

# Lecture Note

**Course Title: TM 3305 Research and Seminar in Tourism**

**Credits: 3(3-0-6)**

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**Lecturer: Aj SiripenYiamjanya**

**Program: Tourism Management**

**Week 1**

## **Unit 1: Some Basics about Research**

### **Topic**

- What is research? And the research paradigms
- Principal components of research
- Linking the components together

### **Objectives**

After the completion of this unit, students should be able to:

- Describe definition of research and the research paradigms.
- Recall the principal components of research.
- Identify the components of given studies.
- Explain how all research components are linked.

## 1. What is research? And the research paradigms

### 1.1 Definitions

Oxford English Dictionary defines research as “the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions”. A tourism research described the word as an organized (research is planned, intended) and systematic (there are methods and procedures) process of gathering information relating to particular issues<sup>1</sup>. Therefore, research is a process that helps us discover new knowledge and to prove our assumption (s).

A survey generally is a simpler way of gathering information. Surveys are a method of gathering information from individuals. They have several purposes and can be done in many ways. Information can be gathered with a printed questionnaire, over the telephone, by mail, in person, by diskette, or on the web<sup>2</sup>.

### 1.2 Research paradigms

Research can be in many fields such as scientific and social science research. Tourism research is considered as that in the social science field. Social science research is the activity of gathering, analyzing and interpreting information for a variety of social, economic, educational and political purposes.

Research in tourism is categorized into the following:

- (1) *Post/positivist paradigm*: this paradigm views ‘the world or reality as very organized by universal laws and truths, or structured and based on rules that guide actions in both the natural and the social world. It asserts that human behavior is predictable because it is governed by external force (the universal laws and truths that explain causal relationship). Generally, research studies in this paradigm are testable facts and can be generalized, which therefore can be used in developing theories that explain behavior or relationships in the natural and social worlds. Some potential areas of research paradigm include the following:
  - Consumer behavior studies
  - Environmental impact studies
  - Tourism forecasting and modelling
  - Social impact studies
  - Marketing research studies

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<sup>1</sup>Šimkova(n.d.), <http://www.wseas.us/e-library/conferences/2011/Drobeta/TED/TED-38.pdf>

<sup>2</sup> <http://www.hr-survey.com/WhatIs.htm>

- Hospitality satisfaction studies

These areas of tourism research concern causal relationship that can be empirically tested in the real world or using models of the real world. Most studies use quantitative methodology and statistically tested. Therefore, results of these kinds of tourism research can be generalized to all other similar sets of behavior, events or tourism phenomena.

(2) *Interpretative social sciences paradigm or constructivism paradigm*: this research paradigm asserts that:

- There are multiple explanations or realities to explain a phenomenon rather than one causal relationship or one ‘theory’.
- The research process should be subjective rather than objective.
- The use of a qualitative methodology instead of a quantitative methodology
- Empirical materials rather than data are collected from an insider’s perspective rather than from an outsider’s perspective
- Empirical materials rather than data are collected in their real world or natural setting as opposed to being collected under ‘experimental’ conditions.

From this, it is therefore researchers will need to become part of social groups being studied. Examples of this kind of research are:

- The cruise ship experience, by studying the workers’ perspectives or the travelers’ perspectives by either working aboard the cruise ship or becoming a cruise ship passenger—also, empirical material would be gathered using participant observation as well as in-depth interviewing with colleagues or passengers
- Host- guest interactions, by becoming part of the host community and observing and gathering empirical materials through in-depth interviews or focus group studies
- Consumer service evaluation, by becoming a customer in the various sectors of the hospitality industry, and supplementing this participant observation with in-depth interview of other customers.

Being part of particular social groups being studied and using qualitative methodology help researchers to understand the material (things happening there) and construct knowledge based on (inter) subjective interpretation.

(3) *Critical theory paradigm*: this paradigm portrays that the world is complex and involves oppression, subjugation, and exploitation of minority groups who lack any real power. The world is contrived by people and institutions in power positions who try to maintain the status quo and subsequently their positions of power. The critical theory paradigm asserts that research should cause some changes. As a consequence, the research process involves interaction between the researcher and minority group being studied. Knowledge gained from this research paradigm should lead to positive changes for marginalized and oppressed groups and people. The researcher need to get below the surface to get the real meaning of social interactions and the power plays that are implicit in social interactions. Therefore, the methodology used in gathering data for this kind of research is mixed between quantitative and qualitative (mixed method), for example using participant observation, in-depth interviewing, focus groups, Delphic panels and action research in order to expose the oppression, subjugation and exploitation of the minority group being studied. Some possible research studies applying this paradigm in tourism include the following:

- Host- guest interactions, particularly where the hosts are the minority and are being overwhelmed by tourism numbers so much that they feel their location is becoming a tourism precinct rather than an integrated community
- The negative social impacts of tourism on the host community, particularly where the negative impacts are being overlooked by those in positions of power such as governments and tourism developers and operators
- The relationship between those in power, such as tourism developers and/ or governments, and those without power, such as local business operators or resident groups, particularly in regards to tourism planning and development
- Indigenous hospitality workers and their working conditions in developing nations
- The exploitation of children in sex tourism
- Social pathologies (pathology = relationship of causes and effects) resulting from tourism developments upon minority groups such as the unemployed, women, or children
- The impacts of vertical integration by overseas companies within host nations and their impacts on Indigenous companies

- The impacts of mega- events such as the Olympic Games on various sectors within the host community and their living conditions.

In summary, this critical theory research paradigm is concerned with undertaking research that will affect transformational change for minority groups who would be unable to change the practices of those in power. The critical theory paradigm research also uses qualitative methodology (with quantitative methodology), therefore, the relationship between the researcher and the minority group (s) being studied is subjective and knowledge is generated from the real world. The difference is that this paradigm does not see that all ‘realities’ as equal, instead, that there are oppressed, subjugated or exploited groups, and therefore the researcher in this paradigm works to advocate and overcome the causes of those oppressions, subjugations and exploitations.

(4) *Participatory paradigm*: this paradigm is different from the other paradigms already mentioned, in that the paradigm supports co-creation of knowledge via participation in experiences and collective interactions among researchers and co-researchers (participants). This paradigm creates and values experiential and practical knowing which results from collective and inter-subjective constructions. Experiential knowing is the knowing acquired via direct participation and embodied living. Practical knowing is action- based knowing—that is knowing how to do something without necessarily knowing the theory or principles behind such action. Experiential and practical knowing, which leads to cooperation, change and development, as well as empowerment are valued as well as transactional knowledge—that is, knowledge generated via dialogue. Participatory ethnics are value laden (rich in value), since all participants are subjectively and inter-subjectively involved. Some potential areas of tourism research under this paradigm include:

- Improving residents’ quality of life in tourism precincts
- Developing tourism experience providers’ collective experience packages
- Reviewing a tourism attraction’s reputation with regards to corporate social responsibility
- Developing an Indigenous tourism experience
- Changing tourism businesses’ practices to more sustainable ones
- Developing tourism training packages

- Public participation in tourism planning and development

From the examples of tourism research topics above under this paradigm, the use of participatory research would be instigated with the inclusion of various stakeholders (that is co- researchers and co- participants) to involve and co- create in the topics being studied, which is related to facilitating change, engendering collective ownership of and commitment to plan, processes, strategies and evaluation practices and their practical applications.

## **2. Principal components of research**

Generally, the principal components of research done around the world comprise the following chapters:

- Introduction
- Literature review
- Background
- Methods
- Results
- Discussion
- Conclusion

### *2.1 Introduction*

Introduction chapter sets the scene of research and it outlines the basic scope for the research. In this chapter key ideas are proposed, central concepts are defined, and some initial background information is provided. The introduction chapter has 3 purposes. First, it sets out rationale for the research. This means, the reasons why the work is important and why the research should be conducted, as well as the contribution or benefits it will make to studies of tourism. Second, it tells the aim (s)/ and objectives of the research to be conducted. Third, it alerts the reader to the structure of the text by providing a kind of ‘roadmap’ through each of the chapter.

### *2.2 Literature review*

The purpose of the literature review is to examine extent work on a topic area. It sets out to establish the ‘intellectual case’ for the research more fully (much more

than in the introduction chapter). By doing this, it helps you justify the choice of aim (s)/ and objectives to be more specific. By studying more on the previous studies, you will know who already conducted similar research that you are going to do, or what were already studied and in which areas, and what suggestions and limitations those previous researchers proposed or mentioned. By this, literature review informs and positions the work you are going to study and it helps to establish the originality and likely contribution of a research. Moreover, literature review can be in the form of identifying theories, conceptual or thematic ideas or trends. Methods of studies and strategies for data collection and analysis can be part of the review of literature as well. Finally, the literature review will help you work on your research in the chapter of discussion after you get the findings.

### *2.3 Background*

Background is the chapter that provides information more specifically of the case you are conducting the research. In other word, this chapter describes the context of the studies site (s).

### *2.4 Methods*

This chapter sets out the methods and techniques that you will use in collecting and analyzing data in order to answer the aim (s)/ and objectives of the research. The method chapter covers type of approach such as quantitative, qualitative, and mixed or multiple methods, and the particular methods and technique, population and sample size, tools for analysis, which normally depends on what type of approach the data is collected, such as statistics, content analysis, tools used for scientific test. Use of different research methods depends on the complexity and objectives of your research.

### *2.5 Results*

This chapter describes the results of your study (what you have found from the research fieldwork). It presents the outputs of data analysis as well as interpretations of the data in the form of findings. Report of results or findings must cover all answers to your research objectives.

## 2.6 Discussion

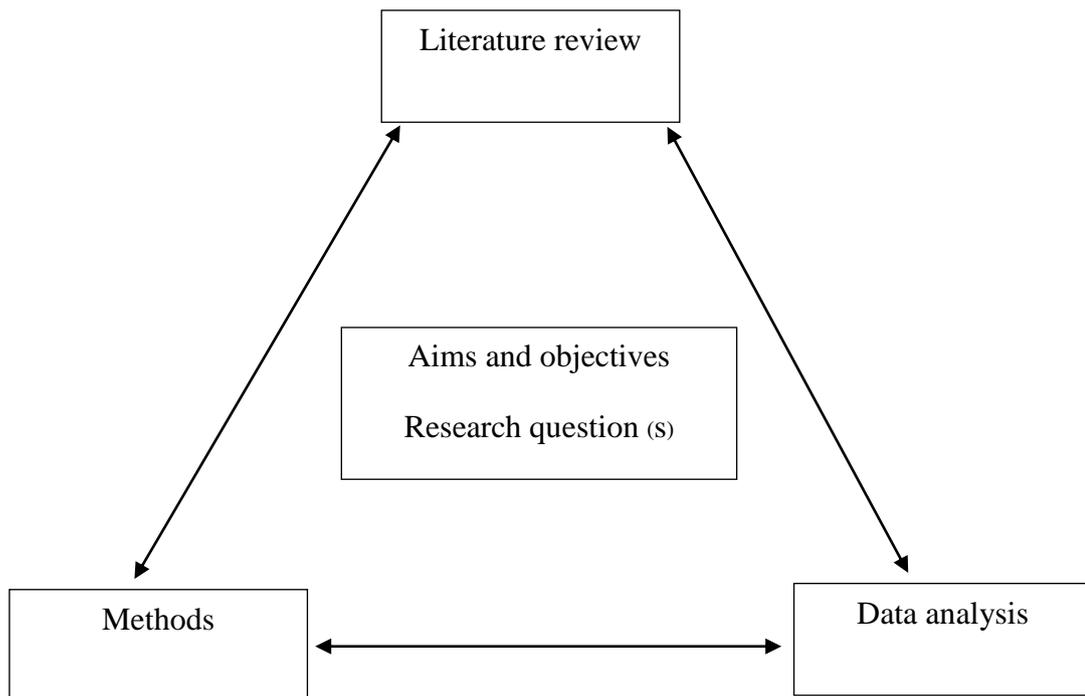
This chapter offers space and scope to address issues based on results or findings. Discussion can be made in order to compare or to points out similarities or differences of your results and previous studies, as well as raising issues. You will be able to discuss your findings in this chapter freely and usefully when you have good literature review.

## 2.7 Conclusion

This chapter provides a summary of the main findings from the research as well as the limitations of the study and its implication for further research on the topic or in the field. The conclusion is an opportunity for researcher to reflect on the research process.

### 3. Linking the components together

All chapters are equally important. Writing of your research is like writing a novel where every chapter is associated and connected, and readers can be cross read back and forth to understand this interaction (how each chapter affects one another and how all chapters are developed). There must be a continuity, logic and argumentation through the research report. A good research will provide readers to see connections between each chapter, for example between the literature review, the methods chapters and your data analysis. These linkages are facilitated through the aim (s)/ and objectives you first articulate in the introduction as a preview to the rest of the study. Picture 1 below shows the connections within your research (connections between literature review, methods, data analysis, all which facilitate the research aim (s)/ and objectives as the core.



Picture 1: Connections within your research

- 3.1 The literature review helps you to locate and contextualize your topic in the existing thematic body of knowledge on the subject. Your review of the current situations and related issues (i.e. recent stage in the development of a product, the newest ideas and the most up-to-date features) on your subject helps you to refine as well as justify your aim (s)/ and objectives.
- 3.2 Your choice of methods has to be entirely appropriate to your aim (s)/ and objectives.
- 3.3 Your choice of analytical techniques, processes and measures has to be appropriate to the types of data you collected, and the methods you have used to generate the data. They must allow you to address your aim (s)/ and objectives directly. Backwards linkages are important. The comparison of your data with those revealed in previously published studies must be significant and relevant, and contribute to an explanation of the real situation or context within the topic or area that you studied, and that are reflected in your findings.

**Learning Activities and Medias**

- Lecturer explains about the course.
- The class starts with KWL activity.
- Homework (Individual Study and Presentation): Find a research paper (English one) in tourism (not longer than 4-6 pages). Read and do the following:
  - Explain what the research paper is about.
  - Identify what kind of the paradigm of that research paper.
  - Explain the connection between each component in that research paper.
  - Prepare a power point presentation to share the above to the class next week.

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**Week 2**

## **Unit 2: Selecting a Topic**

### **Topic**

- Interest, motivations and expectations
- Interests and skills with access to information
- Structured and systematic approach to selecting a topic

### **Objectives**

After the completion of this unit, students should be able to:

- Recall motivating factors that influence research topic selection.
- Describe the systematic way to selecting a research topic.
- Explain how selecting a right topic affects the practices that will follow.
- Identify research areas in different sectors in tourism and hospitality.

## **1. Interest, motivations and expectations**

Tourism study is a wide-ranging subject and it crosses a number of traditional disciplinary boundaries within the social sciences. As a result, there is a wide array of potential topics for your research. Normally you are advised to select a topic you are interested in. Topics may arise from attending lecture programs, seminar discussions, from your reading, or from a presentation by a guest speaker which inspires your imagination. Your choice of topic relates in part to particular motivating factors such as personal connections with a particular study area or looking ahead to a possible career. Personal interest in a particular subject area is one of the most key motivations affecting the choice of research topics. Other very important factors include links to particular career development and perceived ease of access to data or how much easy or difficult will be to get data. Cost factors and local knowledge also are what you need to consider.

## **2. Interests and skills with access to information**

Your personal interest may be the very first factor that influences you to select a particular topic, what you need to consider involves the skills that you have and ease of access to data. Different topics have different appropriate methods to get data. Some may need you to confront with a high degree of face-to-face data collection with members of the public, and if you are very uneasy about conducting interviews or on street questionnaire surveys, it will cause you difficulties in collecting data. However, most research topics in social sciences require you to conduct data collection by uses of these common methods and you may not be able to avoid the fact that you need to confront with lots of people. In some case, it will be more difficult if your topic has you to get data from persons who are in positions that is not easy to access such as those in high position (whose schedule is busy). As a result, you need to have a thoughtful plan as well as your attempt to contacts (probably through some persons) before reaching the targeted interviewee (s).

Level of ease to information access also concerns site (s) you select in the process of topic selection. If the site you select is quite far from where you live, which affects your fieldwork plan, or it is not easy to go, this will also affect length of time you will have to invest (cost factors) in your research conduct. Sources of information you need to find for your literature review is another factor you should consider in the process of topic selection. Some topics are very innovative or they are new ideas, where there is a limit of past studies. When you start to find past studies as in the literature review stage, you will

find that existing past studies are not enough for your discussion. However, this may not always be the case for those who are interested in conducting a research in searching for preliminary answers under innovative topics, as they would propose new ideas. However, normally there is likely no a 'real new' topic in the post-modern world today, and with easy access to information around the world via the Internet, you can find all you search for.

### **3. Structured and systematic approach to selecting a topic**

The tourism system composes various sectors and in each sector, there are various functions or ways tourism tasks are operated as well as their different stakeholders, goals, visions and values. The following are the main sectors of tourism system:

- Tourism attractions
- Transport sector
- The hospitality sector
- Tourism bodies
- Government
- Tourists
- The community
- The environment
- Tourism and hospitality operators and companies

The way to view and understand tourism system and its sectors should be horizontally oriented; this means that each sector relates across one another in a linear direction, where management and development of them should go together likely at the same time. Each sector requires information for its management and future planning and development, and therefore it is where tourism research plays its role. The following are some recommended areas of research topics for your further idea of a narrower topic, based on data and information each sector need:

#### *3.1 Tourism attractions*

- Destination (attraction) image
- The competitiveness of a tourism product (attraction), experience
- The quality of the service delivery by staff
- Site visitation patterns

- The quality of educational components offered during a tourism experience
- Current and potential target markets
- Social, cultural, environmental, and economic impact assessments
- The location of a tourism product, experience in the destination [/ experience] life cycle (Butler, 1980)
- Strategies for future planning and marketing, or an understanding of the consequences of legislative and statutory (legal) changes

### 3.2 *Transport sector*

- The development and evaluation of pricing strategies
- The determination of demand elasticities, income and price elasticities
- Data regarding quality control
- Scheduling
- Safety and security issues
- Usage trends and patterns
- Customer expectations and satisfaction
- Seasonality impacts
- Environmental and social impacts
- Target markets
- Competitiveness within the transport sector
- Management issues
- Future forecasting of transport needs
- The effectiveness of innovations and technological advancements

### 3.3 *The hospitality sector*

- Quality evaluation and client needs in regard to services, amenities, facilities and their layout
- The functionality and aesthetics of room designs in accommodation facilities
- An evaluation of menu changes and menu contents
- Stock control
- Health and safety issues
- Education and training requirements
- Pricing strategies
- The effectiveness of yield management techniques

- The effectiveness of loyalty programs
- The development and monitoring of market profiles
- The evaluation of marketing strategies
- Competitors and their products
- The development and review of strategies regarding cost- efficiency improvements
- An evaluation of management and policies
- The implications of legislative and statutory changes such as tax systems
- The benefits and costs of tour packaging and product clustering
- A longitudinal knowledge of usage patterns and trends

### *3.4 Tourism bodies*

- A destination's image
- The identification of major generating regions
- Identification of market segments
- The development of socio-demographic profiles
- The identification of community attitudes
- The assessment of social, cultural, environmental and economic impacts
- The resultant strategies for upgrading or restructuring, amplifying, modifying or restricting such impacts
- The evaluation of future development needs in regard to infrastructure, superstructure, facilities and amenities
- Investment requirements and strategies

### *3.5 Government: the government sector needs:*

- To establish data sets to monitor incoming and outgoing visitation patterns and to keep track of residents and visitors
- To gather data on visitor numbers and activities in order to manage natural and built environments in a sustainable way
- To quantify visitor numbers and establish visitor patterns for planning and management purposes
- Data on visitor numbers to provide and maintain infrastructure and public facilities to support both local communities and visitors
- To know about expenditure patterns to regulate or stimulate investment

- Data to determine associated taxes or to implement legislation and statutory requirements to maintain standards of construction and/ or quality of life for residents or tourists
- To assess social, cultural, environmental and economic impacts
- To determine the effectiveness of overseas advertising and promotional campaigns.

### *3.6 Tourists: information/ data requirements relating to tourists include:*

- Developing typologies in association with market segmentations and psychometric profiles
- Finding out and understanding tourists' motivations, to assist in providing quality tourist experiences, appropriate amenities, facilities and services, planning, development and maintenance of tourism spaces, and marketing campaigns
- Obtaining information/ data on socioeconomic backgrounds, generating areas, expectations, values and attitudes.

### *3.7 The community: there are two categories of research areas arisen in the community sector:*

- Research associated with community participation in tourism planning and development
- Research to establish social and cultural impacts

The possible research topics in regard to the community sector can be about the following:

- The identification of community attitudes to development
- The assessment of social, cultural, environmental and economic impacts and development of strategies for sustainable tourism development
- Implementation or review of legislative requirements and policy development (re) formation

### *3.8 The environment*

- Environmental audits
- The identification of preservation and conservation values
- The conduct of environmental impact assessments
- The monitoring of environmental impacts and restoration strategies

- The identification of issues and the subsequent development of legislative requirements and policy development
- The determination of carrying capacities, limits of acceptable change and recreational and tourism opportunity spectra
- Economic values such as use values associated with the environment
- The identification and monitoring of attitudes to user- pays pricing strategies

### 3.9 *Tourism and hospitality operators and companies*

- Information about visitor needs and wants in order to provide better services, facilities or amenities
- Data/ information to maintain or improve market share
- Data/ information in regard to the performance of their tourism operations in order to increase efficiencies and profits

Systematically, there are three key stages in the systematic approach to topic selection:

- (1) Initiating the idea (s)
- (2) Linking your idea (s) to other academic studies
- (3) Thinking about the practical implementations—is the study feasible?

To explain more, the following is ways to do in meeting the three key stages above.

- (1) Ask yourself what sector you are interested in. In many cases, a research topic is selected based on contemporary issues (issues currently talked about or of public interest).
- (2) Try to scope into an area or function (if you cannot think of any in this stage, studying previous studies first will help you get idea)
- (3) Ask what problem (s) is within that area.
- (4) Ask yourself what you would like to know or what answer you would like to find in this area.
- (5) Find other studies (previous studies) in the area you are interested—find what they found and what they suggested, and refine your topic.

**Learning Activities and Medias**

- Lecturer opens discussions and gives an introductory lecture.
- The lecturer applies problem-based learning by eliciting students' perspectives about tourism issues for further discussions for guiding the students for selecting their own research topic.
- Homework: Individual students think of possible topic with objectives from home, and bring it to the classroom next week for consulting with the lecturer. Here, the lecture tells the students to search for the literature, which can help them broaden their idea.

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**Week 3**

## **Unit 3: Significance of Literature Review**

### **Topic**

- Why to read the literature?
- Preparing for search of the literature
- Reading strategies (what to read)
- Effective literature review
- In- text citation and ethical issues

### **Objectives**

After the completion of this unit, students should be able to:

- Describe what literature and literature review is.
- Explain significance and usefulness of the literature review for conducting a research.
- Point out purposes of reading the literature.
- Search for literature in different types of sources in the literature review stage.
- Describe what in- text citation is and why it is required.
- Apply citation by using a particular style correctly in the literature review stage.

### **1. Why to read the literature?**

Your research must be linked to the existing body of knowledge. Your reading informs your work and it provides the initial basis for selecting a topic and developing your ideas. We read the literature for many reasons:

- To establish the context of your topic with a view to establishing your likely contribution and putting together your proposal
- To develop a (conceptual/ theoretical) framework for your study and to help you write your literature review as a crucial component of your research
- To inform you of the way other researchers have done about collecting information and the techniques they have used to analyze their data.

### **2. Preparing for search of the literature**

Conducting a literature search can be an overwhelming stage in which you have to deal with. You may not be sure how much to read during your review of the literature. Normally, it depends on your requirements and circumstances (i.e. your research objectives and scope). You may use keywords in your research area to search for the literature. Moreover, you need to start by identifying the key debates within the literature. There are many sources of literature such as textbooks, review papers in published journals. From these, you can decide which are relevant to your topic in terms of its aims/ and objectives. In searching by use of keywords, sometimes, you may not be able to find good literature especially for those topics with the interdisciplinary approach. For example, you had decided to study the significance of leadership in the context of sustainable tourism. You would find very little in standard tourism texts. Your search would need to start with key debates within the literature on leadership (within management studies or organizational behavior for instance). Then, you would need to put these in the context of work on sustainable tourism management.

### **3. Reading strategies (what to read)**

Therefore, reading strategies is needed. You need to be clear about what to read and to read with purposes. There are reading materials that are useful as follows:

- Journals: tourism journals have their articles referenced in Google Scholar, so this can be a good starting point for finding published, referred research.
- E- papers: these consist of a mixture of conference papers posted on the Internet, along with full-text PDF papers posted on blogs and other sites. However, you should

be aware that they should be reliable and accurate, because papers in some individual websites or blogs may not be reliable and accurate enough because those papers have not been through the formal peer- review process (read by academic teams).

- Official and unofficial reports: these are widely available. While most government reports tend to be available electronically and free, most commercial companies usually charge high fees. In some areas of tourism, the most-up-to-date information tends to be only available via the Internet, and many charge fees.
- Trade and national press: most are best accessed via the Internet. Examples are online newspapers and news channels

Keywords searches on search engines, such as Google (in Google Scholar) are an obvious way to start but you will definitely be faced with a large number of web pages of potentially interesting reading material. From there, you can collect the list of references you find and then proceed to search. You need to bear in mind that some journal papers cannot be accessed via general home Internet but only via institutional portals (e.g. university library portal) which purchased the right to access to particular databases.

#### **4. Effective literature review**

Producing an effective literature review is more than just collecting together a range of references. After all, your literature review is one of the central features in (1) the structure of your research that provides a foundation for the design of the research; (2) your data collection; and (3) your data analysis, more specifically. The purpose of reading literature is to put your work into a critical context—not just describe what other researchers have done.

Purposive reading or reading with purposes means that you need to decide what issues and ideas are relevant to your study. Reading lots of literature but those literatures are of little actual relevance to your research, it means your reading the literature is useless. Reading with purposes starts with identifying and listing the key debates in your topic area. Then, you should relate these to your specific research objectives, to see:

- whether they fit; and
- how closely they relate to particular objectives.

You can list out the relevant ideas in terms of how strongly and accurately the links fit with your objectives and use these as a guide to the collection of references. You should look for how these relevant ideas have been debated—that is, what different views exist within the academic community on these major ideas. After that, organizing your

references by theme, date of publication and relevance gives you a useful organizational framework.

Purposive reading also extends to how you read individual texts. When you are organizing your reading, you should make notes on the material you have read. It is a good idea to print out papers for your reading. When you read, you should make note the following:

- a clear record of the research problem/ theme that paper covers
- an indication of the idea debated. What are the key points being debated? Put these down in basic note form (not written in large chunk)
- the methods used to collect the information, whether quantitative, qualitative or mixed methods approaches were employed (because these will inform what you do)
- the type (s) of analysis used (because these will inform what you do)
- the major findings and conclusions, and how they are recorded (because this will help in the presentation of you research)
- any problems identified in the approach.

In other words, you read and make note of:

- who- are the author (s)/ and where do they come from? Is this significant?
- what- was their subject and what were their main findings? Why are these important?
- why- was the research conducted? Why was it conducted in this manner? Who sponsored it and what influence might this have had?
- when- was the research conducted? When was it published? Is the date of publication significant? How does it coincide with other contributions in the same field?
- where- was the research undertaken? For what reasons?
- how- was the data collected/ analyzed? What survey instruments or analytical techniques were employed? What was the sample size? How was the sample devised?

## **5. In- text citation and ethical issue**

In- text citation is that in your writing proposal and research, you refer to the previous studies that you have read during your literature review stage, and you give referring to them in your written text. Below is an example of in- text citation.

The reasons we do citations are the following:

- Citations let anyone who reads your work find the items you used in your research. Citation is to provide all of the information so your reader can find the book, article, or other item you are citing.

- Citing builds your credibility and shows that your ideas are shared by other researchers who are also studying in the same field.
- You must avoid plagiarism in the citation. You should cite your sources properly, which mean that you give credit to the original author (s).

The popular citation styles are APA style (American Psychological Association), MLA style (Modern Language Association), and the Chicago style. The following are some examples of how to write citations in each style. When you do citation, you need to choose only one style and use that style for the whole writing, including the reference chapter.

(1) *APA (American Psychological Association)*: APA (American Psychological Association) style is most commonly used to cite sources within the social sciences.

#### *APA citation basics*

When using APA format, follow the author-date method of in-text citation. This means that the author's last name and the year of publication for the source should appear in the text, for example, (Jones, 1998), and a complete reference should appear in the reference list at the end of the paper.

#### *Short quotations*

If you are directly quoting from a work, you will need to include the author, year of publication, and the page number for the reference (preceded by 'p.'). Introduce the quotation with a signal phrase that includes the author's last name followed by the date of publication in parentheses. Here are two examples.

According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199).

Jones (1998) found "students often had difficulty using APA style" (p. 199); what implications does this have for teachers?

*Long quotations*

Here is an example of how to write a citation for long quotation. Start the quotation on a new line, indented 1/2 inches from the left margin, i.e., in the same place you would begin a new paragraph.

Jones's (1998) study found the following:  
 Students often had difficulty using APA style, especially when it was their first time citing sources.  
 This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help. (p. 199)

*Summary or paraphrase*

If you are paraphrasing an idea from another work, you only have to make reference to the author and year of publication in your in-text reference, but APA guidelines encourage you to also provide the page number (although it is not required.). Here is an example<sup>3</sup>.

According to Jones (1998), APA style is a difficult citation format for first-time learners.

APA style is a difficult citation format for first-time learners (Jones, 1998, p. 199)

(2) *MLA (Modern Language Association)*: MLA (Modern Language Association) style is most commonly used to write papers and cite sources within the liberal arts and humanities.

*In-text citations: Author-page style*

MLA format follows the author-page method of in-text citation. This means that the author's last name and the page number(s) from which the quotation or paraphrase is taken must appear in the text, and a complete reference should appear on your Works Cited page. The author's name may appear either in the sentence itself or in parentheses

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<sup>3</sup>Purdue Online Writing Lab, In-Text Citations: The Basics. Retrieved from <https://owl.english.purdue.edu/owl/resource/560/02/>

following the quotation or paraphrase, but the page number(s) should always appear in the parentheses, not in the text of your sentence. Here are three examples<sup>4</sup>.

Wordsworth stated that Romantic poetry was marked by a “spontaneous overflow of powerful feelings” (263).

Romantic poetry is characterized by the “spontaneous overflow of powerful feelings” (Wordsworth 263).

Wordsworth extensively explored the role of emotion in the creative process (263).

(3) *Chicago style*: in Chicago style, footnotes or endnotes are used to reference pieces of work in the text. To cite from a source a superscript number is placed after a quote or a paraphrase (to do superscript number, find References menu in the Microsoft Word and choose ‘Insert Footnote’ or ‘Insert Endnote’). Footnotes must appear at the bottom of the page that they are referred to. This is also applied with reference listing in the reference chapter (Bibliography) (In Chicago style, footnotes or endnotes are used to reference pieces of work in the text).

Here is the summary of practices for Chicago citation style:

- To cite from a source a superscript number is placed after a quote or a paraphrase.
- Citation numbers should appear in sequential order.
- Each number then corresponds to a citation, a footnote or to an endnote.
- Endnotes must appear on an endnotes page. The page should be titled Notes (centered at top). This page should appear immediately before the bibliography page.
- Footnotes must appear at the bottom of the page that they are referred to.

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<sup>4</sup> Purdue Online Writing Lab, MLA In-Text Citations: The Basics. Retrieved from <https://owl.english.purdue.edu/owl/resource/747/02/>

Here is an example:

Cole found that “The bones were very fragile” (33-34).<sup>1</sup>

The first time the in-text reference is cited you must include, author’s first name, author’s last name, title, place of publication, publisher name, year and referenced pages.

Here is an example.

James Smith, *The first and last war*, (New York, Hamilton, 2003),<sup>2</sup>

If the citation has been referenced immediately prior, the note may be shortened even further to *ibid* with the page number. Here is an example.

*Ibid.*, 786.

### *Ethic issue*

The word “plagiarism” is the use of ideas, words or findings of others without acknowledging them as such. To plagiarize is to give the impression that you have written, thought or discovered something that you in fact borrowed from someone else without acknowledging this in an appropriate manner.

### **Learning Activities and Medias**

- Lecturer opens discussions and gives an introductory lecture.
- The lecturer asks each student about their last assignment—thinking of possible topic. Then, the lecturer lets them express their topic, and the lecturer categorizes all topics into groups. Then, the lecturer asks the students to work in group based on a common topic. After that, the lecturer assigns each group to help find relevant literature. \*This is a practice activity before assigning them to work on their individual research.
- The lecturer also demonstrates how to search in the Internet as well as demonstrating on the Microsoft Word how to do in- text citation.