CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the methodology of the study. It comprises research design, research sample, and instrument of research, techniques of collecting data procedures and data analysis

3.1 Research Design

This study focused on how the two English textbooks fulfilled textbook evaluation criteria which are based on the 2013 Curriculum. This study used qualitative descriptive research.

According to Cresswell (2009) qualitative study includes developing a description of an individual or setting, analysing data for themes or categories, and finally making an interpretation or drawing conclusions about its meaning personally and theoretically. Since this study is aimed at describing and analysing the content of the two English textbooks based on textbook evaluation criteria proposed by the experts and their relevancies' on the 2013 Curriculum categories, the qualitative method was chosen. This study also was descriptive research. According to Cohen (2005) descriptive research is set out to describe and to interpret *what is.* Knupfer & McLellan (1996) also state that, descriptive research is mainly dealt with *what is* type of questions that describe events focusing on a particular issue or phenomenon. Since the research question of this study focused on answering "What are the differences found between the content of the two English textbooks?" and this research is also aimed at describing and analysing the content of the two English textbooks based on textbook evaluation criteria proposed by the experts and their relevancies' on the 2013 Curriculum categories, the descriptive research was chosen.

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Moreover, this study also used content analysis research technique. Content analysis is a research technique for making replicable and valid inferences from data to their context (Krippendorf, 2013). Content analysis has been used to analyse the content of a text, including any bias, stereotypes, similarities, and differences (see Weber, 1990). In this case, content analysis used to analyse the content of the two English textbooks including their differences which are based on textbook evaluation criteria.

3.2 Research Sample

The population of this study was the 2013 Curriculum English textbook for Senior High School. The first sample was English textbook for Senior High School for eleventh grader students which title is *Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas XI semester 1 dan 2* which is published by *KEMENDIBUD, RI, 2014*. The second sample was also English textbook for Senior High School for eleventh grader students which title is *Pathway to English for Senior High School Grade XI, General Programme* which is published by Erlangga Publisher. The samples mentioned above are the English textbooks that claim that the materials are already based on the 2013 Curriculum. The samples mentioned are also English textbooks which are used at one of Senior High Schools in Garut which is one of the Senior High Schools in Garut that is already implemented the 2013 Curriculum for their eleventh grader students. It means the sample can give the information needed in this study.

3.3 Instrument of Research

Since the source of data in this research was in the form of textbooks, i.e. two English textbooks for Senior High School, the instruments which were used in this research are in the form of the textbook evaluation checklists adapted from Cunningsworth (1995); Harmer (2007b); and BSNP (2013) using Guttman scale containing a set of standard criteria for evaluating the natural resources of data,

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i.e. English textbook. In Guttman scale, there are only two intervals, i.e. "agree" or "disagree". This scale provides the researcher with a distinct or clear answer about related research issue. The data obtained can be in the form of interval or ratio dichotomy (two alternatives) (Sugiyono, 2013).

The textbook evaluation criteria checklists were adapted from the framework proposed by Cunningsworth (1995); Harmer (2007b); and BSNP (2013). Regarding the checklist from suggestions of Cunningsworth (1995) & Harmer (2007b), the checklist contains eight textbook evaluation criteria, i.e. (1) aims and approaches, (2) design and organization, (3) language content, which further includes vocabulary and grammar, (4) skills, which further includes listening, speaking, reading, and writing, (5) topic, (6) methodology, (7) practical considerations, and (8) instructions.

Regarding the BSNP framework, the criteria from BSNP were adapted to support the aims and approaches, and grammar criteria from suggestions of Cunningsworth (1995) & Harmer (2007b). There are two points from BSNP which are adapted in this study, i.e. (a) The point A from BSNP, i.e. content suitability with basic competence (KD) and indicator in the syllabus of the 2013 Curriculum, in order to support the aims and approaches criteria; and (b) The point B from BSNP framework, i.e. the content accuracy (language features) in order to support the grammar criterion. In conclusion, this study applied textbook evaluation checklists adapted from Cunningsworth (1995); Harmer (2007b); and BSNP (2013).

3.4 Data Collection

The data of this research were collected by doing some steps. First, the school that has already implemented the 2013 Curriculum was selected. After the permission from the school to collect the data had been given, checking and asking the syllabus for their eleventh grader students and the textbook which is used by the teacher were conducted. Next, copying the syllabus and collecting the English

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textbooks were undertaken. Then, those three steps were followed by designing the textbook evaluation criteria checklist containing a set of standard criteria for evaluating English textbooks which will be derived from the framework proposed by BSNP and also from suggestions of Cunningsworth (1995) & Harmer (2007b). The checklist also contains the basic competence and indicator in the syllabus of the 2013 Curriculum to find the relevancies of the English textbook materials' on the 2013 Curriculum. After the syllabus and the textbook were collected and all the checklist instruments were made, analysing the two English textbook based on all the checklist instruments was conducted.

3.5 Data Analysis

The instruments used in this research were in the form of the checklist containing a set of standard criteria for evaluating English textbook and also the checklist containing the basic competence and indicator in the syllabus of the 2013 Curriculum which was adapted from the framework proposed by BSNP and also from suggestions of Cunningsworth (1995) & Harmer (2007b). The data which was obtained were in the form of three tables, i.e. (a) the point A from BSNP framework, i.e. the content suitability with basic competence (KD) and indicator in the syllabus of the 2013 Curriculum; (b) The point B from BSNP framework, i.e. the content accuracy (language features); and (c) the checklist from suggestions of Cunningsworth (1995) & Harmer (2007b) which contained eight textbook evaluation criteria, i.e. (1) aims and approaches, (2) design and organization, (3) language content, which further includes vocabulary and grammar, (4) skills, which further includes listening, speaking, reading, and writing, (5) topic, (6) methodology, (7) practical considerations, and (8) instructions. Then, the two English textbooks materials in terms of their content were analysed and observed based on those instruments above.

In the three tables of the instrument checklist, the materials found in each chapter of the textbook were analysed based on the three tables above and were

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given some scoring numbers which ranked number 1 (for explored indicator) and 2 (for unexplored indicator). Furthermore, after they were given some scoring numbers, the materials found in each chapter of the textbook were also given the further description of each indicator which is stated in those three tables by adding some examples in each chapter of the textbook which are in line with each indicator.

CHAPTER IV