CHAPTER III
METHODOLOGY

This chapter presents the methodological aspects of the study of "Content analysis of an English textbook". It discusses (1) research design, (2) data collection and (3) data analysis. Some theories in this chapter are contended by Best and Kahn (1989); Brown (2001); Denzin, as cited in Danim (2002); Neuman (2003); Silverman (2005); Miekley (2005); Creswell (2008); Bryman, as cited in Liamputtong (2009); Daly, Silverman, Neuendorf, Krippendorff, Marvasti as cited in Liamputtong (2009); Mukundan *et al.* (2011) as well as Rahimpour and Hashemi (2011).

3.1 Research design

The study on "Content Analysis of an English Textbook" has focused on how a textbook fulfils criteria of textbook content development and curriculum 2013 requirements. It is qualitative descriptive research and more concerned with the content in writing a textbook.

A part of qualitative descriptive research is mainly document analysis which provides a valuable source of information which consists of public and private record that is used by qualitative researchers in collecting data. Documents are an important source of data in many areas of investigation, and the methods of analysis are similar to those used by historians. As qualitative study, the analysis of a document is concerned with an explanation of the status of some phenomenon at a particular time or its development over a period of time. As maintained by Best and Kahn (1989:90) a descriptive research involves the activity that may be classified as a descriptive research: problem identification, hypothesis formulation, sampling, and systematic observation of variable relationship that may lead to generalizations.

To be specific, a content analysis, as a part of document analysis, is an analytical approach that attempts to quantify content in terms of predetermined categories and in a systematic and replicable manner (Bryman, as cited in Liamputtong, 2009). Content analysis tends to require codes to be identified

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before they are searched for in the data. The practice of content analysis requires the researchers to know what they want to look for in the text. (Daly, Silverman, Neuendorff, Krippendorff, Marvasti as cited in Liamputtong, 2009).

3.2 Data Collection

The data of the present study are taken from the textbook "When English Rings a Bell" for Grade VII Junior high School" in both the student's and teacher's book. This book was published by Minister Education and Culture in 2013 and has been based on a current curriculum (Curriculum 2013). Likewise, this textbook is approved by *BSNP (Badan Standar Nasional Pendidikan)* as an agency of national education standard, as part of Ministry of Education and Culture of Indonesia. Furthermore, this book has become a primary source book to be used by students and teachers in the classroom.

The textbooks are printed and distributed to the schools around Indonesia. Meanwhile, to achieve the availability of the textbooks, public can browse and download the textbooks through the government's website, regardless of the expense since this is one of Indonesia government's policies in education to provide discharged education fees for primary and secondary schools in Indonesia. The purpose of this policy is to strengthen education in Indonesia. One of the applications of this policy is the government taking over the responsibility of education expenses for primary and junior high school such as school fees and textbooks. To support this policy, in the relationship with the textbooks, the government through The Ministry of Education and Culture has provided and entitled textbooks' copyright.

The instrument of collecting data used in this study "Content Analysis of an English Textbook" is the researcher as well as the textbook itself. As has been explained by Cresswell (2008), an instrument is a tool for measuring, observing, or documenting data. Data are collected by criteria acquired and condensed from suggestions of Brown (2001); Miekley (2005), Mukundan *et al.* (2011) and Rahimpour and Hashemi (2011). Brown (2001:150) states that textbook evaluation checklist which adapted from Robinett covers (1) goals of the course, (2) background of the students, (3) approach, (4) language skills, (5) general

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content, (6) quality of practice material, (7) sequencing, (8) vocabulary, (9) general sociolinguistics factors, and (10) format. Moreover, Miekley (2005) suggests that textbook evaluation checklists involve (1) content, (2) vocabulary and grammar, (3) exercises and activities, (4) attractiveness of the text and physical make-up, and teacher's manual which includes (4) general features, (5) background information, (6) methodological guidance, (7) supplementary exercise and material as well as (8) context. Mukundan *et al.* (2011:27) expresses that a tentative checklist for textbook evaluation involves general attributes and learning teaching content, while Rahimpour and Hashemi (2011:66-68) indicate that section of the textbook can be (1) vocabulary, (2) reading, (3) grammar, (4) language functions, (5) pronounciation practice, (6) physical make-up, and finally (7) practical concerns. All of these textbook evaluations have drawn attention to some criteria as a qualitative research in this textbook analysis which involves (1) language skill, (2) vocabulary (3) grammar (4) exarcises and activities (5) language functions (6) format, (7) approach as well as (8) methodological guidance. In conclusion, based on this suggestion aforementioned, data results from textbook analysis are first presented by giving categorization, condensation, and finally explanation in Chapter IV and second are presented in accordance with Curriculum 2013.

3.3 Data Analysis

The textbook has been analyzed by criteria acquired and condensed from suggestions of Brown (2001); Miekley (2005), Mukundan *et al.* (2011) and Rahimpour and Hashemi (2011) (see appendix). This content analysis involves: (a) the content of textbook which has fulfilled the criteria for the textbook content development. These criteria for textbook development cover language skills, vocabulary, grammar, exercises and activities, language functions, format (physical make-up and the attractiveness of the text), approach as well as methodology (methodological guidance) and (b) the content of the English textbook which has fulfilled the curriculum 2013. It has covered (1) competencies, learning model and cultural content. After that, all of the data have been

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categorized and be condensed to discover the strengths and weaknesses of the textbook applied by students of junior high school grade VII.

The triangulation of criteria condensation from Brown, Miekley, Mukundan *et al.* and Rahimpour & Hashemi has been led into content data analysis. The criteria based on the process observing something from different angles or viewpoints in order to get a fix on its true location is called triangulation. This triangulation, according to Neuman (2003), is divided into four types, those are triangulation of measure, observers, theory and methods. Triangulation of measure is applied when the researchers take multiple measures of the same phenomena. Triangulation of observers refers to the multiple observers or researchers' points of view are collected in a research in order to gain alternative perspective. Triangulation of theory is a multiple theoretical perspective undertaken when the data interpreted, and triangulation of methods, means mixing qualitative and quantitative styles of research and data. To some extents, Denzin, as cited in Danim (2002), proposes five triangulation types. They are (a) triangulation of theories, (b) triangulation of data, (c) triangulation of methods, (d) triangulation of investigator, and at last, (e) triangulation of analysis. As suggested by Silverman (2005) that one of the data analyses in which qualitative researchers try to analyze written material by their favoured method, is called *content analysis*. In the content analysis, the researcher establishes a set of categories and then count the number of data fall into each category. The crucial requirement is that the categories are sufficiently precise to enable different codes to arrive at the same results when the same body of material is examined. Furthermore, some steps are suggested by Kellehear and Silverman (Liamputtong, 2009), in accordance with content analysis: (1) develop categories before looking for the text in the data; (2) choose the sample to be categorized; (3) systematically record, or count, the number of the categories occur.

All of the aforementioned procedures have been drawn into how data be collected by content analyses method which have been categorized into: (a) the content of textbook which has fulfilled the criteria for textbook content development. It covers language skills; vocabulary; grammar; exercises and

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activities; language functions; format (physical make-up and the attractiveness of the text); approach in designing a textbook; as well as methodology (methodological guidance). (b) The content of the English textbook which has fulfilled the curriculum 2013 requirements. It has covered competencies, learning's model and culture content.

In detail, data analysis are performed by (1) language skills which includes (a) listening, (b) speaking, (c) reading, and (d) writing. (2) Vocabulary which involves (a) the approaches to develop vocabulary instruction and learning; (b) actual content of vocabulary input; (c) estimation of vocabulary achievement; (d) the standard vocabulary presentation. (3) Grammar covers (a) contextualized grammatical points in students' daily activities; (b) increasing level of difficulty, repeated and reinforced in subsequent lessons; as well as (c) involving spread of grammar in the expression applied in daily life. (4) Exercises and activities contains (a) exercises and activities should have some entertaining or fun activities; (b) exercises and activities should be varied and challenging; (c) exercises and activities give students opportunities to practice and extend their language skills, and finally (d) exercises have to balance in their format. (5) Language functions. (6) Format (physical make-up and the attractiveness of the text) covers (a) the publication, (b) economy (c) convenience, as well as (d) illustration. (7) Approach in designing a textbook involves (a) level, (b) organization, and (c) presentation. Meanwhile (8) methodology (methodological guidance) covers (a) teacher's decision, (b) objectives, and (c) methodological guidance. On the other hand, the content of the English textbook which has fulfilled the curriculum 2013 requirements, covers (a) core and basic competencies (b) learning's models and (c) culture content.

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