CHAPTER III
RESEARCH METHODOLOGY

This chapter of the research paper presents research design, research subject, data collection, data analysis, and organization of the paper.

3.1. Research Design

This study used descriptive qualitative method classified into document or content analysis which focuses on analyzing and interpreting recorded material (Ary, Jacobs, & Sorensen, 2010, p. 29). Analyzing data for description and theme by employing text analysis and interpreting meaning which is bigger than the findings is one characteristic of qualitative research (Creswell, 2015, p. 31). This study was conducted to determine to what extent the textbooks are appropriate in terms of English Language Teaching. Each element regarding English Language Teaching materials in the textbook as the subject of this study were analyzed as the basis for evaluation. The analysis was interpreted accordingly.

3.2. Data Resources

The data resources for this research were two selected eleventh grade English textbooks. Both were students' book for compulsory English subject. The textbooks were produced by private publishers and published in 2014. The textbook written by two authors was referred to as Textbook 1. Meanwhile, the textbook with only one author was referred to as Textbook 2. Those books were developed based on *Kurikulum 2013*.

There were several reasons on why these books were chosen as the data resource for this research. The main reason was that the authors and publishers of both books got an official recommendation for the official publication for higher grade. Due to this reason, they were chosen as data resource for the research. Another reason was that both textbooks were developed based on *Kurikulum 2013* which is the latest and currently applied curriculum in Indonesia. Lastly, after searching and asking several book vendors about the textbooks which are mostly used, these textbooks are considered to be the most widely used ones.

The area which was the focus of the analysis of this research was the appropriateness of content. The content area is divided into three aspects, including relevance of materials with competency standards and basic competencies, materials accuracy, and supporting learning materials.

Textbook 1 consists of twelve chapters with different lessons on each one. The objectives for each lesson were stated at the start of each chapter. Chapter 1 talks about expressing recommendation. Chapter 2 discussed how to express opinion. Chapter 3 explains how to express hope. Chapter 4 talks about expressing invitation. Chapter 5 discussed how to express personal letters. Chapter 6 explains procedure text. Chapter 7 talks about passive voice. Chapter 8 discussed conditional sentence. Chapter 9 explains factual report text. Chapter 10 talks about analytical exposition. Chapter 11 explains biography, and finally Chapter 12 talks about songs.

Activities in Textbook 1 are divided into five parts, which are observing, questioning, exploring, associating, and communicating. In observing section, students were given a set of pictures related to the topic discussed and asked for their opinions on each picture. After that, they are given several examples of sentences or texts related to the topic. In questioning section, the students were given several questions to discuss with their friends or teacher. Then, in exploring section they were given several examples of sentences of the topic, for example how to ask and give recommendation, and afterward they were asked to look for other sources to find more information about the topic. In associating section, the students were given a list of sentences and then they have to put each one into the right category. Finally, the students were asked to produce their own sentences or texts about the topic in the communicating section. There is also a self-reflection rubric at the end of each chapter.

Similar to Textbook 1, Textbook 2 also consists of twelve units with different lessons on each one. The objectives for each lesson were stated at the start of each unit. Unit 1 talks about expressing recommendation. Unit 2 discussed how to express opinion. Unit 3 explains how to express hope. Unit 4 talks about expressing invitation. Unit 5 discussed how to express personal letters. Unit 6 explains procedure text. Unit 7 talks about passive voice. Unit 8 discussed

conditional sentence. Unit 9 explains factual report text. Unit 10 talks about analytical exposition. Unit 11 explains biography, and finally Unit 12 talks about songs.

Activities in Textbook 1 are divided into ten parts, which are getting started, listening, listening and speaking, ways to say it, speaking, grammar review, exercises, writing, reading and summary. In getting started section, students were given a set of pictures related to the topic and asked to discuss it. In listening section, the students were asked to listen to a conversation and practice it. In listening and speaking section they were given a question and have to answer them by listening to the provided information. In ways to say it section, the students were given a list of utterances related to the topic and they have to repeat it after the teacher. In the speaking section, the students were given incomplete conversation, after which they have to complete and practice speaking it. In grammar review section the students were given an explanation about the language features related to the topic discussed. In exercises section, the students were given a complete conversation, in which there are several mistakes and they have to find and correct them, or an incomplete conversation, in which they have to provide the correct phrases to complete it. In writing section, the students were asked to produce texts or sentences related to the topic. In reading section the student were given a passage, afterward they have to answer questions bases on their readings. Finally, in the summary section the students were given a really short explanation or several examples of utterances related to the topic.

3.3. Data Collection

In order to gather data needed for answering the research questions, the researcher used document analysis. The main source of data for this research was gathered through textbook analysis. The content of English Language Teaching materials included in the textbooks were analyzed as the basis for evaluation.

The instrument used for this study is a checklist adapted from *Badan Standar Nasional Pendidikan* (2014) framework for textbook evaluation. It focused on content area, which consists of three aspects, namely relevance of materials with competency standards and basic competencies, materials accuracy,

and supporting learning materials. The checklist consisted of twenty three items and each item has a description of its own. It was then used as a basis for analysis on both textbooks.

In qualitative research, researcher is an integral part of the process and is viewed as an instrument through which data collection and analysis are conducted (Malik & Hamied, 2016, p. 174).

3.4. Data Analysis

This study focused on findings to what extent the textbooks used for eleventh grade are appropriate in terms of content based on BSNP framework for textbook evaluation.

A checklist adapted from *Badan Standar Nasional Pendidikan* (2014) framework for textbook evaluation was used to determine the appropriateness of English Language Teaching materials within the textbook. The checklist acted as a tool to guide the researcher to find the appropriateness of content of teaching materials within the textbooks. The analysis was conducted per item on the checklist.

There were several reasons on why BSNP framework was used for this study. First, the framework was developed based on the characteristics of English Language Teaching and the developmental criteria of English textbook for high school. Second, the BSNP for textbook evaluation has been used widely as a tool in conducting research on textbook evaluation. And third, the framework was made with a complete description of each point.

The aspect of relevance of materials with competency standards and basic competencies covered two sub aspects and seven items. Those were materials completeness, which includes interpersonal text type, transactional text type, and functional text type, and materials depth, which includes exposure to text types, retention of text types, production of text, and extension.

The aspect of materials accuracy included three sub aspects and six items as follows, social function, which includes interpersonal communication, transactional communication, and functional communication, elements and structure meaning, which includes activities in interpersonal and transactional

texts and elements of meaning in short functional texts and monologues, and linguistic features.

The aspect of supporting learning materials comprised three sub aspects and ten items. Those were up-to-date aspect of learning materials, which includes relevance of materials and referred sources and recentness of materials and referred sources, life skills development aspect, which includes personal skills, social skills, academic skills, and vocational skills, and development of insight on diversity, which includes respect for cultural diversity and pluralism of the community, awareness of local potential and wealth, appreciation of democratic values, and an understanding of the insight on diversity.

Each item on the checklist was scored in scale of 1 to 5. The score 1 means very poor, 2 means poor, 3 means fair, 4 means good, and 5 means very good. After every aspects have been analyzed, a calculation was made. The total score was divided by the maximum score it could achieve; it was then be multiplied by 100%. A textbook was classified as appropriate if it was categorized at least "fair" in the final calculation. The result of final calculation was classified into one of four criteria proposed by *Pusat Perbukuan* (cited in Latif, 2015, p. 72) as follows.

Table 3.1 Four Categories of Fulfillment Score

Range of Fulfillment Score	Category
80%-100%	Good
60%-79%	Fair
50%-59%	Sufficient
0%-50%	Poor

Qualitative researchers should reclaim responsibility for reliability and validity by implementing verification strategies (Morse, Barrett, Mayan, Olson, & Spiers, 2002). As such, the researcher verified the analysis regarding the findings of this study with two teachers who have had many years of experience in English Language Teaching. Both teachers had twenty two years of experience in teaching English. Those teachers also had the experiences of using many English textbooks over their experiences, including the two textbooks which were analyzed in this research. The verification was conducted by giving the same checklist used as the

instrument for this research and having the teachers scored it. Both Teacher A (Evaluator A) and Teacher B (Evaluator B) scored Textbook 1 and 2.