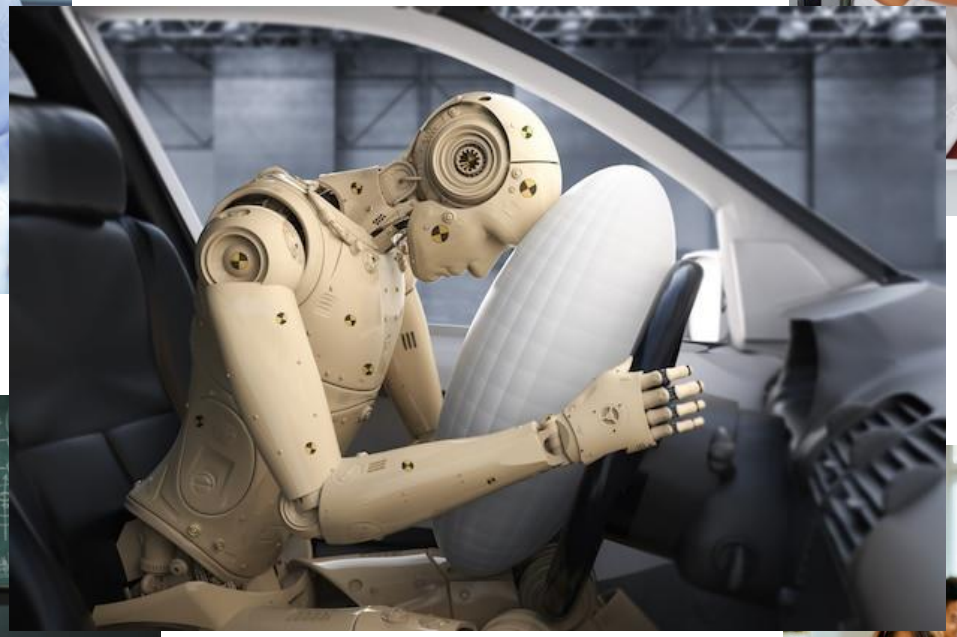
Research Basics

Definition of Research



Investigation or creation of knowledge, concepts, conclusions, innovation, or methods from evidence, exploration, experiments, and reliable information.

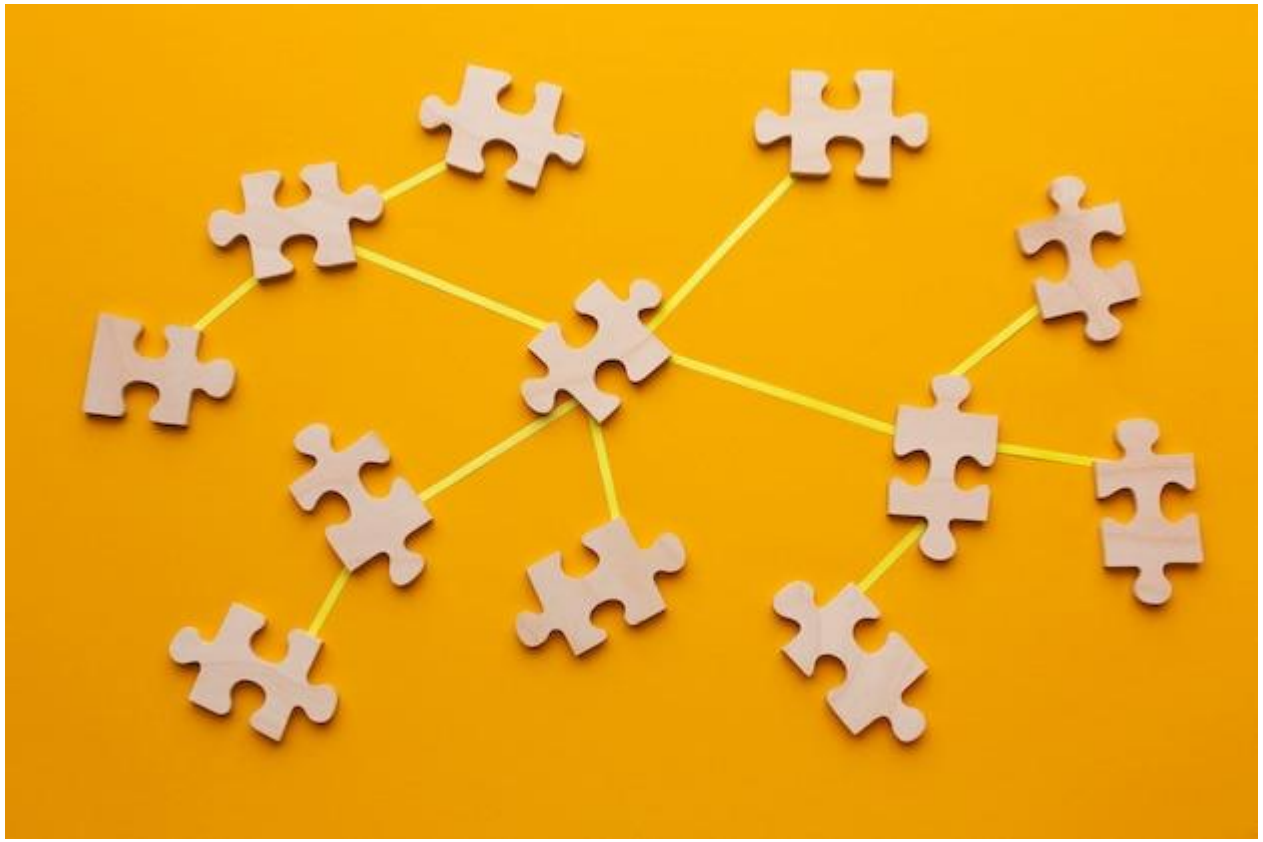
More than feeding curiosity, good research portrays

- Nature of scientific process
- Reliable process
- Area of a researcher's expertise
- Contribution to academic fulfillment

Importance of Research

- We can understand details of development and phenomena and their directions of tendency.

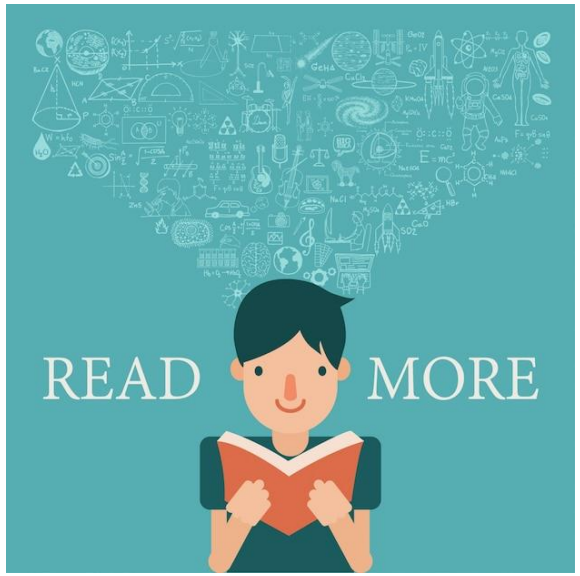
- We can have clearer insight of reasoning and relationship among components of knowledge and influential factors.

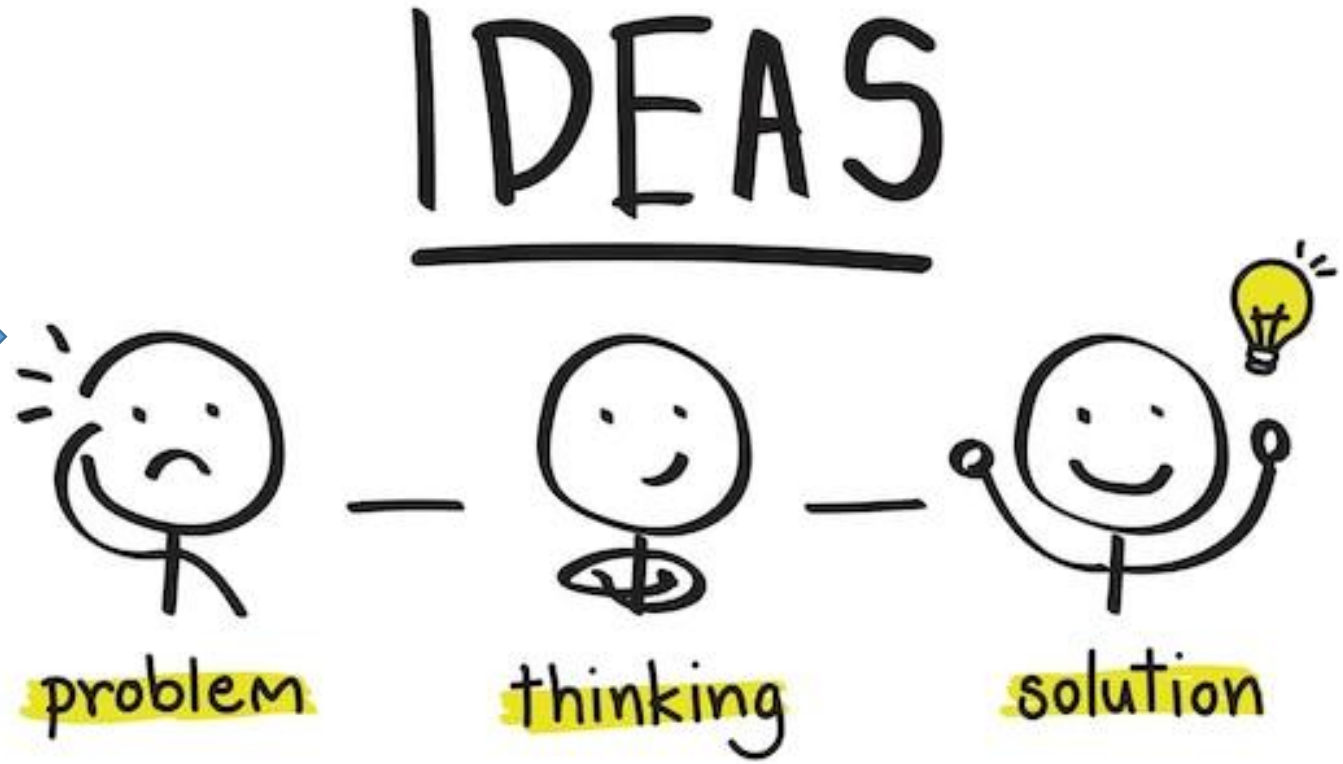


- We can have sufficient and decent information for decision making, project initiating, and action taking.

- We can have better ways of process or practice improvement, creation of innovation, and development of performance.

- We are trained to think logically and keep developing our paradigms.

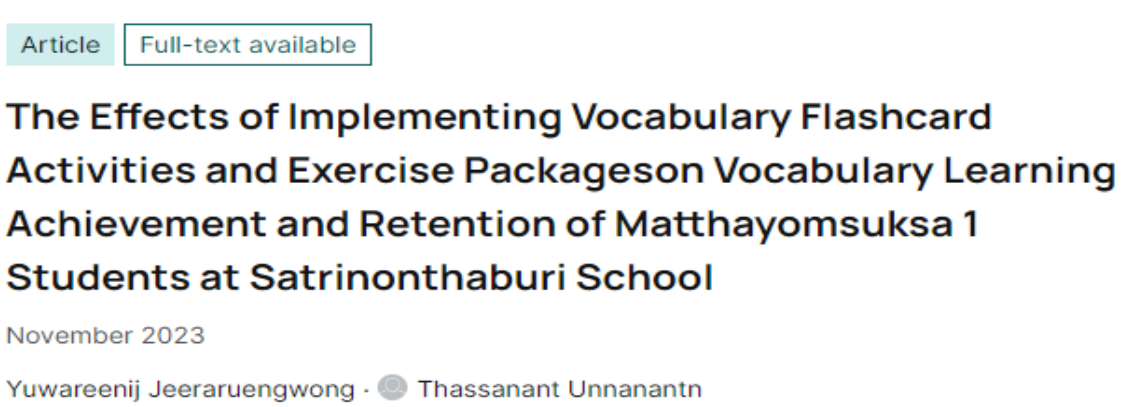




Research Structure

Preliminary Section

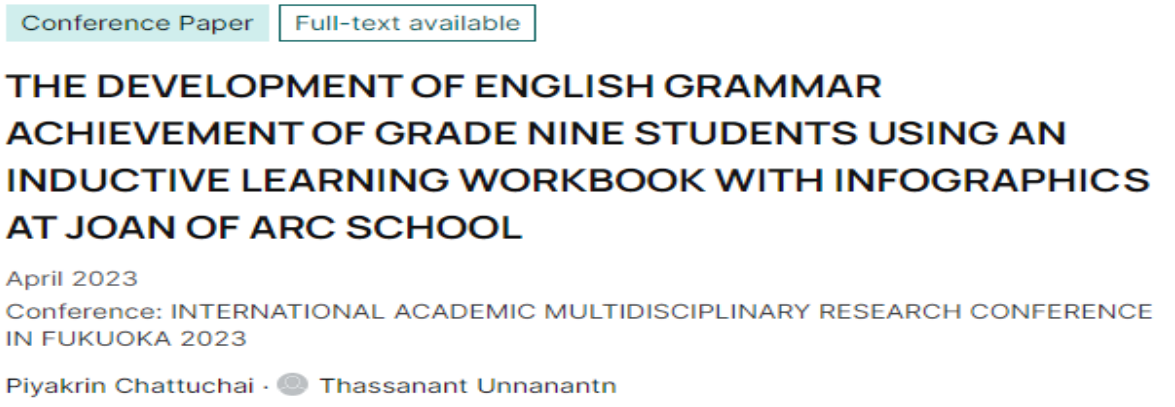
- Research title and abstract (contain some hints leading to an abrupt view of research or trigger research interest)
- From a research title, variables, a target group, and a research type can be interpreted. All of these can be better understood and gradually unfolded in an abstract.


Article Full-text available

The Effects of Implementing Vocabulary Flashcard Activities and Exercise Packageson Vocabulary Learning Achievement and Retention of Matthayomsuksa 1 Students at Satrinonthaburi School

November 2023

Yuwareenij Jeeraruengwong · Thassanant Unnanantn


Conference Paper Full-text available

THE DEVELOPMENT OF ENGLISH GRAMMAR ACHIEVEMENT OF GRADE NINE STUDENTS USING AN INDUCTIVE LEARNING WORKBOOK WITH INFOGRAPHICS AT JOAN OF ARC SCHOOL

April 2023

Conference: INTERNATIONAL ACADEMIC MULTIDISCIPLINARY RESEARCH CONFERENCE IN FUKUOKA 2023

Piyakrin Chattuchai · Thassanant Unnanantn

- An abstract is a formulaic summary of full text research.

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การพัฒนาการเรียนรู้ 12 tenses โดยการสร้างความคิดรวบยอด สำหรับนักศึกษาครู มหาวิทยาลัยราชภัฏกำแพงเพชร

The Development of Learning 12 Tenses through Concept Attainment for Teacher Students of Kamphaeng Phet Rajabhat University

บัณฑิต ฉัตรวิโรจน์*

Bandhit Chatwirote

ABSTRACT

The research and development aimed to 1. develop of learning 12 tenses through concept attainment 2. compare pre-post achievement of 12 tenses after learning through concept attainment 3. study the students' satisfaction towards learning 12 tenses through concept attainment. The population was teacher students. The 60 fourth year Physical Education students were selected who learned from the 12 tenses through concept attainment. Research tools were learning process with concept attainment, achievement test and satisfactory evaluation. Analytical statistics was by mean, standard deviation and t-test dependent. The findings were as followed: 1. Development of a conceptual learning 12 tenses: the overall of evaluation of media relevancy and content for learning management through concept attainment were at the highest level ($\bar{X}$= 4.74). All aspects were appropriate at the high level. 2. Comparison of compare pre-post achievement of 12 tenses after learning through concept attainment: the mean score after the study was higher than before the study at the .05 level of significance. 3. The students' satisfaction towards learning 12 tenses through concept attainment: the overall was at the high level ($\bar{X}$= 4.33) The four aspects were considered of the content of English, teacher, teaching in the application, time and facility were all at the high level.

Content Section

- This is divided into chapters

  Chapter 1 : Introduction

  Chapter 2 : Literature Review

  Chapter 3 : Methodology

  Chapter 4 : Findings

  Chapter 5 : Conclusion, Discussion, and Recommendations

Chapter 1 : Introduction

What makes your research important?

What is your research problem?

What is your solution?

What are your research purposes?

Is there a research gap and how will it be fulfilled?

What are in your research scope?

What will you get after doing this research? Contribution to……?

Are your definitions of terms specific to your research and how well do they represent a clear primary understanding between you and your readers?

Chapter 2 : Literature Review

A place for showing theories relevant to your research

Sufficient academic information

Your expertise

Learning from other researchers’ experiences

Chapter 3 : Methodology

Sampling group? Who are they?

What are your tools?

What is the quality of your tools? How can you prove that they are good enough?

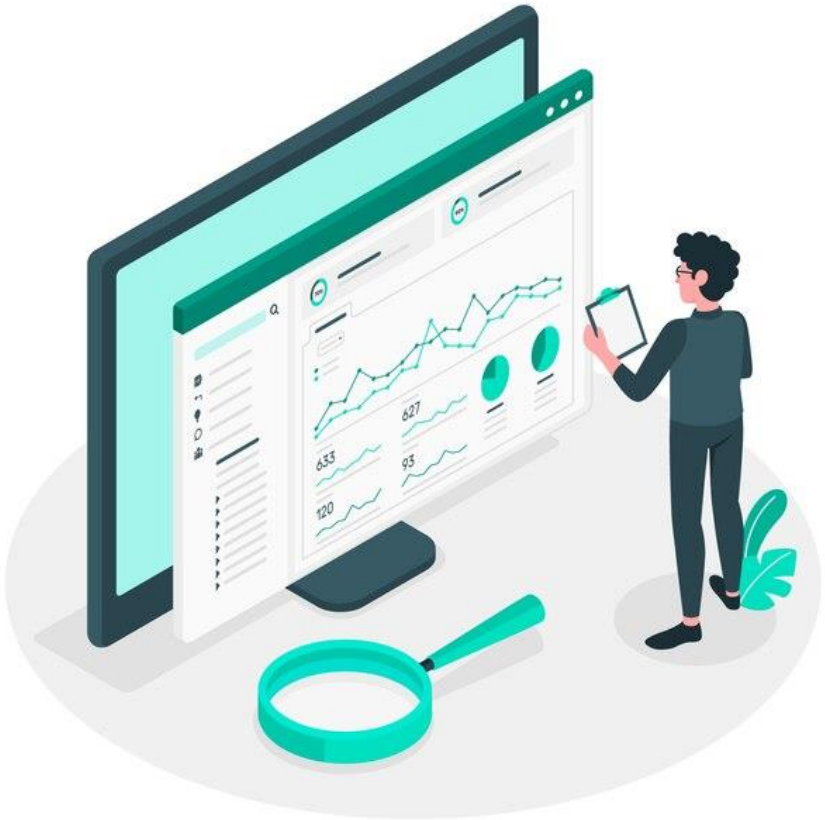
Your procedural thinking about steps of conducting your research

Chapter 4 : Findings

You are to tell all the results to your readers.

Statistical results after analysis and calculation

Descriptive results (also accepted as qualitative data)



Chapter 5 : Conclusion, Discussion, and Recommendations

Important points from your results

Reasons to elaborate your results

Suggestions for your readers

Reference Section

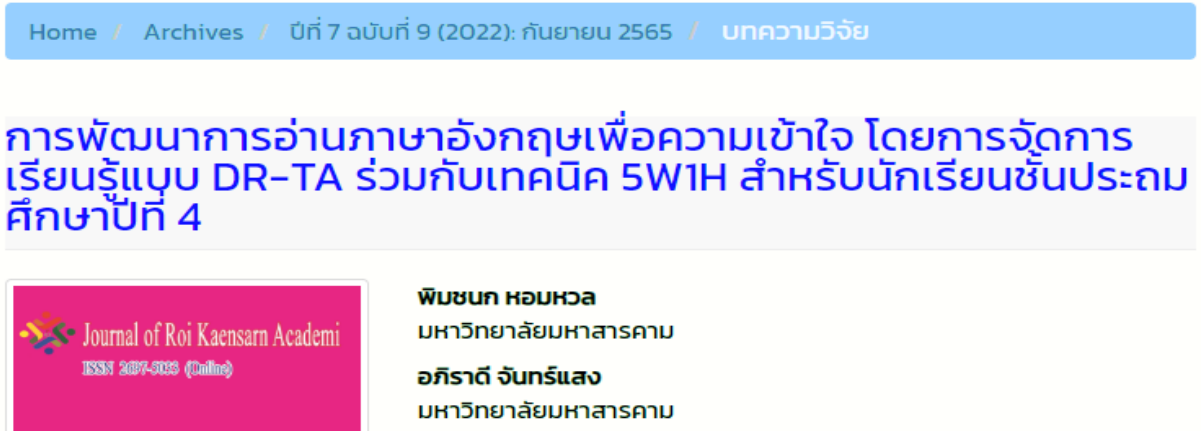
- References as evidence for further search
- Related documents and other evidence used or collected

- From chapter 1 to 5, the relationship among them all is assumed as a linear progressive order.

C1 Researcher's goals → C2 Necessary knowledge → C3 Research process → C4 Accomplishments → C5 Discoveries

- Actually, many start from C2 and spend much time working on it before making a decision to select the only possible research idea. Many go back to C2 after finding some more relevant principles while doing research or writing discussion.

Research Article and Full Text Research



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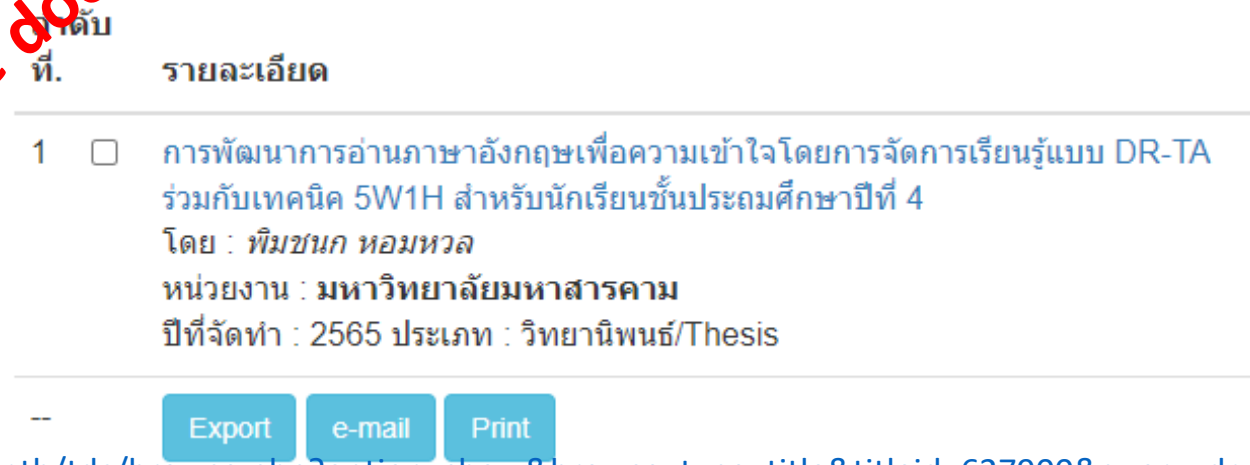
Can you find differences between these documents?

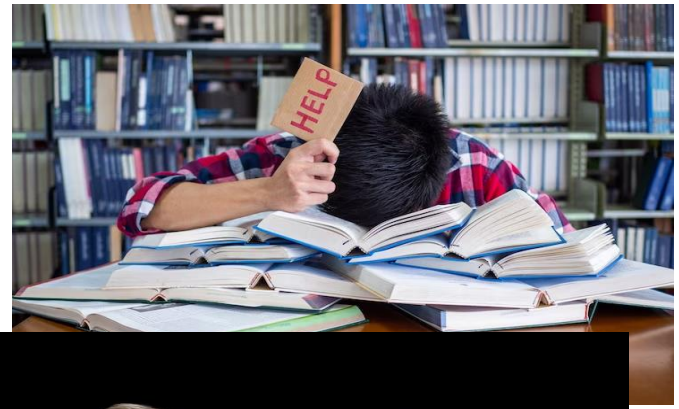


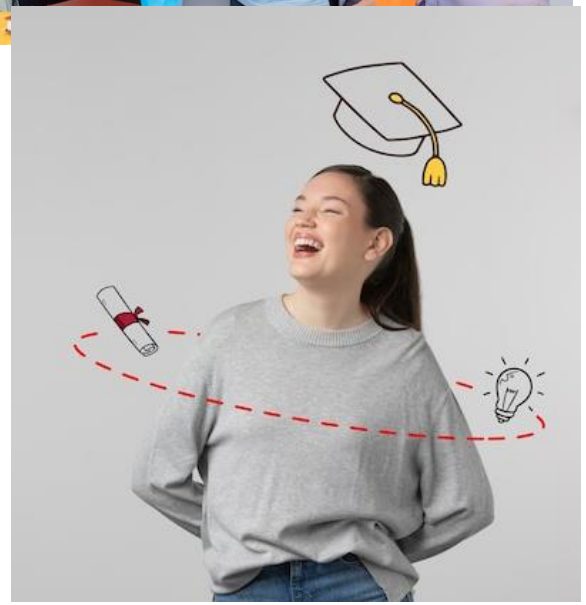
https://tdc.thailis.or.th/tdc/browse.php?option=show&browse_type=title&titleid=627900&query=dr-ta%205w%201h&s_mode=word&d_field=&d_start=0000-00-00&d_end=2566-12-07&limit_lang=&limited_lang_code=&order=&order_by=&order_type=&result_id=1&maxid=1

Characteristics of Research in English Teaching Field

- https://www.youtube.com/watch?v=w6ofqODK59Q&pp=ygUS4LiE4Lij4Li54LmC4LiL4LmI

- Watch this VDO and share ideas based on each research chapter (C1-C5).


HELP



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