

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides the research methodology of the current research. Site and participants of the study, research design and methods, data collection, and data analysis techniques are explained. The clarification of related terms and concluding remark are also informed.

3.1 Site and participants

The research was conducted in a public elementary school in Cimahi. Since this research focused on evaluating English textbook for 4th and 5th graders from one publisher used in a private elementary school in Cimahi, then a series of textbook from one publisher that have been used by the teacher and the students was chosen in this research. The participants on this research were the English teacher and also random students, who have used this textbook from the beginning of the semester.

3.2 Research Design and Methods

This research employed a descriptive qualitative research by evaluating the textbooks using simple checklist from Komalaningsih (2009). Since checklist used as the tools for the evaluation process, the method used in this research is called the checklist method (McGrath, 2002).

Qualitative research is a kind of non-experiment research which is difficult to quantify and it is used interpretive analysis rather than statistical analysis (Mackey & Guss, 2005). Strauss & Corbin (1990, p. 17) stated that qualitative research as “any kind of research that produces findings that are not arrived at by means of statistical

procedures or other means of quantification”. In other words, generally qualitative research covered all the research with the non-numerical data which are intentionally tested using interpretative analysis (Cresswell, 2009; see also Mackey & Guss, 2005; Strauss & Corbin, 1990; Hatch, 2002).

There are some characteristics of the qualitative research which stated by Creswell (2002). Those characteristics are:

- Exploring a problem and developing a detailed understanding of a central phenomenon
- Having the literature review play a minor role but justify the problem
- Stating the purpose and research questions in a general and broad way so as to the participants’ experiences
- Collecting data based on words from a small number of individuals so that the participants’ views are obtained
- Analysing the data for description and themes using text analysis and interpreting the larger meaning of the findings
- Writing the report using flexible, emerging structures and evaluative criteria, and including the researchers’ subjective reflexivity and bias (Cresswell, 2002)

There are three basic methods in the literature on textbook evaluation. Those three methods are *the impressionistic method*, *the checklist method*, and *the in-depth method* (McGrath, 2002 see also Cunningsworth, 1995). In order to answer the research question on this research and also for its practicality, this research would use the checklist method. According to McGrath (2002) “a checklist consists of a list of items which is ‘referred to for comparison, identification or verification’” (Collins English Dictionary, 1992 stated on McGrath, 2002). There are a lot of criteria that can be taken into consideration to be applied on the checklist. Therefore, to get the criteria which are suitable for the research, the important and appropriate criteria would be

needed. To get the checklist that was suitable to the needs of the research, creating, reformulating or adopting a checklist were suggested (Cunningsworth, 1995).

McGrath emphasized four advantages of using a checklist, there are:

1. It is *systematic*, ensuring that all elements that are deemed to be important are considered.
2. It is cost *effective*, permitting a good deal of information to be recorded in a relatively short space of time.
3. The information is recorded in a *convenient* format, allowing for easy comparison between competing sets of material.
4. It is *explicit*, and, provided the categories are well understood by all involved in the evaluation (see Chambers 1997), offers a common framework for decision-making. (2002)

The use of checklist to evaluate textbook for young learners has suggested by many researchers. Some of them are McGrath, 2002; Cunningsworth, 1995; Woodward, 2001; etc. Checklist used for the analysis will provides some important criteria for the checklist.

In this research, the criteria are referring to some theories from Scott and Ytreberg (1990, Woodward (2001) and Harmer (2007). Scott and Ytreberg (1990) emphasized some suggestions on the how the teaching and learning process on the young learner's classroom is. Woodward (2001) suggests the important of physical appearance in a textbook evaluation. Harmer (2007) stated some supports that should be provided by the textbook to help teacher use the textbook as their instruction in the classroom. Those theories have been composed by Komalaningsih (2009) in a checklist she used on her research with some adaptation from others theorist. The checklist composed by Komalaningsih (2009) is the checklist used in this research.

3.3 Data Collection Techniques

This research used two kinds of data collection techniques, namely document analysis and interview to the teacher and some random students.

3.3.1 Document Analysis

The main data for this research is the document analysis of the 4th and 5th grade textbooks used in a private elementary school in Cimahi. The document analysis was analysed based on the criteria on the checklist. This checklist was used to prove whether the textbooks used in this private school has appropriate for young learners.

The information of the textbook used was gained on the first day of the research while having a chat with the English teacher. The teacher used a textbook from a quite famous publisher that has been known as the textbook publisher for almost all subjects. In terms of the code of ethic, the name of this publisher would never been mentioned on this research.

3.3.2 Interview

The interview on this research was conducted three weeks after the first visit. This interview was conducted to the teacher and some students which were randomly selected. The interview for the teacher and students was done in the form of individual interview. This research employed the semi-structured (Nunan, 1992) to get the information from guided questions with the freedom to answer to the questions based on their opinion towards the textbooks. Indonesia language was also employed at the interview to get clear answers which can prevent misunderstanding.

The interview with the teacher was conducted first. The questions were related to her opinion towards the textbook. The questions also made based on the checklist so that the interview could get the general evaluation from the teacher even not all the

point at the checklist were asked to the teacher. The main reason for the teacher interview is to get her opinion towards the textbooks.

In addition, the interview with some random students conducted after the interview with the teacher. There are five students from the 4th grade and 5 other students from the 5th grade. The students were asked about their opinion towards the textbook they were used after for about two months. The election of the students was done by mentioning some presence number for the 4th and 5th grade. The questions for the students were designed as simple as possible to get them understood the questions.

The interview with the teacher and students was conducted in Indonesian language to give freedom, comfort, and no burdens when answering the questions as well as to avoid misunderstanding to the questions and answers. The discussion of the interview result is presented in Chapter IV. In some questions that have the same focus with the checklist, the interview result would be united on the unit of that focus. The data from analysis would become some supportive opinions which would support the result from the teacher and students.

3.4 Data Analysis Technique

The data that have been attained were analysed by doing the following procedures:

1. verifying the materials on these two textbook with the criteria on the checklist.
2. analyzing and interpreting the data to find out to whether the English textbooks used in one elementary school in Cimahi was appropriate for young learners
3. analyzing and interpreting the data from the interview to find out teachers and students opinion towards the books.

The checklist used on this research is a checklist from Komalaningsih (2009). She reformulated the checklist Scott and Ytreberg (1990), Woodward (2001) and

Harmer (2007) theories with some adaptation from another theorists. The checklist was presented in Figure 3.1.

The analysis of interview used the descriptive analysis procedure (Sugiyono, 2008) by transcribing the audion recording, interpreting it, and concluding the teacher and students' responses.

Figure 3.1 Checklist Used in Evaluating Textbooks for Young Learners

CRITERIA
PHYSICAL APPEARANCE
Covers
Colors
Size
Weight
General Layout
CONTENTS
Activities including movements
Activities including senses
Plenty of objects
Playing with language through rhymes, songs, telling stories
Variety of activities
Routine in system
Sequence of material presented
Grouping activities
Learning simple grammar through fun-type activities
Assessment
SUPPORTS
Teacher's notes
Audiocassettes/ videotapes/ CD-ROMs
Extra resources materials
Web-links

3.5 Clarification of (related) Terms

To make a clear understanding and avoid misunderstanding, these are some terms related to this research

- Textbook

In this research, textbook is a book used by the teacher to teach English to their students (in this case is elementary school students' or Young

Learners’). The textbook can be the main textbook used as the main resource of the lesson or just as the supplementary material for the teaching and learning process.

- Textbook Evaluation

According to Hutchinson and Waters (stated by Sheldon E. Leslie), “textbook evaluation is basically a straightforward, analytical ‘matching process: matching needs to available solutions’ ” (Hutchinson and Waters 1987:97).

In this research, textbook evaluation is that an analysis using checklist adapted from Scott and Ytreberg’s theory of a good textbook to give clear descriptions on the textbook.

- Young Learners

Young Learners’ are students between 6 to 12 years old. In this research, Young Learners would focus on elementary school students on their fourth and fifth grade (11 – 12 years old).

3.6 Concluding Remarks

This chapter has described important aspects related to research methodology of the study. It has also been elaborated, this research is basically aimed to find out whether the English textbooks used in one private elementary school in Cimahi appropriate for young learners and the opinion from the teacher and some students towards these textbooks.

This chapter also has explained the data collection technique and analysis. Furthermore, an overview of checklist reformulated by Komalaningsih (2009) is explained as the tools for evaluating the textbooks. After explaining related aspects to

research methodology, the next chapter is going to discuss and analyse the data from the research data collection technique.