CHAPTER III
RESEARCH METHODOLOGY

This chapter elaborates the procedure of this current research in order to seek answers of the aforementioned research questions. It covers the research design, the sample of the study, the instrumentation, the data collection procedure and the data analysis procedure.

3.1 Research Design

This study is designed to analyze an electronic English textbook for tenth grade of senior high school students. The study focuses on analyzing the textbook in order to identify the ways the book represent criteria of good EFL textbook and to find the extent to which the book appropriate for the existing EFL syllabus. This is a descriptive study. Specifically, mixed method, both qualitative and quantitative are applied in the present study. The study has similar characteristics to a descriptive qualitative study since it is aimed at evaluating an electronic EFL textbook in order to analyze its content; namely, whether it is suitable for the students based on syllabus and criteria of good EFL textbook. Therefore, this method is considered appropriate to be applied. It is as stated by Bogdan & Biklen (1992) that qualitative method can be utilized for evaluation research. Additionally, Mackey & Gass (2005) also argue that this kind of research commonly incudes the provision of careful and detail descriptions. In addition, Creswell (2003) argues that a single study can be based on any mixture of qualitative and quantitative evidence.

3.2 Sample

An EFL textbook entitled *Bahasa Inggris SMA/MA/SMK/MAK Kelas X* written by Widiati, Rohmah, and Furaida (2014) is a sample of this study. It is developed for those students in ten grade of senior high school in order to assist them and teachers in teaching and learning process. The textbook is selected due to the consideration that it is used by teachers in some senior high schools and vocational school in Indonesia. Since, it was published by Indonesia Ministry of

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Education, thus, it is clear that the textbook is intended to assist teachers and students within the context of English as foreign language.

Meanwhile, in order to gain more reliable and valid data, two EFL teachers from one vocational school were involved in this study. The teachers were asked to evaluate the textbook. Before undertaking the study, it was investigated that all of the teachers have been utilized the textbook for one semester. Additionally, the participants of the school were selected because of two considerations. First, the participants in school were accessible easily. Second, it was feasible for researcher to negotiate with the objects of the study since they are near the researcher's place. It is in line with Alwasilah (2011) that it is important for researcher to establish rapport with participants and site before conducting the study.

3.3 Instrumentations

The study applied textbook evaluation checklists and written document analysis as the instruments. The multiple data collection methods were used in order to gain valid and reliable data. It is as states by Gall and Borg (2003) and Merriam (1988) that multiple instruments of collecting data which called triangulation can be used in a qualitative case study to enhance the validity of the research.

In the study, the researcher utilized two textbook evaluation checklists to help the researcher in obtaining the data. First, in order to analyze whether the textbook represent the criteria of a good textbook, a textbook evaluation checklist adapted from Robinnett (1978) as cited in (Harmer, 2001); Cunningsworth (2008); McGranth (2008); and Mukunda & Nimehchisalem (2012) was also utilized. Each criterion of each section in the checklist is composed based on several detailed strategies which can be used as the criteria for good textbook. The instrument has a four-point scale (see Appendix A). It consisted of 32 items. The points are ranging from one (which is indicated strongly disagree) to four (which is represented 'strongly agree').

Moreover, textbook evaluation checklist, in the form of 'yes' or 'no' ckecklist is developed based on the syllabus of the 2013 curriculum for tenth

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Evaluating an EFL Textbook for Tenth Grade Senior High School Students
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grade senior high school students. The decision on utilizing the checklists as the instrument due to the fact that it can provide a very economic and systematic way to ensure all relevant items are considered for evaluation (Williams, 1983). Besides, a syllabus for tenth grade senior high school students based on the 2013 curriculum was also used in order to evaluate the textbook whether the textbook fit to the syllabus based on the existing curriculum.

Written document is used to gather the data in order to answer the second research questions. As suggested by Guba and Lincoln (1981, cited in Moleong, 2011) that it is suitable for the researcher to use documents since they were relevant. The document was in the form of syllabus of English lesson for tenth grade students based on the 2013 English curriculum. In Indonesian context, as mentioned previously, the syllabus for English language teaching is based on text-based syllabus design (Nugroho & Hafrizon, 2010). The view of language based on this type of syllabus is that language appears "as whole texts which are embedded in the social contexts in which they are used" (Feez & Joyce, 2006: 3). Therefore, it is essential to facilitate students to develop knowledge and skill in order to deal with spoken and written text in social context. In relation to the textbook evaluation, the present study tries to portray the extent to which the textbook suitable to the syllabus. The detail of these documents can be seen in Appendix.

3.4 Data Collection Procedure

As mentioned above, there are two types of textbook evaluation checklists which were utilized in the study. Two teachers together the researcher, textbook analysis was organized. The analysis was conducted on 5th May 2015-12 August 2015. The first thing to do was asking the teachers to evaluate the textbook in order to identify whether the book appropriate for teaching and learning process based on curriculum 2013. Then, the other textbook evaluation checklist in order to identify the ways the features of EFL textbook represent criteria of good EFL textbook was administered.

SOPHIA FITHRI AL-MUNAWWARAH, 2015
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3.5 Data Analysis Procedures

After obtaining the data, they will be analyzed descriptively. The data will be analyzed and interpreted based on the information from the textbook evaluation checklists, the written document, and the questionnaire. The analysis from each instrument will be presented in a form of descriptive explanation. It is as affirmed by Miles and Huberman (1984: 54) that "in analyzing data of qualitative research, the analysis is done chiefly with words, not with numbers." In analyzing the textbook, the researcher together with the teachers as the participants will begin the evaluation with take a look at all contents written on the book. Afterwards, the researcher and participants then will put a value for each point in the instrument based on the findings. In quantitative data; namely for analyzing the questionnaire, the data were counted in *Microsoft excel 2013* to obtain the score which were then categorized into four levels; which are, strongly agree, agree, disagree, and strongly disagree.

Moreover, the researcher also gave some comments or explanations in each sub component of the textbook evaluation checklists based on the theoretical framework proposed by Mohamed & Wahab (2013); Mukunda & Nimehchisalem (2012); Cunningsworth (2008); Harmer (2007); McGrath (2002); Robinett (1978) cited in Brown (2001); Tomlinson (1998); Sheldon (1988); and others. The points and comments given by the researcher and the participants impled as the judgment of the textbook. The following table shows the scoring system of the checklist.

Table 3.1: The scoring system of textbook evaluation checklist based on criteria of good EFL textbook

	SCORING			
	Strongly Agree	Agree	Disagree	Strongly Disagree
Statement	4	3	2	1

In order to analyze the data from likert-scale checklists, the analysis involves statistical analysis which was conducted through Microsoft Excel 2010. After that, the data was interpreted into some main issues according to the research questions. Meanwhile, the analysis of textbook evaluation checklist related to the

appropriateness of the textbook for English syllabus based on curriculum 2013, the data was presented in a form of descriptive explanation.

3.6 Concluding Remark

This chapter has presented elaboration regarding the methodology in conducting this study. As mentioned above, the present study is a descriptive study. Both qualitative and quantitative methods were utilized in this current study. The next chapter presents the findings and discussion of this research.

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