

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the procedure in conducting this study. It covers detail information of research methodology which is divided into four sections: research site and respondent, research design, data collection, and data analysis.

3.1 Research Site and Participants

The study was conducted in BPI Vocational High School in Bandung. The main data in this study was English Electronic Textbook (*BSE*) entitled “BAHASA INGGRIS” for students in grade eleven. The textbook was chosen because the textbook was expected to be used by advanced learners. Moreover, according to Hutchinson and Water (1994) language textbook for advanced learner, especially for specific program (vocational high school) was expected to provide balance input between General English (GE) and register for specific purpose. Therefore, this matter could be additional consideration for the researcher to evaluate the textbook.

Participants of this study were two English teachers in BPI Vocational High School and five students of grade eleven. In this study the teachers were involved as the interviewee and the textbook evaluators as well as the researcher. Meanwhile, the students were only involved as the interviewees of the study. Interview was conducted to explore students’ and teachers’ perception about the textbook. Besides, through interview a researcher might obtain valuable information that useful to elaborate data of the study (Creswell, 2012, p. 206).

3.2 Research Design

The current study employed descriptive qualitative research by using checklist adapted from Miekley (2005). Since checklist used as the tools for evaluation process, the method used in this research called checklist method (McGrath, 2002). The checklist evaluation was conducted in group evaluation. Group evaluation is one

of approach in checklist close evaluation and conducted at least by three or more people (McGrath, 2002 p. 52).

Qualitative research is a form of interpretive inquiry in which researcher make interpretation of what they see, hear, and understand (Creswell, 2009). Besides, Creswell (2009, p. 175) mentions some characteristics of qualitative research that compatible with this current study. The characteristics are:

- Qualitative research is descriptive interpretive in its nature
- The researcher plays as a key instrument that supposed to collect data through examining document, observing behavior, or interviewing participants.
- The data interpretation mostly reflects researcher's background, history, context, and prior understanding of the textbook.
- Qualitative occurs multiple source of data collection such as interview, observation, and document analysis, rather than rely on a single data source

The use of checklist in evaluating textbook was suggested by many researchers such as McGrath (2002), Cunningsworth (1995), Skierso (1991), Miekley (2005), Woodward (2001), Sheldon (1995), and Brown (1995). Furthermore, Mukundan & Ahour (2010) also supported the use of checklist in evaluation since the checklist mostly appeared in qualitative than quantitative study.

In this research, the criteria of checklist were adapted from Miekley (2005). The criteria consist of five aspects; content, vocabulary and grammar, exercise and activity, attractiveness of the text and physical make-up, and context. The checklist was chosen because it included evaluation on the context whether the textbook fulfilled criteria of the curriculum used in the country. Meanwhile, adaptation was one of approach in checklist that allows the researcher to add, decrease, or adjusts the criteria based on research priorities (McGrath, 2002). Moreover, this study also conducted interview to crosscheck the data from the checklist evaluation. The interview focused on teachers' and students' perception about the textbook.

3.3 Data Collection

3.3.1 Document Analysis

The main data for this research was BAHASA INGGRIS textbook for students grade eleven and syllabus Curriculum 2013 used in vocational high school. The textbook was analyzed based on Miekley's (2005) criteria of checklist which were content, vocabulary and grammar, exercise and activity, attractiveness of the text and physical make-up, and context.

In this study, checklist was used in group evaluation. Group evaluation was applied to examine content of the textbook thoroughly from variety of perspective (McGrath, 2002). Regarding group evaluation, the evaluators were the researcher herself and two teachers of vocational high school. According to McGrath (2002) there are several criteria required for material evaluator. The criteria are:

- Textbook evaluation can be done by linguist, publisher, teacher, or language practitioner who concern about material development.
- Evaluation is practicable for individual who has educational background or knowledge of textbook evaluation.
- Experience in using or exploring the textbook, and
- Someone who have involved like in the seminar, training, or research of material evaluation.

3.3.2 Interview

Interview was used to explore teacher's and students' point of view in using the textbook. This current study used semi-structured interview with open-ended questions in order to elicit specific answer from respondents. The questions themselves would be in the same focus of checklist evaluation and teacher's and students' perception about the textbook. The interviews were conducted by asking the participants personally in whom the researcher asked and recorded the participants at a time (Creswell, 2008). The interview was conducted after checklist evaluation and

in respondent's first language, which is Bahasa Indonesia. The teachers and students were interviewed to check the accuracy of the research and to find some additional information related to the evaluation. In relation, Linn and Gronlund (1995) stated that interview could clarify questions, pursue promising lines of inquiry, and give the interviewees an opportunity in qualifying or expanding their answer. Therefore, the interviews were done to support the data gathered from checklist.

3.4 Data analysis

3.4.1 Document analysis

In this study, document analysis was applied for the textbook and syllabus for grade eleven of vocational high school. First of all, the syllabus was observed to find out material(s) covered in each basic competence. Next, the textbook was analyzed in each chapter to find out the general feature of the textbook and what basic competence(s) implied on each chapter. After identifying the basic competence in each chapter, the material development of the textbook was analyzed by using checklist adapted from Miekley (2005). The checklist consists of five major aspects of evaluation which were: content, vocabulary and grammar, exercise and activity, attractiveness of the text and physical appearance, and context.

Each aspect consisted of five evaluative criteria. It means there were 25 evaluative criteria to be checked on the evaluation. The evaluative criteria for each aspect were described as follow:

1. Content, the evaluation focused on material organization, objectives statement, and topic selection based on real-life issue and character buildings, approach, and cultural content of the textbook.
2. Vocabulary and grammar, the evaluative criteria were level of vocabulary, list of vocabulary, grammar presentation, level difficulty of grammar, and sentence structure.

3. Exercise and activity, the evaluation focused on the kind of task and activity, language skill required in the task and activity, material-exercise relevance, type of exercise, and presentation of periodic review.
4. Attractiveness of the text and physical make-up, the evaluation focused on cover, visual design of the textbook, illustration relevance with the text or content, text selection, and the availability of document or information related to the curriculum.
5. Context, the evaluation focused on the fitness overall material on the textbook with curriculum goal, the appropriateness for students to use, the appropriateness for teachers to use, the textbook appropriateness with local culture and the whole aspects

All of the criteria were evaluated whether it was good, satisfactory, or poor developed. Since this study employed checklist method, the qualification of good, satisfactory, and poor were modified based on characteristic of curriculum 2013 and characteristic of good EFL textbook. Modification becomes one of the advantages of checklist (McGrath, 2002). Moreover, in order to increase the affectivity, the researcher can adjust the criteria based on the context and on research priorities (McGrath 2002).

3.4.2 Interview

The interview data was categorized and interpreted to find out the teachers' and students' perception about the textbook and in what way it is used as classroom sources. The data from interview followed Creswell's (2009) descriptive analysis by audiotape the interview; transcribe the data and; conclude the response from the respondents. First of all data was recorded using audio recording. Next, the data was organized and prepared for data analysis. The steps included data transcription and categorized respondents' answers based on interview questions. Then, the data was interpreted and presented qualitatively based on aspects of evaluation. The result of analysis was described comprehensively in findings and discussion in chapter IV.