each of the inferential analyses to specific research questions or hypotheses that were raised in the introduction, or notes any models that were tested that emerged as part of the analysis. In most analysis write-ups it's especially critical to not "miss the forest for the trees." If you present too much detail, the reader may not be able to follow the central line of the results. Often extensive analysis details are appropriately relegated to appendices, reserving only the most critical analysis summaries for the body of the report itself.

CHAPTER V

CONCLUSION & RECOMMENDATION

A student is asked to write many papers during their time in college. However, a **thesis** is the ultimate and most important paper they are supposed to write. A lot depends on their thesis. It is accounted for as their final paper before getting their degrees. There are many **professionals** who stress the importance of writing a good thesis. They tend to focus a lot on the literature and the overall format. The thesis conclusion and recommendation chapter are the most underrated chapters. There's hardly any discussion about them. However, they are equally important. The thesis conclusion and recommendation are of great importance. They are very important and leave a lasting impact on the minds of the readers. Which is why it is extremely important that the thesis conclusion and recommendation chapter are very well written.

What is a conclusion?

- A conclusion is what you will leave with your reader
- It "wraps up" your essay
- It demonstrates to the reader that you accomplished what you set out to do
- It shows how you have proved your thesis
- It provides the reader with a sense of closure on the topic

Structure

- A conclusion is the opposite of the introduction
- Remember that the introduction begins general and ends specific

Conclusion outline

- Topic sentence
 - Fresh rephrasing of thesis statement
- Supporting sentences
 - Summarize or wrap up the main points in the body of the essay
 - Explain how ideas fit together
- Closing sentence
 - Final words
 - Connects back to the introduction
 - Provides a sense of closure
- The conclusion begins specific and moves to the general.

Let us get a better understanding of how to write the thesis conclusion and recommendation chapter. But before we get to that, we should have better knowledge of thesis conclusion chapter.

What is a thesis conclusion and recommendation chapter?

A thesis conclusion chapter is not like the conclusions of the rest of the academic papers you write. Unlike most conclusions, a thesis conclusion chapter consists of the overall summary of your **literature**. Whatever you write in your literature, it is written in a concise format in the conclusion. A good thesis conclusion is a blend of all the facts you have written in your main body. It gives you a brief summary of whatever you have written in your main body. A good conclusion is able to explain the entire gist of your thesis without omitting any major facts or figures.

On the other hand, the recommendations consist of all the recommendations you make. These recommendations can mainly be for future researches, government offices, or even corporate offices.

How to write a good thesis conclusion?

Here are a few points you should keep in mind while writing a thesis conclusion and recommendation chapters.

Stick to the question

Keep in mind to provide answers to your research problems in your conclusion chapter. Explain all the problems you have highlighted in the course of your research. Make sure you provide the readers with answers to these questions with reference to your research. This will satisfy the readers and will leave them with a sense of completeness.

Hypothesis

You must keep in mind to address your hypothesis in your thesis conclusion chapter. There is always a hypothesis a student begins with while writing the thesis. Make sure you either confirm that **hypothesis** or reject it in your conclusion chapter. You must give out a verdict in your conclusion. That is the whole point behind writing it. If you don't give out a verdict, then your entire research is pointless.

Information

You must keep in mind that your conclusion is the summary of your literature. You must not introduce any new information in your thesis conclusion. This will completely confuse all your readers since they will be expecting a verdict on your hypothesis, not a new theory. Not only that, it will also leave a bad impression on their mind.

Say no to examples

Like we've mentioned in the last step, you should not introduce any new facts and information in your conclusion. Introducing new facts in your conclusion will only confuse your readers.

No First Person's

Because your conclusions are all about summarizing all the previously mentioned facts; you must make sure not to use the first person while writing. You are simply drawing a conclusion and giving a verdict considering all the facts you have mentioned in your main body. There is no room whatsoever for personal opinions. Which is why you shouldn't use the first person.

Know the difference between conclusion and result

It is important that you understand the difference between a conclusion and a result. There's a lot of difference between the two. Do not copy your result into the conclusion. In the result section, you write about what you have found while conducting your research. On the other hand, in the conclusion, you discuss your result and deliver a verdict.

Validate your sources

While recommending, you must make sure that your sources are credible and valid. Only recommend genuine sources and literature. Otherwise, it might leave a bad impression on the readers

Assignment:

Now that you have understood all the points, you are capable of writing a good conclusion and recommendation chapter. Write your research conclusion and recommendation.

CHAPTER VI

WRITING AN ABSTRACT FOR YOUR RESEARCH PAPER

An abstract is a short summary of your (published or unpublished) research paper, usually about a paragraph (c. 6-7 sentences, 150-250 words) long. A well-written abstract serves multiple purposes:

- an abstract lets readers get the gist or essence of your paper or article quickly, in order to decide whether to read the full paper;
- an abstract prepares readers to follow the detailed information, analyses, and arguments in your full paper;
- and, later, an abstract helps readers remember key points from your paper.

THE CONTENTS OF AN ABSTRACT

Abstracts contain most of the following kinds of information in brief form. The body of your paper will, of course, develop and explain these ideas much more fully. As you will see in the samples below, the proportion of your abstract that you devote to each kind of information—and the sequence of that information—will vary, depending on the nature and genre of the paper that you are summarizing in your abstract. And in some cases, some of this information is implied, rather than stated explicitly. *The Publication Manual of the American Psychological Association*, which is widely used in the social sciences, gives specific guidelines for what to include in the abstract for different kinds of papers—for empirical studies, literature reviews or meta-analyses, theoretical papers, methodological papers, and case studies.

Here are the typical kinds of information found in most abstracts:

1. the **context** or background information for your research; the **general topic** under study; the **specific topic** of your research
2. the **central questions** or statement of the **problem** your research addresses
3. **what's already known** about this question, what **previous research** has done or shown
4. the main **reason(s)**, the exigency, the **rationale**, the **goals** for your research—Why is it important to address these questions? Are you, for example, examining a new topic? Why is that topic worth examining? Are you filling a gap in previous research? Applying new methods to take a fresh look at existing ideas or data? Resolving a dispute within the literature in your field?
5. your research and/or analytical **methods**
6. your main **findings, results, or arguments**
7. the **significance** or **implications** of your findings or arguments.

Your abstract should be intelligible on its own, without a reader's having to read your entire paper. And in an abstract, you usually do *not* cite references—most of your abstract will describe what *you* have studied in your research and what *you* have found and what *you* argue in your paper. In the body of your paper, you will cite the specific literature that informs your research.

WHEN TO WRITE YOUR ABSTRACT

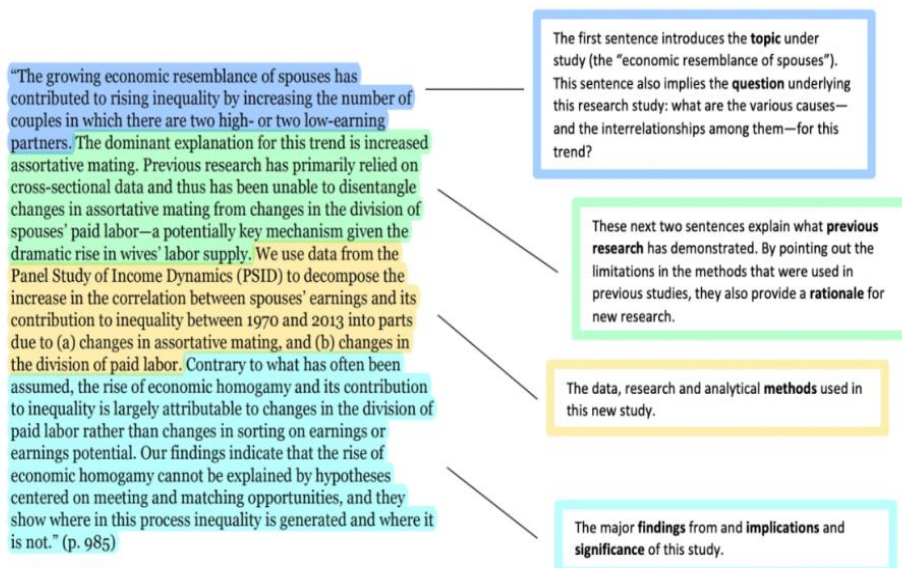
Although you might be tempted to write your abstract first because it will appear as the very first part of your paper, it's a good idea to wait to write your abstract until *after* you've drafted your full paper, so that you know what you're summarizing.

CHOOSING VERB TENSES WITHIN YOUR ABSTRACT

The **social science** sample (Sample 1) below uses the present tense to describe general facts and interpretations that have been and are currently true, including the prevailing explanation for the social phenomenon under study. That abstract also uses the present tense to describe the methods, the findings, the arguments, and the implications of the findings from their new research study. The authors use the past tense to describe previous research.

The **humanities** sample (Sample 2) below uses the past tense to describe completed events in the past (the texts created in the pulp fiction industry in the 1970s and 80s) and uses the present tense to describe what is happening in those texts, to explain the significance or meaning of those texts, and to describe the arguments presented in the article.

The **science** samples (Samples 3 and 4) below use the past tense to describe what previous research studies have done and the research the authors have conducted, the methods they have followed, and what they have found. In their rationale or justification for their research (what remains to be done), they use the present tense. They also use the present tense to introduce their study (in Sample 3, “Here we report . . .”) and to explain the significance of their study (In Sample 3, This reprogramming . . . “provides a scalable cell source for. . .”).



CHAPTER VII

HOW TO WRITE A RESEARCH PROPOSAL

A research proposal describes **what** you will investigate, **why** it's important, and **how** you will do the research. The format of a research proposal varies between fields, but most proposals should contain at least these elements:

- Cover page
- Introduction
- Literature review
- Research design
- Reference list

Purpose of a research proposal

As a student, you might have to write a research proposal to get your thesis plan approved.

Research proposal aims

1. Relevance : Convince the reader that your project is interesting, original and important
2. Context : Show that you are familiar with the field, you understand the current state of research on the topic, and your ideas have a strong academic basis
3. Approach : Make a case for your methodology, showing that you have carefully thought about the data, tools and procedures you will need to conduct the research

How long is a research proposal?

The length of a research proposal varies dramatically. A bachelor's thesis proposal can be just a few pages.

Although you write it before you begin the research, the proposal's structure usually looks like a shorter version of a thesis (but without the results and discussion sections).

Title page

Like your thesis, the proposal will usually have a title page that includes:

- The proposed title of your project
- Your name
- Your supervisor's name
- The institution and department

Check with the department if there are any specific formatting requirements.

Abstract and table of contents

If your proposal is very long, you might also have to include an abstract and a table of contents to help the reader navigate the document.

Introduction

The first part of your proposal is the initial pitch for your project, so make sure it succinctly explains what you want to do and why. It should:

- Introduce the topic
- Give background and context

- Outline your problem statement and research question(s)

Some important questions to guide your introduction include:

- Who has an interest in the topic (e.g. scientists, practitioners, policymakers, particular members of society)?
- How much is already known about the problem?
- What is missing from current knowledge?
- What new insights will your research contribute?
- Why is this research worth doing?

If your proposal is very long, you might include separate sections with more detailed information on the background and context, problem statement, aims and objectives, and importance of the research.

Literature review

It's important to show that you're familiar with the most important research on your topic. A strong literature review convinces the reader that your project has a solid foundation in existing knowledge or theory. It also shows that you're not simply repeating what other people have already done or said.

In this section, aim to demonstrate exactly how your project will contribute to conversations in the field.

- Compare and contrast: what are the main theories, methods, debates and controversies?
- Be critical: what are the strengths and weaknesses of different approaches?
- Show how your research fits in: how will you build on, challenge, or synthesize the work of others?

Research design and methods

Following the literature review, it's a good idea to restate your main objectives, bringing the focus back to your own project. The research design or methodology section should describe the overall approach and practical steps you will take to answer your research questions.

Methodology in a research proposal

1. Research type :

- Will you do qualitative or quantitative research?
- Will you collect original data or work with primary or secondary sources?
- Is your research design descriptive, correlational, or experimental?

2. Research type :

- Will you do qualitative or quantitative research?
- Will you collect original data or work with primary or secondary sources?
- Is your research design descriptive, correlational, or experimental?

3. Sources :

- Exactly what or who will you study (e.g. high school students in New York; Scottish newspaper archives 1976-80)?
- How will you select subjects or sources (e.g. random sampling, case studies)?
- When and where will you collect the data?

4. Research methods :

- What tools and procedures will you use (e.g. surveys, interviews, observations, experiments) to collect and analyze data?
- Why are these the best methods to answer your research questions?

Reference list or bibliography

Your research proposal must include proper citations for every source you have used, and full publication details should always be included in the reference list. To create citations quickly and easily, you can use our free *APA* citation generator.

CHAPTER VIII
THE 4-STEPS APPROACH TO WRITING
THE INTRODUCTION SECTION

Let us now understand how to write the Introduction section step-by-step:

1. Provide background information and set the context.

This initial part of the Introduction prepares the readers for more detailed and specific information that is given later. The first couple of sentences are typically broad. Below are some examples:

- A paper on organic matter in soil can begin thus: ‘Sustainable crop production is a function of the physical, chemical, and biological properties of soil, which, in turn, are markedly affected by the organic matter in soil.’
- A paper that discusses the possible beneficial role of bacteria in treating cancer can begin as follows: ‘The role of bacteria as anticancer agent was recognized almost hundred years back.’
- A paper on lithium batteries can introduce the study with the following sentence: ‘The rapid growth of lithium ion batteries and their new uses, such as powering electric cars and storing electricity for grid supply, demands more reliable methods to understand and predict battery performance and life.’

At the same time, the introductory statement should not be too broad: note that in the examples above, the Introduction did not begin by talking about agriculture, cancer, or batteries in general, but by mentioning organic matter in soil, the role of bacteria, and lithium ion batteries.

Once the first sentence has introduced the broad field, the next sentence can point to the specific area within that broad field. As you may have noticed, the papers in the examples mentioned above introduced the subfield by mentioning 1) remission of some types cancer following accidental infection by *Streptococcus pyogenes*, 2) organic matter in soil as a source of nutrients for plants and of energy for microorganisms, and 3) imaging techniques to visualize the 3-dimensional structure of the materials and components of batteries on nanoscale.

2. Introduce the specific topic of your research and explain why it is important.

As you can see from the above examples, the authors are moving toward presenting the specific topic of their research. So now in the following part, you can bring in some statistics to show the importance of the topic or the seriousness of the problem. Here are some examples:

- A paper on controlling malaria by preventive measures, can mention the number of people affected, the number of person-hours lost, or the cost of treating the disease.
- A paper on developing crops that require little water can mention the frequency of severe droughts or the decrease in crop production because of droughts.
- A paper on more efficient methods of public transport can mention the extent of air pollution due to exhausts from cars and two-wheelers or the shrinking ratio between the number of automobiles and road length.

Another way to emphasize the importance of the research topic is to highlight the possible benefits from solving the problem or from finding an answer to the question: possible savings, greater production, longer-lasting devices, and so on. This approach emphasizes the positive.

For example, instead of saying that X dollars are lost because of malaria every year, say that X dollars can be saved annually if malaria is prevented, or X millions litres of water can be

saved by dispensing with irrigation, or X person-hours can be saved in the form of avoided illnesses because of improved air quality or reduced pollution.

3. Mention past attempts to solve the research problem or to answer the research question.

As mentioned earlier, a formal review of literature is out of place in the Introduction section of a research paper; however, it is appropriate to indicate any earlier relevant research and clarify how your research differs from those attempts. The differences can be simple: you may have repeated the same set of experiments but with a different organism, or elaborated (involving perhaps more sophisticated or advanced analytical instruments) the study with a much larger and diverse sample, or a widely different geographical setting. Here are two examples:

- ‘Although these studies were valuable, they were undertaken when the draft genome sequence had not been available and therefore provide little information on the evolutionary and regulatory mechanisms.’
- ‘Plant response is altered by insect colonization and behaviour but these aspects have been studied mostly in sole crops, whereas the present paper examines the relationship between crops and their pests in an intercropping system.’

4. Conclude the Introduction by mentioning the specific objectives of your research.

The earlier paragraphs should lead logically to specific objectives of your study. Note that this part of the Introduction gives specific details: for instance, the earlier part of the Introduction may mention the importance of controlling malaria whereas the concluding part will specify what methods of control were used and how they were evaluated. At the same time, avoid too much detail because those belong to the Materials and Methods section of the paper. If, for example, your research was about finding the right proportions of two metals in an alloy

and you tested ten different proportions, you do not have to list all the ten proportions: it is enough to say that the proportions varied from 50:50 to 10:90. Here are two more examples:

- ‘We aimed to assess the effectiveness of four disinfection strategies on hospital-wide incidence of multidrug-resistant organisms and *Clostridium difficile*’
- ‘We aimed (1) to assess the epidemiological changes before and after the upsurge of scarlet fever in China in 2011; (2) to explore the reasons for the upsurge and the epidemiological factors that contributed to it; and (3) to assess how these factors could be managed to prevent future epidemics.’

CHAPTER IX

THEORETICAL FRAMEWORK

Theories are formulated to explain, predict, and understand phenomena and, in many cases, to challenge and extend existing knowledge within the limits of critical bounding assumptions. The theoretical framework is the structure that can hold or support a theory of a research study. The theoretical framework introduces and describes the theory that explains why the research problem under study exists.

Importance of Theory

A theoretical framework consists of concepts and, together with their definitions and reference to relevant scholarly literature, existing theory that is used for your particular study. The theoretical framework must demonstrate an understanding of theories and concepts that are relevant to the topic of your research paper and that relate to the broader areas of knowledge being considered.

The theoretical framework is most often not something readily found within the literature. You must review course readings and pertinent research studies for theories and analytic models that are relevant to the research problem you are investigating. The selection of a theory should depend on its appropriateness, ease of application, and explanatory power.

The theoretical framework strengthens the study in the following ways:

1. An explicit statement of theoretical assumptions permits the reader to evaluate them critically.
2. The theoretical framework connects the researcher to existing knowledge. Guided by a relevant theory, you are given a basis for your hypotheses and choice of research methods.
3. Articulating the theoretical assumptions of a research study forces you to address questions of why and how. It permits you to intellectually transition from simply describing a phenomenon you have observed to generalizing about various aspects of that phenomenon.
4. Having a theory helps you identify the limits to those generalizations. A theoretical framework specifies which key variables influence a phenomenon of interest and highlights the need to examine how those key variables might differ and under what circumstances.

Strategies for Developing the Theoretical Framework

I. Developing the Framework

Here are some strategies to develop of an effective theoretical framework:

1. **Examine your thesis title and research problem.** The research problem anchors your entire study and forms the basis from which you construct your theoretical framework.
2. **Brainstorm about what you consider to be the key variables in your research.** Answer the question, "What factors contribute to the presumed effect?"
3. **Review related literature** to find how scholars have addressed your research problem. Identify the assumptions from which the author(s) addressed the problem.

4. **List the constructs and variables** that might be relevant to your study. Group these variables into independent and dependent categories.
5. **Review key social science theories** that are introduced to you in your course readings and choose the theory that can best explain the relationships between the key variables in your study.
6. **Discuss the assumptions or propositions** of this theory and point out their relevance to your research.

A theoretical framework is used to limit the scope of the relevant data by focusing on specific variables and defining the specific viewpoint that the researcher will take in analyzing and interpreting the data to be gathered. It also facilitates the understanding of concepts and variables according to given definitions and builds new knowledge by validating or challenging theoretical assumptions.

II. Purpose

Think of theories as the conceptual basis for understanding, analyzing, and designing ways to investigate relationships within social systems. To that end, the following roles served by a theory can help guide the development of your framework.

- Means by which new research data can be interpreted and coded for future use,
- Response to new problems that have no previously identified solutions strategy,
- Means for identifying and defining research problems,
- Means for prescribing or evaluating solutions to research problems,
- Ways of discerning certain facts among the accumulated knowledge that are important and which facts are not,

- Means of giving old data new interpretations and new meaning,
- Means by which to identify important new issues and prescribe the most critical research questions that need to be answered to maximize understanding of the issue,
- Means of providing members of a professional discipline with a common language and a frame of reference for defining the boundaries of their profession, and
- Means to guide and inform research so that it can, in turn, guide research efforts and improve professional practice.

Just as a research problem in your paper requires contextualization and background information, a theory requires a framework for understanding its application to the topic being investigated. **When writing and revising this part of your research paper, keep in mind the following:**

- **Clearly describe the framework, concepts, models, or specific theories that underpin your study.** This includes noting who the key theorists are in the field who have conducted research on the problem you are investigating and, when necessary, the historical context that supports the formulation of that theory. This latter element is particularly important if the theory is relatively unknown or it is borrowed from another discipline.
- **Position your theoretical framework within a broader context of related frameworks, concepts, models, or theories.** As noted in the example above, there will likely be several concepts, theories, or models that can be used to help develop a framework for understanding the research problem. Therefore, note why the theory you've chosen is the appropriate one.

- **The present tense is used when writing about theory.** Although the past tense can be used to describe the history of a theory or the role of key theorists, the construction of your theoretical framework is happening now.
- **You should make your theoretical assumptions as explicit as possible.** Later, your discussion of methodology should be linked back to this theoretical framework.
- **Don't just take what the theory says as a given!** Reality is never accurately represented in such a simplistic way; if you imply that it can be, you fundamentally distort a reader's ability to understand the findings that emerge. Given this, always note the limitations of the theoretical framework you've chosen i.e., what parts of the research problem require further investigation because the theory inadequately explains a certain phenomena.

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