

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter elaborates methodological aspects in conducting this research. It is divided into four sections which cover research design, subject and respondents of the research, data collection techniques and data analysis.

#### 3.1 Research Design

The purpose of this research was to evaluate whether reading teaching materials in English textbook “English in Focus” for seventh grade students fulfill the criteria good reading material or not. This study was designed in a descriptive-qualitative research method. Qualitative research is a kind of non-experiment research that is difficult to quantify and it is used interpretive analysis rather than statistical analysis (Mackey and Guss, 2001). In other words, generally qualitative research covered all the research with the non-numerical data which are intentionally tested using interpretative analysis (Creswell, 2012). Malik and Hamied (2016) explains that qualitative research focuses on gaining a rich and complex understanding of a specific social context or phenomenon rather than generalization to other geographical areas or population. 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 of the 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.
- Analyzing 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.

(Creswell, 2002)

Based on those characteristics stated above, the researcher decided to use qualitative research methodology as the appropriate research methodology. Furthermore, Ary et al. in Kirana (2010) states that descriptive research designed to obtain information concerning the current status of phenomena. In this research, the phenomenon was about the evaluation of reading materials in an English textbook published by the National Department of Education in Indonesia. Hence, this research was designed to evaluate reading materials in an English textbook and describe the result of the evaluation.

### **3.2 Subject and Respondents of the Research**

The subject of this research was an English textbook entitled "English In Focus" for seventh grade students used in a Junior High School in Bandung. The textbook is mostly used in most of national Junior High School in Indonesia. The book has published by the National Department of Education in Indonesia in 2008. The reading materials analyzed according to the criteria of good reading materials by Patel and Jain (2008, p.68), those are:

1. The subject matter should be well graded
2. The words and structures are carefully graded
3. Clear and unambiguous instruction should be given along side the practice and exercise

The evaluation conducted in every reading section of the textbook. There are eight reading sections within the textbook. Sixteen reading texts included in the reading sections were evaluated to gather the data to answer the first research question. Two English teachers were also involved as the respondents of the research in order to answer the second research questions about teachers' perception about the reading materials.

### 3.3 Data Collection Techniques

This research used two data collection techniques, that were document analysis and interview. To find out the aspects of reading material which are fulfill the criteria of good reading material this study employs a document analysis. Furthermore, this research used interview to know teachers' perception about the reading materials in the textbook.

The procedure of data gathering consisted of four steps as follows:

1. The reading materials being evaluated in "English in Focus" textbook for seventh grade students was made available;
2. The researcher overviewed the content of reading materials of the textbook to see the general idea of the materials;
3. The data from the reading materials were collected by analyzing the content of the reading materials based on the rading materials evaluation criteria (checklist); and
4. The additional information about the textbook was collected from interviewing the seventh grade's English teacher.

#### 3.3.1 Document analysis

The document as the source of necessary information for this research covers reading materials in an English textbook entitled "English in Focus" for seventh grade students in Indonesia. Creswell (2012) stated that document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic. Regarding this, document provides valuable information in helping the researcher understand central phenomena in qualitative studies. They are also ready for analysis without the necessary transcription that requires observational or interview data (Creswell, 2012).

The document was analyzed by using qualitative checklist that contains standard criteria for evaluating reading materials. The checklist that was designed by the researcher to analyze the reading materials in "English in Focus" textbook based on Patel and Jain's theory. The checklist helps researcher to find specific

**Inge Rakhma Kanina, 2016**

***An Evaluation of Reading Materials in "English in Focus" Textbook for Seventh Grade Students in One of Junior High Schools in Bandung***

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

items in reading the analysis. Therefore, this research applied the checklist method of evaluation suggested by McGrath (2002). According to McGrath (2002), checklist method of evaluation used checklist as a tool for evaluating the materials. The evaluation checklist consist of a list of items with the purpose to compare, identify, and verify the information within the materials.

An evaluation checklist is an instrument that helps practitioners in English Language Teaching (ELT) evaluate language teaching materials. It allows a more sophisticated evaluation of the materials in reference to a set of generalizable evaluation criteria. McGrath (2002) mentions that there are at least four advantages in using checklist for materials evaluation:

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, offers a common framework for decision-making.

The advantages in using materials evaluation checklist should be considered, it would make the research easier to be conducted.

### **3.3.2 Interview**

In order to get the information about teachers' perception about the reading materials on "English in Focus" textbook, this research used interview as its data collection technique.

The interview guide was used to interview the seventh grade teachers to dig up more information about the teachers' perception about the reading materials. According to Malik & Hamied (2016), interviews permit researcher to obtain important data. The interview was conducted in the form of individual and semi-structured interview. According Creswell (2012), semi structured form of interview conducted with several guiding questions, but it is possible to have

**Inge Rakhma Kanina, 2016**

*An Evaluation of Reading Materials in "English in Focus" Textbook for Seventh Grade Students in One of Junior High Schools in Bandung*

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

spontaneous questions if the questions prepared do not meet the intended purpose. Malik and Hamied further explain that face to face interview with probing questions is an essential process of data collection in qualitative research. The interview conducted by using Indonesia language to get clear answer, which can prevent misunderstanding.

The interview was conducted in one of junior high school in Bandung. Two seventh grader English teacher was interviewed to know about their perceptions about the reading text in the “English in Focus” textbook. The questions 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 teachers. The interview with the teachers 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.

**Table 3.1 Specification of Reading Materials Evaluation Checklist based on Good Reading Materials Criteria by Patel and Jain (2008)**

<b>Criteria of Good Reading Materials</b>	<b>Indicators</b>
1. The subject matter should be well graded	<ul style="list-style-type: none"> <li>- The gradation of text vary from easy to difficult</li> <li>- The text give new knowledge for students</li> <li>- Suitable with the syllabus</li> </ul>
2. The words and structure are carefully graded	<ul style="list-style-type: none"> <li>- The words and structure already learn and repeated in the coming pages so that the students could revise them making them stable in their memory</li> </ul>
3. Clear and unambiguous instruction should be given alongside the practice and exercise	<ul style="list-style-type: none"> <li>- The instruction of practice and exercise should be clear and unambiguous</li> <li>- The level of question in exercise consists of three level; literal, inferential, and critical question</li> </ul>

(Adapted and modified from Patel and Jain, 2008)

### 3.4 Data Analysis

#### 3.4.1 Data Analysis for Checklist

The data that have been obtained were analyzed by doing the following procedure:

- (1) Analyzing the data based on the checklist criteria by Patel and Jain's (2008) reading materials criteria;
- (2) Find out the aspect of the reading materials in "English in Focus" textbook that fulfill the good reading materials criteria;
- (3) Interpreting the data to answer the first research question "To what extent does the reading materials in "English in Focus" textbook for seventh grade students fulfill the criteria of good reading materials?"
- (4) Concluding and coding the result of the analysis with Poor (P), Fair (F), Good (G), and Excellent (E) presented in a table.
- (5) Recalling the results to theories.

The note below shows the relevance of the reading materials in the textbook to the reading materials' evaluation checklist: criteria.

Note:

- Poor : Barely relevant
- Fair : Slightly relevant
- Good : Adequately relevant
- Excellent : Approximately relevant

#### 3.4.2 Data Analysis for Interview

The interview data was categorized and interpreted to find out the teachers' perception about the reading materials in "English in Focus" textbook and in what way it is used as classroom sources. The analysis of interview will be used the descriptive analysis procedure by Sugiyono (2008). The steps on analyzing the interview data are:

1. Transcribing the audio recording.
2. Interpreting the transcribed data.
3. Concluding the teachers' responses.

Inge Rakhma Kanina, 2016

*An Evaluation of Reading Materials in "English in Focus" Textbook for Seventh Grade Students in One of Junior High Schools in Bandung*

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

First of all, data was recorded using audio recording. Next, the data was transcribe, then identified by reflecting the transcript. The process only focused on the investigation aspect; the teachers' perception about the reading materials in "English In Focus" textbook. Then, the data was interpreted and presented descriptively based on the aspects of evaluation. The result of analysis was described comprehensively in findings and discussion in Chapter IV.

### **3.5 Concluding Remark**

This chapter has discussed several important points of research methodologies that are covering the research design, subject and respondents of the research, data collection and data analysis. Then, the following chapter will present the findings and discussions of the evaluation on reading materials in "English In Focus" textbook.