

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter consists of the methodology of the research which aims to find out the answers of the research questions. It is divided into three sections: research design, data collection techniques, and data analysis.

#### 3.1 Research Design

For this research, what Grotjahn (Grotjahn, 1987 cited in Nunan, 1992) states as a mixed form between quantitative and qualitative research is employed. Furthermore, this research can be classified as what he called “exploratory-quantitative-interpretive paradigm” (Grotjahn, 1997 cited in Nunan, 1992: 6). This paradigm covers non-experimental design, quantitative data, and interpretive analysis.

In detail, he explains that non-experimental design can be defined as the design of research which do not use experiment process. Quantitative data are defined as data that can be quantified. And, interpretative analysis is a process of analysis which analyzes the data provided interpretatively rather than statistically.

This research is called qualitative research because it applies descriptive study as a way to explain the data investigated, and the analysis are mostly presented interpretatively. Additionally, Bogdan and Knopp (Bogdan and Knopp, 2005 cited in Maria, 2008) note some general characteristics of qualitative research:

1. The natural setting is the direct source of data, and the researcher is the key instrument in qualitative research.
2. Qualitative data are collected in the form of words or pictures rather than numbers.
3. Qualitative researchers are concerned with process as well as product.
4. Qualitative researchers tend to analyze their data inductively.
5. How people make sense out of their lives is a major concern to qualitative researchers. (Bogdan and Knopp, 2005 cited in Maria, 2008: 15)

On the other hand, it is called quantitative because this research also talks about quantity, and some data of analysis are presented in the forms of percentages.

The final goal of this research is to give a systematic, factual, and accurate description and illustration of the English textbooks for young learners used in twenty-five primary schools in Bandung Kulon.

### **3.2 Data Collection Techniques**

In doing this research, some steps to collect the data required were applied as follows:

- a. conducting a survey

According to Nunan (Nunan, 1992), surveys are commonly used for collecting data. They are used to obtain a snapshot of conditions, attitudes, and events at a single point in time.

In conducting survey for this research, 13 English teachers of 25 primary schools in Bandung Kulon are employed. Those 13 teachers are considered as adequately representing the 25 primary schools because there are some teachers

who teach in more than one school still in the region of Bandung Kulon. The aim of this survey is to find out the textbooks used by English teachers in primary schools in Bandung Kulon.

- b. selecting which textbook is mostly used by the respondents

Because from the survey revealed that there are some textbooks used by the respondents, selecting which textbook that is mostly used by them is a necessity to do. As a final point, a series of textbooks published by Erlangga entitled *Grow with English: An English Course for Elementary Schools Students*. The series of textbooks consists of three textbooks that are aimed for grade 4, 5, and 6 of primary schools.

- c. reformulating checklist of what constitute good English textbooks for young learners and the supports provided to help teachers in using the textbooks

For the reason of practicality, the checklist as the main tool in the process of analysis in this research is reformulated from Scott and Ytreberg's theory that has been adapted with some additions of other theories (see also Taylor and Taylor, 1991; Harmer, 2001; Kitao and Kitao, 2001; Woodward, 2001; Makmun, 2004; Pinter, 2006; and Tomlinson, 1998 in Gustine, 2008). The checklist is presented as in figure 3.1.

### 3.3 Data Analysis

The data that have been attained are then being analyzed by doing the following procedures to find out the answers of the research questions:

- a. verifying the materials of these three textbooks with the checklist

- b. analyzing and interpreting the data to find out the extent to which the materials contained in the three textbooks accommodate young learners' characteristics
- c. analyzing and interpreting the data to find out the supports that are provided by the three textbooks for teachers in order to help them in using the textbooks

**Figure 3.1 Checklist Used in Evaluating Textbooks for young Learners**

CRITERIA
PHYSICAL APPEARANCE:
Covers
Colors
Size
Weight
Shape
General layout
CONTENTS:
Activities including movements
Activities including senses
Plenty of objects
Playing with languages through rhymes, songs, telling stories
Variety of activities
Routine in systems
Sequence in materials provided
Grouping activities
Learning simple grammar through fun-type Activities
Assessment
SUPPORTS:
Teacher's notes
Audio cassettes/videotapes/CD-ROMs
Extra resource materials
Web-links