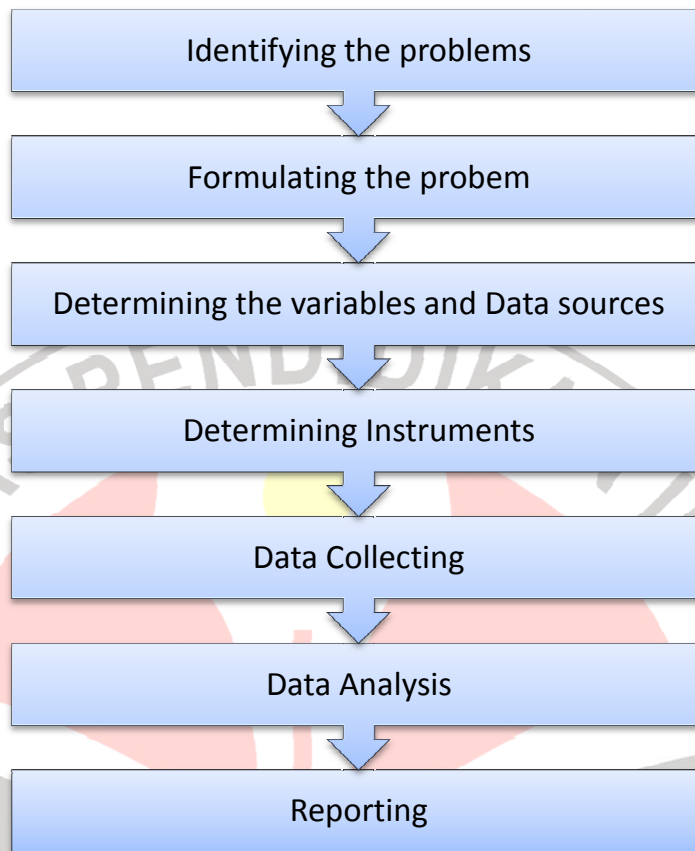# CHAPTER III
RESEARCH METHODOLOGY

3.1. Research Design

This research is conducted to investigate the phenomenon that exists in Indonesian education. So this research belongs to phenomenological study or descriptive study that describes the case of teacher in using textbook as a material of learning. According to Arikunto (2005) descriptive research is non-experimental research because it does not investigate the result of some kinds of treatments, but it is only to figure or describe a phenomenon. This study is conducted to figure the fact that occurs in classroom activity without any experiments, Therefore this study employs a qualitative method in which the study goes naturally focusing to reporting the phenomenon (Arikunto, 2006). Even though, it means that the design of this research is flexible in which the researcher can not define the step or the result first, the researcher use the step below in conducting the research.

Chart 01 Research Design
Adapted from Arikunto 2006

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┌─────────────────────────────────────┐
│       Identifying the problems        │
└─────────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────────┐
│       Formulating the probem          │
└─────────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────────┐
│ Determining the variables and Data sources │
└─────────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────────┐
│       Determining Instruments         │
└─────────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────────┐
│          Data Collecting              │
└─────────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────────┐
│           Data Analysis               │
└─────────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────────┐
│            Reporting                  │
└─────────────────────────────────────┘
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Here is a brief explanation about the steps above regarding the experience that actually done by the researcher.

a. Identifying the Problems.

The problem being the basic of this study occurs when the researcher found that students complained about several teachers who rely on a textbook to transfer the knowledge in their instruction so the students felt boring in the classroom. On the other hand, the teacher also grumbled about the lack of learning material that must be available on textbooks. Considering the problem, the researcher tries to find how actually they use the textbooks in their instructions.

b. Formulating The Problem

The problem that has been identified is too general. Relating the researcher's specific field, which is English, he tends to investigate English teaching learning process. In order to make the research measurable and give the in-depth explanation, this study focuses on some specific variables.

As stated by Lubben and Campbell (2003), according to Weinbrenner (1992) textbook research is divided into three areas. First, Process-oriented research that concern to the process of how textbook is developed, approved, produced, distributed, published, achieved, introduced and disposed. The second area is Product-oriented research that focuses on the textbook as a teaching medium or as a communication media. Then, Weinbrenner's third area is reception-oriented research that investigates the textbooks as teaching medium regarding the effect on teacher and students.

Based on the Weinbrenner's statement, the researcher believes that this study belong to reception-oriented because it investigates the use of textbook in language pedagogy. Therefore, it is clear that the object of the study is the use of textbook on the other words the term of evaluations or evaluating textbooks.

c. Determining The Focus of Analysis

As stated above, this study is specified into a certain variable. The object of this study is the use of textbook or textbook evaluation toward the teaching learning process. The writer intends to analyze the object in a

specific aspect of textbooks. The aspect, being this research point of view, is the teaching technique included in the textbooks regarding to English speaking skill.

d. Determining Instrument

Based on the problem formulated above, the researcher has a figure of the research object. The term adapting means make something fit to achieve a certain purpose. Adaptation exists because of change. Relating this research, the instrument used should be able to investigate or even explore the textbook before the process of adaptation, the implementation of the textbook in classroom activity, and what kind of adaptation that the teachers do to achieve the goals including their personal reason of doing adaptation. The instruments used in this study are explained latter.

e. Data Collecting.

Data collecting technique of this research use three methods. They are classroom observation, interview and students' questionnaire

f. Data Analysis

The collected data are analyzed based on the research theoretical foundation converted into several categories and criteria. This study is aimed to identify how the teachers do the adaptation of textbooks' activities, what kind of activities they do, and why they do such adaptations. and It will be explained below in Data Analysis

g. Reporting

Reporting the research is done when the study finish.

3.2. The Setting of the study

According to Arikunto (2006), in qualitative research is conducted in particular setting instead of the population and sample. So the result of this research will be applicable for the setting only.

This research will be conducted in a vocational school in Subang with a teacher as the respondent. The researcher will investigate the teaching learning process designed by the teacher.

Why Vocational school?

The researcher determines the vocational school because the government said that the senior high school grade in Indonesia at the period of 2008-2015 has been aimed to vocational school in which the students get knowledge not only in academic but also in skill. Therefore, of course English as language mostly used in the world is one of the skill taught in the vocational school.

In additions, the researcher choose the vocational school as the setting of this study because he assume that teacher in vocational school has more possibility to do some adaptation of textbooks in order to fit their specific field.

Why in Subang?

This research is conducted in Subang because the researcher finds the phenomenon being the basic of this study in Subang. Then he wants to conduct this study, report this study and also continue this study in Subang.

3.3. Data Collection

In this research, the data required are collected in three methods:

1. Document Analysis

The document analysis is examined by the researcher because of in term of 'adaptation' there will be the starting point of adaptation and the result. The documents analyzed are teachers' lesson plan and the textbooks being the material of teaching learning process.

2. Classroom Observation

In this research, the writer executes the observation through the following steps:

(a) Checking teacher preparation of the instruction: in this step, the writer investigates the lesson plan. By investigating the lesson plan, the writer will find the objective of the instruction, the activities that may be implemented in classroom, the material of teaching including textbook.

The focus of this step is identifying the role of textbook, the type of textbook, then the activities directed by textbooks.

(b) Exploring activities: in this step the writer observe the activities directly in the classroom. It focuses on investigating the categories of classroom activities in general, the linguistic competence involved in the activities, the categories of teaching speaking activity, then the type of material in teaching speaking classroom activities.

(c) In order to make a proof, the writer use video recorder with the equipment of the transcript, the list of activity.

3. Interview.

The interview is required to explore teacher's background and also the character of the teacher. Furthermore, teacher's interview is aimed to investigate how the teacher takes control of the teaching earning process. The interview will be about teacher educational background and their knowledge about teaching learning strategy.

3.4 Data Analysis

In order to derive the findings, this study involves three aspects. The first is the type of textbooks adaptations process. According to Richard (2002), the adaptation of textbook is not only related to the content of textbooks but also the tasks designed proposed by the textbooks. The table 3.1 explains the type of adapting textbooks and its criteria.

Table. 3.1
The type of Adapting Textbooks according to Richards (2001)

No	Type Of Adapting Textbooks	Characteristics
1	Modifying Content	The modifying content textbooks adaptation represents teachers' effort to modify the content regarding certain factors such as learners' age, gender, social class, occupation, religion, or cultural background.
2	Adding or deleting Content	This textbooks adaptation represents teachers' modification by adding or deleting the content of textbooks. The content can be the tasks or even the language competence involved.
3	Reorganizing Content	This textbooks adaptation covers the teachers' modification of textbooks regarding the arrangement of the units of textbooks into the more suitable order.
4	Addressing Omissions	This textbooks adaptation happens when teacher omit some items of the textbooks or the teacher ma integrate other activities into the unit.
5	Modifying Task	These textbooks adaptation allows teachers to modify the task regarding certain consideration for example the approach, methods and technique of teaching used.
6	Extending Task	This textbooks adaptation represents teacher modification of task by developing other kinds of task or adding more activities of the task.

The activities investigated are classified based on the type of textbooks adaptation above. The focus of observation is finding those criteria. In order to find the criteria, this study employs several points of view. The point of view is related to teaching technique in general and teaching speaking. The table 3.2 describes the aspect observed in the documents and classroom activities together with its criteria and characteristics.

Table 3.2
Analysis design of classroom observation

No	The aspect observed	Source	Criteria	Characteristics
1	Investigating Objectives of learning	Lesson plan	The curriculum objectives: Standard competence Basic Competence	
			The Objective of instruction: Terminal & Enabling objectives	
2	The Activities of instruction	Lesson plan	Learning Activities planned	
		Textbook	Direction in Textbook	
3	The characteristic of teaching technique regarding the classroom activities	Lesson plan Textbook Classroom activities	Controlled	Teacher-centered
			Communicative	Students-centered
4	The approach of teaching speaking activities	Lesson plan Textbook Classroom activities	Direct	more concern to the specific language feature
			Indirect	More concern to provide the students opportunity to interact orally through meaningful task or project
5	Communicative competence		Phonological	The focus of sounds involved in the instruction
			Lexical	The main vocabulary used in the instruction
			Gramatical	The main structure of language in the instruction
			Communnicative	The real context providedfor the students to practice the language in the right time and place
6	The Interactions of the material/activities used in the instruction	Textbooks Classroom Activities	Imitative	Practicing an intonation an contour from the tape
			Intensive	Using some linguistic competence through certain activity
			Responsive	Students practie speaking to response

40

			Transactional	Students practice dialogues with more natural conversations enabling students to exchange the information each other
			Interpersonal	Students practice dialogues involving more negotiation of meaning that accentuate social relationship aspect
			Extensive	Students practice monologues such as oral reports, summaries, or short speeches

(Adapted from Brown,2001; Richard, 2001 and Hughes, 2002)