**Concepts of Research Components**

Research is essentially a process involving six steps. However, a research does not merely involve a sequence of activities. During its implementation, a research also utilizes certain instruments and materials and involves a number of, participants, methods and techniques, in addition to the series of activities. All of them are called the research components, with which one has to be familiar in order to get a comprehensive understanding of research. The most realistic way to study those components is by looking them in the research report. By getting a good understanding of these components, readers will not only get a more comprehensive of research but also get the skills on how to write a research report.

**INTRODUCTION**

Discussions in both Module 1 and 2 reveal that research is fundamentally a process of discovering new knowledge and/or using existing knowledge in a new and creative way so as to generate new concepts, methodologies and understandings. Module 1 (Pardede, 2018a) focuses on the six steps involved in the research process. It describes research as a series of linked activities moving from the identification of a problem, reviewing the literature, specifying the purpose, collecting data, analyzing and interpreting the data, and ends with reporting and evaluating research. However, as discussed in Module 2 (Pardede, 2018b), conducting a research is more than engaging in those six steps because the investigator should also design and carry out the study in either quantitative or qualitative approach.

1. **Title**

The title is a very essential component of a research paper because it serves four things. First, it predicts content. Second, it catches the reader's interest. Third, it reveals the nature or genre of the manuscript. Fourth, it contains keywords that will make it easy to access by a computer search (Hairston & Keene, 2003, p. 73). Bavdekar (2016) supports this by accentuating that a research paper title condenses the manuscript’s content in a few words and captures readers’ attention. A good research article title should be able to concisely introduce the research work to the fullest scope. It is also the entry way to the contents for it is the first (and usually, also the only) part of an article that readers see. Based on the meaning they got from the title, readers will decide if the article is relevant to them or not. The title should, therefore, be specific and indicate the problem the research project had addressed using keywords that will be helpful in literature reviews in the future. Based on their construction, titles are typically categorized into four types: nominal titles, compound titles, full sentence titles and question titles. Most titles are “nominal titles" capturing the main theme of the paper e.g. Using Short Stories to Develop EFL Learners’ Writing Competence. Compound titles, also called hanging titles, are those made using a colon, e.g., “The Use of Short Stories to Develop EFL Writing Competence: Students’ Perception” is a compound title consisting of two phrases on either side of the colon. Full sentence titles are apt to be longer and accentuate the outcome of the study, For example: “Blended learning implementation in ELT is essentially not a matter of following a trend but a necessity”. Question titles are generally aimed to catch the reader's attention, e.g., “Is blended learning implementation in ELT merely a matter of following a trend or a necessity?

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| **Title**  Name of author(s)  **Abstract**  BODY  **Introduction**  A. Background  B. Statement of topic area    **Literature review**  A. Summary and synthesis of the major schools of thoughts on the topic and a review of the relevant current main findings reported on the chosen topic.  B. Conceptual framework (links the research variables which has been specified based on the findings in the literature so that the research questions and hypothesis could be explicitly stated in the next subsection  C. Specific research question(s) and hypothesis to be tested.  **Method**  A. Participants  1. Who? How many?  2. Characteristics (male/female, proficiency level, native language, etc.)  3. Sampling Technique  B. Materials  1. What equipment? What Setting?  2. What data collecting instruments?  C. Procedures  1. How is the treatment to be administered?  2. How/when is the testing to be conducted?  3. What analysis techniques?  **Results**  Charts, tables, and/or figures accompanied by verbal descriptions Discussion/Conclusion(often two separate sections)  Common features:  • Summary of conclusions  • Relation to other results  • Aberrant results  •Implications  • Grand summary (including summary, limitations and suggestions for future research)  ACKNOWLEDGMENTS  REFERENCES  **Figure 1.Typical Research Paper Format** |

Soler’s(2007) analysis showed that the most popular title type used in both the social sciences and (natural) sciences was the nominal title. Compound titles were used mostly in the social sciences. The full sentence titles were employed only in the sciences. The question type was rarely used and occurred mainly in Linguistics. Moattarian and Alibabaee (2015) found nominal titles constituted more than three-fourths of the titles in the 420 analyzed research articles. Its dominant use is due to its remarkable ability to make information condensed in an economical way by means of various pre-and post-modifiers so that it is more informative and explanatory than other structures. Consequently, research article writer favors the nominal titles.

How many words the title of a research article should have? Most novice writers always ask this question. Yet, there is no definite rules for this. Even journals hardly provide an explicit limit in their instructions to authors. They instead favor phrases such as ‘clear and concise’ or ‘brief and specific’. Soler (2007) found that titles in the three hard sciences she investigated (biology, medicine, and biochemistry) contained more words (14.15–15.48 words per title) than titles in the soft sciences (ranging from an average of 7.98 words for linguistics to 12.63 for psychology). While Moattarian and Alibabaee (2015) found the average title length of articles in Applied Linguistics was 12.88 words, in Dentistry, 10.38 words; and Civil Engineering, 13.54 words.

Whydotitles’ length vary? Yitzhaki (2002) found that articles with longer titles are more likely to be longer in length. This probably due to the fact that longer articles are usually the results of large projects and they are the major publication medium for the projects' outcomes. Therefore they are longer in length.

To conclude, to write your research article title, do your best to make it meaningful and specific by keeping in mind that a good title should: (1) indicate the article content; (2) catch the reader's interest; (3) reflect the tone or slant of the piece of writing; and (4) contain keywords that will make it easy to access by a computer search. The title should be neither too short nor too long. A title consisting of 4 to 15 words will do. However, your title’s length depends on the length of your article. Longer articles generally need longer titles. Finally, since the nominal group is the most frequently used type in research articles, it’s safer to write your title in that construction.

1. **Name of author(s)**

The purpose of including author’s names in a research article is to specify the individuals responsible for the research presented in the article. In a research article context, authorship indicates an “intellectual contribution” to the work, and that an author should be able to explain and defend the work.

If a research article is written by more than one person, the most common way of writing the authors name is by listing the names based on the amount of their contribution to the work. In this way, the author with the largest contribution is put first and the remaining authors are listed in descending order of effort. The second way is by putting the senior author (the one responsible for overseeing the project) in the last, and the person that did most of the day to day work on the project is listed first. The third way is to list the authors alphabetically. However, this is no longer very common.

The authors’ e-mail address and institution are put under their names. The purpose is to provide the readers with a way of contacting the authors and to indicate the institution(s) at which the research was performed.

1. **Abstract**

The abstract is the summary of the topic of the paper and the major findings of the research. It is usually 100-200 words in length, although there is variation depending on the policy of the journal in which the article is published. An abstract is usually one paragraph long, and should concisely summarize why the reported research was conducted, how it was conducted, what outcomes were obtained, and what conclusions were drawn. Thus, an abstract provides maximum information with minimum words, covering (1) the gist of recent finding of the topic; (2) the Objective; (3) Materials and Methods; (4) Results; and (5) Conclusions. Different from an suggestive summary (such as a table of contents) which describes the contents covered in the paper, the abstract provides actual data. It seems like a mini paper which expresses particular messages on its own without referring to the paper (Yang, 1999, p. 53). The Abstract is ended with “Keywords”, i.e. a list of 4 to 7 words or phrases which capture the paper’s most important aspects. A good suggestion for determining keywords is that while choosing keywords, imagine you are searching for your article in some database.

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| ***Abstract***  More and more recent studies have indicated the advantages of incorporating literary works in English as a Second Language (ESL) and English as a Foreign Language (EFL) teaching. However, students’ interest and perceptions of literature in this context have rarely been investigated. This study aims to investigate the interest and perceptions of teachers training students majoring in English on the inclusion of short stories in language skills classrooms. The study employed an explanatory mixed method design and used a questionnaire and the focused semi-structured open-ended interview to collect the data. The participants were 45sixth-semester students of the English Education Program of FKIP-UKI. The findings revealed that most participants found short stories interesting to use both as materials for self-enjoyment and of as components language skill classes and believed that English teacher candidates should master the skills of employing short stories to teach language skills. The statistical analysis revealed that the students’ interest and perceptions were positively and significantly correlated, and both variables significantly affected each other. **Therefore, including short stories in language skills classrooms is advantageous.** Curriculum designers, lecturers, and policymakers are recommended to take students’ interest, perception, and perceived needs into consideration in every curriculum and learning-material revision.  Keywords: short story, English teachers‟ training students, language skills classes  **Figure 2.A Sample of Abstract** |

Along with the title, the abstract is one of the most important components of a research article. After reading the title, readers normally scan the abstract to determine what the authors found, and based on this information they decide whether they will read the rest of the paper or not. The abstract is written using past tenses to describe the authors’ work and present tenses for expressing general knowledge and other researchers’ work. Usually, abbreviation is avoided in an abstract, except when it is very common in the field of the research.

Figure 2 presents an abstract adapted from Pardede (2011). In this abstract, the two initial sentences are devoted to past research. The third sentence informs the reader what this study is about and how it fills a gap in the literature. The fourth and the fifth concern with methodology, and the sixth and the seventh tell about the results. The final two sentences provide the conclusion and recommendation.

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| **INTRODUCTION**   1. **Background**   The exponential growth of Information and Communication Technology (ICT) during the past three decades has been revolutionizing education. Innovations in ICT provide an expanding range of possible solutions for improving teaching and learning inputs, processes, and outcomes (Pardede, 2012). ICT now offers plentiful devices for developing and conveying audio-visual products, multimedia presentations, visual materials and end-user software which could be easily applied to create new learning and teaching practices. Those tools have offered an authentic learning environment making classes more motivating, pleasant and appealing to students and promotes learner interaction by engaging them in a wide variety of communicative tasks (Elliot, 2009). They also offer a variety of tools to educators who are looking to extend learning beyond the classroom (Haygood, Garner, & Johnson, 2012). As a result, more and more ICT tools have been incorporated into the classrooms to create a varied learning environment to enhance teaching and learning process and to address students’ individual differences. | Background context covering the impact of technological development on learning used to clarify the problem and its significance. See how the context is supported with a summary of previous research. |
| One of the most widely used online learning sites employed to complement English classes is Edmodo, a free and secure learning platform that is structured as a social network. Edmodo looks similar to Facebook but is much more private and safe for a learning environment because it allows only teachers to create and manage accounts, and only their students, who receive a group code and register in the group, can access and join the group (Majid, 2011). Edmodo provides teachers the opportunity to communicate with their students via private and public messages, send alerts and announcements, award badges, post assignments, discussions, polls, and quizzes, assign grades, share resources, layout course calendar and create small groups for projects. Via Edmodo, students can connect easily to their teachers, send questions, upload files and links to their backpack (elibrary), submit assignments, take quizzes, collaborate, share, discuss, and participate in polls. Edmodo use depends heavily on the teachers and on the features they utilize in their teaching process. | More specific context to the study used to identify the research topic, i.e. “the use and effectiveness of Edmodo as a complementary learning tool in EFL classes”. The topic identification is also supported with a summary of previous research. |
| Various studies have been conducted on various aspects of Edmodo use in education. Enriquez (2014) focused on the introduction and usage of Edmodo in education; Balasubramanian, Jaykumar & Fukey (2014) dealt with student’s preference and determination in the use of Edmodo; Batsila, Tsihouridis, Vavougios (2014) focused on teacher opinions; and Looi & Yusop (2011) investigated the benefits of using Edmodo to the teaching and learning of reading. Yet, studies focusing on students’ perception of its usage and effectiveness in EFL teacher education is very rare. This study was carried out as an attempt to fill in the gap. It was aimed to investigate the pre-service EFL teachers’ readiness to use Edmodo as a complementary learning tool in their English classroom. The results of this study would hopefully give language teachers or educators insight on learners’ attitudes toward a technology-embedded instruction and valuable information to advance new practices and methodologies containing social networking tools for making a difference for learning in today’s pre-service EFL teacher education. | Showing the research gap and why the present study is beneficial to conduct Using future tenses since this proposal is a plan  Statement of topic area |
| **Figure 3.A Sample of Introduction** | |

1. **Introduction**

The introduction sets the scene and provides the reader with background information (a brief overview of the topic and the reasons for conducting the research). These background information are necessary for readers to understand the rests of the paper.

The general format for an introduction is as follow: (1) Statement of topic area, covering the problem background in a broad scope written in a single paragraph; (2) Specific problem to be studied, reasons why it was important to study (e.g. by showing gap in research), and how it applied to the larger field of research written in two to three paragraphs; (3) Clear statement of objectives and research question(s) (or hypothesis for experimental study), plus the explanation of concepts or definitions of operational terms used (if any) in a single paragraph.

The length of an introduction depends on the journal’s policy, but it typically occupies 10-15% of the paper. It is generally around 400-600 words. Thus, it must avoid unnecessary background information and repeating the same information. Exaggerating the importance of the work and claiming novelty without a proper literature search should also be avoided.

However, it should be noted that in many (but not all) qualitative research articles, the literature review is integrated into the introduction section. This makes the introduction section of such articles becomes much longer.

Figure 3, adapted from Pardede (2015) illustrates an Introduction section of a research article. It is taken from a mixed methods research manuscript studying the perceptions of pre-service EFL teachers towards the use of Edmodo as a complementary learning tool.

1. **Literature Review**

A literature review is a search, summary and evaluation of the available past and current literature related to the research problem. The literature can include articles, abstracts, reviews, monographs, dissertations, other research reports, textbooks and electronic media, and since ELT is very dynamic due to the progressive accelerating number of publication, the sources included in a literature review should be quite recent so that the research article will not become out-of-date when it is published. In general, the reviewer should include sources published in the last 10 years. The only exception here is in situations when authors literally cannot access recent texts. In the field of ELT this could happen in translation and error analysis areas.

As it has been stated in the previous section, many (but not all) qualitative research articles integrate the literature review into the introduction section. This makes the introduction section of such articles becomes much longer. However, when the introduction and the literature review are separated, their space will be much longer. In relation to this, more and more journals tend to require authors to integrate the introduction section with the literature review (including in quantitative research articles), because of space limitation in journals. Despite that tendency, the introduction section and the literature review are treated independently in other research reports, i.e. undergraduate final project, thesis, and dissertation.

The literature review needs to be handled seriously because it serves for some important purposes. First, and this is the major purpose of reviewing the literature, it defines what has already been done concerning your research topic. Such knowledge not only avoids you from accidentally replicating another person’s investigation but also offers in sight to put your topic within a logical frame. In short, it tells you what has been done and what needs to be done. It presents the rationale for your study hypothesis and helps you rationalize the significance of your investigation.

Secondly, literature review also offers you the prospect to discern research strategies and specific data collection approaches that have or have not been made in the studies of topics related to yours. Such information will assist you to avoid other researchers’ mistakes and profit from their experiences. It may propose methods and techniques you had previously not considered. For example, suppose your research topic involved the comparative effects of blended learning approach implementation versus the face-to-face learning on the achievement of tenth graders’ writing skills. The review of literature probably reveals five related studies that found no differences in achievement. Several of the studies, however, might suggest that the new blended learning approach may be more effective for certain kinds of students than for others. Thus, you might reformulate your topic to involve the comparative effectiveness of blended learning approach versus face-to-face learning on the achievement of a subgroup of tenth graders, i.e., those with low aptitude.

The third significance of literature review is that your understanding with previous research helps you interpret your study results. The results can be interpreted by showing that they agree or disagree with previous findings. If they controvert previous findings, you can show the differences between your study and the others and offer a rationale for the inconsistency. If your results are consistent with other findings, your report should include recommendations for the next step; if they are inconsistent, you can recommend future studies to resolve the conflict.

Finally, literature review also shows your readers that you have an in-depth grasp of your subject; and that you understand where your own research fits into and adds to an existing body of agreed knowledge. This can increase your article’s credibility.

Literature review have some types and your decision to use a specific type should be based upon your research area, research problem and research methods. Grant and Booth (2009) identified fourteen review type. However, the most popular types are the following: narrative, historical, integrative, argumentative, methodological and systematic literature review.

**Narrative literature review** is always called the traditional literature review. It summarizes, criticizes and draws conclusions about a topic to identify gaps or inconsistencies in a body of knowledge. In a research, this type of literature review could be used if one has got a sufficiently focused research question. However, this review has two weaknesses: it could be difficult to draw conclusions due to the large number of studies to review, and the process is subject to bias for the writer may tend to consider only the studies that support his own work.

**Historical literature review** centers on probing research in a period of time. It often starts with the first time an issue, concept, theory, phenomena emerged in the literature, then tracing its evolution within the scholarship of a discipline. It aims to place research in a historical context to reveal familiarity with the developments of relevant issue, concept, theory, and phenomena concerning the research problem and to identify the likely directions for future research (University of Southern California, 2018).

**Integrative literature review** is used to summarize and synthesize past empirical or theoretical literature to provide a more comprehensive understanding of a specific phenomenon or problem. A well-done integrative review meets the same standards as primary research in regard to clarity, rigor, and replication (University of Southern California, 2018). Such a review is generally written when an author aims to produce a conceptual paper to provide the state of the science, or contribute to theory development, or suggest direct applicability to practice and policy. To produce such paper, the writer analyzes, synthesizes and integrates secondary data (including related hypotheses or research problems) about aresearch topic to produce new frameworks and perspectives on the topic. Pardede’s (2007) article, which discusses current principal concepts of critical reading skills in order to suggest some tips for helping EFL students develop critical reading skills, is an example of paper based on the integrative literature review.

**Argumentative literature review,** as the name implies, examines literature selectively in order to support or refute an argument, deeply imbedded assumption, or philosophical problem already established in the literature (University of Southern California, 2018). It is worth noting that the argumentative literature review has a main shortcoming, i.e. the potential for bias. This type is usually assigned to students to develop academic writing skills.

**Methodological literature review** focuses on examining methods of analysis in present related research articles. Thus, it concerns with “how” research findings came about, not on “what”(or the findings)the researchers discovered. This type of review provides a framework of understanding of the substantive fields, research approaches, sampling, interviewing, data collection, and data analysis techniques. This approach supports to emphasize the ethical issues which you should be aware of and consider as you are conducting your study.

**Systematic literature review** is the best known type of review. It seeks to systematically draw together all known knowledge on a topic area. Therefore, it requires more demanding and well-defined approach compared to most other types of literature review. It is comprehensive and details the timeframe within which the literature was selected. Systematic literature review is differentiated into two categories: meta-analysis and meta synthesis. The former is conducted by taking findings from several studies on the same subject and analyze them using standardized statistical procedures. Meta-analysis detect patterns and relationships and draw conclusions based on them. Meta-analysis concerns with deductive research approach. The latter, on the contrary, is based on non-statistical techniques. Meta-synthesis integrates, evaluates and interprets findings of multiple qualitative research studies. Meta-synthesis literature review is meta-synthesis employed when following inductive research approach.

Among those review types, integrative or systematic type seems to be the best choice to use in an EFL undergraduate thesis. You should note that whatever type you use, your literature review should be structured like an independent essay by organizing it into three main sections: introduction, body, and conclusion.

Figure 4, adapted from Nazara (2015), illustrates a literature review.

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| **LITERATUREREVIEW Critical Reading**  Critical reading is essentially a reading process involving critical thinking. To perceive the nature of critical reading, therefore, necessitates an understanding of the meanings of reading and critical thinking. Current theories indicate, that in addition to the notion that views reading as a process of extracting meaning from a text, reading is also seen as a process of connecting information in the text with the knowledge the reader brings to the act of reading. In this perspective, reading is “a dialogue between the reader and the text” (Grabe, 1988,p. 56) which necessitates the reader to analyze and evaluate information and ideas. In other words, the reader reads critically.  That idea is supported by Kurland (2000), who defined critical reading as a careful, active, reflective, analytic reading which involves reflecting on the validity of what one has read in light of his prior knowledge and understanding of the world. It is also in line with Huijie’s (2010) definition which describes critical reading as “a high level reading process which entails the ability to read with analysis and judgment” (p. 40). In addition, Pardede (2011) define critical reading as “an active and purposeful process of comprehending, questioning, and evaluating printed material and in order to react intelligently to the writer’s ideas”. Synthesizing these definitions, critical reading can be understood as an active process of constructing meaning from the texts by involving interpretation, making inference, analysis, giving judgment, and evaluation. | In this section, the author evaluated and synthesized the information related to the research variables (critical reading and short story reading) obtained from several current studies and link them to the topic to be addressed. This places the research on the stage of what is already known about a topic and what other shad done in the research area. |
| Short Stories Short Stories, or the” narrative that can be read at one sitting of from one-half hour to two hours, and that is limited to ‘a certain unique or single effect,’ to which every detail is subordinate” (Abrams, 1970, p. 158) seems to be the most suitable literary texts to use in EFL classes. Since it is short and aims at giving a ‘single effect’, there is usually one plot, a few characters; there is no detailed description of the setting. So, it is easy for the students to to follow the storyline of the work  According to Khuankaew (2010), integrating literary works into classes can develop critical thinking. This is due to the fact that the exposition in literary texts is not directly expressed that to get the texts meaning, readers should make an inference. Hall (2005) posited that the process of reading literary texts is a ‘bottom-up’ process which activates readers’ prior knowledge and incorporates novel information with existing knowledge. Such process encourages thoughtful and critical thinking. While reading a literary work, students are also involved in problem-solving tasks of literary texts via resolving conflicts. They also need to apply their analytical skills to relate different elements of a literary work, including the themes, setting, characters, plot, allegories, symbols, motifs, and points of view. | To make the literature review easy to read, the author divided it into subsections that are relevant with the research variables: critical reading, short stories, and method for teaching critical reading using short story. |
| In addition, integrating literary works into classes to develop critical thinking is also supported by the fact that literary works can have more than one meaning. This makes literature tough resources for reflective analysis. Hall (2005) added that the process of reading literary texts is slower than others as readers are more attentive and more reflective. Reading literary works promotes critical thinking because the readers of literary texts are often trying to understand something beyond the text, and they tend to speculate on potential future developments (Langer, 2000). Fisher (1999) hypothesized there are strong pedagogical reasons for developing thinking skills through the use of literature. Based on the results of studies comparing more able, literate children with less able ones, he stated that successful learners have: (1) knowledge of literary forms, purposes, and genre, including meta-linguistic knowledge; (2) skills and strategies for processing literary knowledge, including the ability to question, interrogate and discuss narrative texts; and 93) ability to apply and transfer their learning and knowledge to other contexts. | The sources included in this literature review are quite recent. A few sources were published below 2005, however, they are acceptable because those “old” sources concern with topics rarely restudied, such as definition of short story (Abrams, 1970) and definition of reading(Grabe, 1988). |
| **Method for Teaching Critical Reading Skills Using Short Story.** As previously indicated, in addition to the reading materials, another key factor causing the students’ low capacity of critical reading is the teaching method. Wallace (1992) suggested that to effectively teach reading, including critical reading, in EFL classrooms, the activities should be divided into three stages: pre-reading, during reading, and post-reading stages. In the pre-reading stage, the students are encouraged to form and write their own questions, predictions, and hypotheses concerning the story they will read. This aim is to let the students to think about the story rather than to answer the given questions that control the way of reading the text. They could be asked to make their own statements for supporting or refusing what the story is about before reading. This stage can also encourage the students to predict, for instances, what will happen and how the story will end, make hypotheses for predicting a text.  The during-reading stage aims to provide the students the opportunity to interact with the text. During this stage, the teacher guides the students to take notes about the events, ideas, feelings, values, cultures presented in the story; summarize information; and record their reactions and opinions. Therefore, the activities in the while-reading stage should aid the students to aware of, characters, incidents, time, and cultural perspectives in the story. Teachers can help by placing the text in its historical, biographical, and cultural context. In the post-reading stage, teachers help students to think critically by providing each of them chances to evaluate his/her adequacy of questions, predictions, and hypotheses formed in the pre-reading stage and to reflect the interpretation formed in the while-reading stage. In short, the post-reading activities focus on a wide range of questions that allow for different interpretations (Pardede, 2010). |  |
| **CONCEPTUAL FRAMEWORK**  Various current researchers and educators have revealed that literary texts can be an effective means of promoting students’ critical reading skills, and due to its shortness, short stories are the most suitable literary genre to use in EFL classes. Reading short stories, students can develop their critical reading skills because these texts encourage them to think analytically, logically and reflectively. Analytical, logical and reflective thinking are needed to infer the indirect expressions commonly used in short story, to solve the problems presented in the conflicts, to relate the different parts of a literary work, including the themes, setting, characters, plot, allegories, symbols, motifs, and points of view for fully understanding the story, and to evaluate authors biases. However, to get empirical data concerning the effectiveness of using short stories to develop students’ critical reading skills, studies are needed to conduct. | The research variables, i.e. reading short story and critical reading skills are identified.  The connection of the variables are clarified  Further contribution if the study is conducted is stated. |
| **RESEARCH QUESTIONAND HYPOTHESIS**  Referring to the discussions in previous sections, the question addressed in this study was: “Does the use of short stories significantly affect students’ critical reading skills?” Based on the research question, the hypotheses were formulated as follow:  Ho,: The use of short stories does not significantly affect students’ critical reading skills.  Ho,: The use of short stories significantly affect students’ critical reading skills. |  |
| **Figure4.A Sample of Literature Review** | |

1. **Methods**

The methods section serves two functions: (1) to enable readers to come to an informed opinion about the research; they need to know as much detail as possible about what was done and (2) to permit readers to replicate the study if they desire to do so.

The Method section has three main subsections: Participants, Materials (Instruments), and Design and Procedure. The Participants subsection includes (a) who and how many participants were involved; (b) the participants’ characteristics (e.g., male/female, native language, age range and average age, proficiency level, educational level, amount and type of instruction); (c) the sampling technique for selecting them (c) essential demographics information: percentage female (or male).

The Materials subsection serves to provide a description of the equipment, physical settings, and data collecting instruments used in the study. Any equipment or physical settings are essential factors of a study. How the materials were prepared should also be described. If you conducted an experiment using reading texts, explain the texts’ features and from what source you took them. If you used movies in your study, specify the movies and the source you took them from so that your reader could access them if they would like to use the movies for their study.

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| **METHOD**   1. **Research** **Purpose**   Various current researchers have revealed that short stories are an effective means for promoting students’ critical reading skills. This study was conducted to investigate the effect of literary texts on developing EFL students’ critical reading skills. For the purpose of this study, the research question to address was formulated as follow: “Does the use of short stories in reading class significantly affect the students’ critical reading skills?   1. **Research Design**   This study employed a quasi-experimental research design.   1. **Participants**   The participants in this studywere64 tenth-graders of a vocational school in Jakarta. The participants were selected using the convenience sampling technique due to administrative restrictions. They were grouped using non-random sampling technique, i.e. by treating X MIA-1 the experimental group and X MIA-2 the control group. Each group consisted of 32 students.   1. **Materials**   The study was conducted in the even semester of the 2014/2015 academic year. Short stories were used to teach reading to the experimental group, whereas the control group was taught by using non-literary texts. Although the groups were taught using different texts, the method of teaching was the same, i.e. the method of teaching adapted from the framework proposed by Wallace (1992) which is divided into three stages: pre-reading stage, while-reading stage, and post-reading stage. The activities in the pre-reading stage included previewing, questioning, anticipation guide, pictorial context, and pre-reading vocabulary. The while-reading stage covered the activities of annotating and analyzing. The post-reading stage included summarizing and reflecting activities.  Prior to the experiment, students in both groups were asked to do the pretest to measure whether the students in both groups had the same level of critical reading skills. After seven sessions of teaching (each session will last in 100 minutes), both groups took the posttest to measure the effects of the use of short stories and non-literary texts to the participants’ critical reading development. Each test was designed to test four main elements of critical reading skills, i.e., distinguishing facts from opinions, making inferences, drawing conclusions, and recognizing an author’s purpose. Based on two passages, two types of questions were provided: multiple choices questions, and open-ended questions. The multiple choices consisted of 20 questions (4 points for each correct answer), whereas the open-ended questions, designed to ask students for sharing their opinions regarding the passages, consisted of 2 questions (10 points each). To determine their reliability, both tests were tested with some students who were not the participants of the study. Using the reliability coefficient Cronbach’s alpha, the reliability of the critical reading test was 0.78. Since the value was higher than 0.7, the instruments were reliable enough to assess students’ critical reading skills.   1. **Procedures**   The study was conducted after having the permission from the headmaster of the school. To analyze the obtained data, SPSS version 22.0 was employed to run frequency analysis, to cross tabulation of the data, and to determine whether there were any differences between the critical reading skills of participants in the experimental group and that of the control group.  **Figure5.A Sample of Method** |

1. **Results**

The Results section is the most essential part of a research. All other sections play secondary roles, i.e., to prepare the reader for the Results, or to provide supplementary information to enhance the findings (Yang, 1999, p. 63). In full length research articles (the more common type of article) the Results and Discussion are separated in two different sections. In short research articles (sometimes called “short” or “brief” communications), both are joined into one section. In the former type, which separates the Results and Discussion sections, only obtained data in the study is included in the Results section. Analysis and interpretations should be reserved for the Discussion section. The idea behind this format is to “let the data speak for themselves.” However, some authors like to include some introductory or transition material to help the flow of this section. In the discussion that follows, the Results and Discussions sections are treated separately. The Results section represents the primary findings derived from the methods applied to gather and analyze information. It presents these findings in a logical sequence without interpretation from the author, setting up the reader for later interpretation and evaluation in the Discussion section. The data presented should have been processed in the form of text, illustrations, and tables. Thus, raw data should not be included. All the three forms (text, illustrations, and tables) may be used, but the same data should not be repeated in more than one form. The results of statistical analyses should also be presented in this section, but the analysis details should be excluded because the readers are assumed to have known what a null hypothesis is, a rejection rule, t-test, chi-square test, etc. It is also important to present the data in the order of the research questions. Since this section represents the core findings only, Results is usually the shortest section of a manuscript. The text describing data may be any length. Yet, a short statement such as, “The distribution of the respondents’ interest in short stories are shown in Table 1,” is adequate. For clarity, long passages of text are often organized by topic into subsections, with a subheading for each topic. The subheadings assist the reader to identify paragraphs interesting to them.

1. **References**

In most journals in the second and foreign language research field, everything cited in the paper body appears in the reference list, and all sources listed in the reference list are cited in the paper. All the references are listed in the References section. There is a wide range of styles used for citing references, and different journals have different styles for references. So, authors are suggested to check the target journal’s Instructions to Authors for information about the content and formatting of references

1. **Appendices**

A research article is basically supposed to be complete without the appendices. However, it is also appropriate to include appendices when (1) the incorporation of material in the body of the work would make it poorly structured; (2) the material would make the article too long and detailed; and (3) although the material is essential but its integration in the body would clutter or break up the narrative flow of the article, or it would be distracting to the reader. The materials generally put in Appendices are raw data laid out in a clear format so the reader can re-check your results; maps, photographs, diagrams, and other images which will the reader to understand the content of the paper. The crucial point to remember while writing an appendix is that the information is non-essential; if it were removed, the paper would still be understandable.

1. **CONCLUSION**

Based on the discussion in the previous sections, it is obvious that research is a complex process which does not only involve a sequence of activities but also utilizes certain instruments and materials and involves a number of, participants, methods and techniques. All of them are called the research components, with which one has to be familiar in order to get a comprehensive understanding of research.

Viewed from the context of a research report, the components of a research include the instruments, materials, activities, participants, methods and techniques involved a research. In a research report these components are arranged successively in the body sections consisting of introduction, literature review, method, results, discussion, and conclusion. In addition to those body sections, a research report is also completed with supplementary elements, i.e. title, name of the authors, acknowledgments, references, and appendices. Although these five elements are supplementary, they are also important because of their important roles in the research report.

The advantages of studying these research components are two folds. First, a good understanding of these components enables the readers to get a more comprehensive understanding of research. Second, it also promotes the mastery of the skills to write a research report.

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