

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents the procedure and steps in conducting the research. Mainly this chapter is about the elaboration of the research design which is further organized into five important sections: (i) research design, (ii) context of the research, (iii) research participant, (iv) instrumentation, (v) data collection technique, and (v) data analysis technique. The definition of key terms used in this research will also be presented in this chapter.

#### **3.1 Research Design**

This study is designed to analyze two textbooks used by the fourth-grade students in two elementary schools in Bandung. The study focuses on analyzing the textbook in order to identify the extent to which the book suitable for young learners. This is a descriptive qualitative study since it is aimed at evaluating the textbooks in order to analyze its language, content, and presentation; how they are suitable for the students in young learners' context. 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 (2015) also argued that this kind of research commonly includes the provision of careful and detail descriptions.

#### **3.2. Context of the Research**

The research was conducted in two elementary schools in Bandung, West Java. The first school using Textbook 1 (*Grow with English*) is a public school with the accreditation of A. The second school using Textbook 2 (*English Chest*) is a private school. The school is a pilot school which is expected to be the role-model for the other schools. The schools chosen were also expected to represent the tendency of textbook preference in public and private schools in Bandung.

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**AN EVALUATION OF TWO ENGLISH TEXTBOOKS USED BY FOURTH-GRADE STUDENTS IN TWO ELEMENTARY SCHOOLS IN BANDUNG, WEST JAVA**

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Two textbooks entitled *English Chest* written by Liana Robinson and *Grow with English* written by Mukarto were used as the sample of this study. The table below shows the detailed information of the books:

**Table 3.1 The Detailed Information of Textbook 1 (*Grow with English*)**

Title	Author(s)	Pages	Year/Publisher	ISBN
<b>Grow with English</b>	Mukarto	112	2007/Erlangga	978-979-015-023-2

**Table 3.2 The Detailed Information of Textbook 2 (*Grow with English*)**

Title	Author(s)	Pages	Year/Publisher	ISBN
<b>English Chest</b>	Liana Robinson	88	2012/Asta Sukses	Ilmu 978-1-50066-387-6

### 3.3 Research Participants

In order to gain more reliable and valid data, a teacher and three students from each school where the research was conducted were also involved in this study. Before undertaking the study, it was investigated that the teacher has been utilizing the textbook for one semester. Additionally, the participant of the school was selected because according to Alwasilah (2011), it is important for researcher to establish rapport with participants and site before conducting the study.

### 3.4 Instrumentation

The study applied document analysis in the form of textbooks, questionnaire, and interview transcript as the instruments. The multiple data collection methods were used in order to gain valid and reliable data as it has been stated 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 one evaluation checklist to help the researcher in obtaining the data. First, in order to analyze whether the textbooks represent the criteria of a good textbook, a textbook for young learners evaluation

checklist adopted from Richards (1990); Cunningsworth (1995); Tomlinson (1998); Varela (2003); and Dickinson (2010) was utilized. Each criterion in the checklist is categorized based on three aspects namely presentation, content, and language. The checklist is represented in table 3.3. Second, the result of questionnaires given to the teachers using the textbooks were also analyzed. Third, the result of the interview with the students and the teachers in form of interview transcript was also analyzed to support the data.

**Table 3.3 Textbook for Young Learners Evaluation Checklist adapted from Richards (1990); Cunningsworth (1995); Tomlinson (1998); Varela (2003); and Dickinson (2010)**

Checklist Items	
<b>PRESENTATION</b>	
<b>No.</b>	<b>General Appearance</b>
<b>1</b>	The cover is informative and meaningful to young learners
<b>2</b>	The cover is attractive in terms of its presentation and able to engage children's interest & curiosity to learn from the book.
<b>3</b>	The font size and type used in the book are appropriate for young learners.
<b>4</b>	The book is durable, the size and the weight of the book is suitable for young learners
<b>5</b>	The number of pages is adequate
<b>Layout &amp; Design</b>	
<b>6</b>	The textbook includes a detailed overview of the functions, structures, and vocabulary that will be taught in each unit.
<b>7</b>	The layout and design are appropriate and clear.
<b>8</b>	The illustrations are clear, varied and attractive.
<b>CONTENT</b>	
<b>Methodology</b>	
<b>9</b>	The suggested methodology is appropriate for young learners

<b>Activity</b>	
<b>10</b>	The book includes sufficient, varied, and interesting activities
<b>11</b>	The book provides meaningful activities in learning
<b>12</b>	The content is well-sequenced
<b>Topic Content</b>	
<b>13</b>	The topics of the book are realistic and likely to appeal to young learners.
<b>14</b>	The materials are suitable with the learners' cultural & social background
<b>15</b>	The characters are suitable and attractive for children
<b>Assessment</b>	
<b>16</b>	The tests are valid and contain relevant, meaningful language.
<b>Language Skills</b>	
<b>17</b>	The materials provide an appropriate balance of the four language skills and in line with the curriculum.
<b>18</b>	There is sufficient material for integrated skills work.
<b>LANGUAGE</b>	
<b>19</b>	The vocabulary used in the book is familiar with the students' life so the students would feel comfortable while learning the materials.
<b>20</b>	The language functions exemplify English that the students will be interested in and at the right level for the students' current English ability.
<b>21</b>	New vocabulary being introduced is provided with phonetic transcription.

### 3.4. Data Collection Technique

The data were collected from two English textbooks for grade fourth of Elementary School. Those books were *Grow with English* and *English Chest* for grade four of Elementary school. The first textbook, *Grow with English*, was developed by using School-based curriculum and was written by Dr. Mukarto, M.Sc., et.al. This textbook was published in 2007. The second textbook, *English*

*Chest*, was developed based on young EFL students' curriculum and published in 2012. This book was written by Liana Robinson.

Second, an interview was also conducted in order to confirm the data found on the checklist. The researcher held interviews with an English teacher and the three students who were using the textbook in order to find out what they thought of the textbooks. Semi-structured interviews were preferred since they were flexible, adhered more to the agenda and also gave the interviewees enough freedom to express their ideas (Mackey and Gass, 2005). The interview sessions were conducted in Bahasa Indonesia. With the prior permission of the participants, the interview sessions were voice-recorded and later transcribed. Each interview session lasted for approximately 10-20 minutes in which the teachers and students discussed their ideas on the textbooks they used and/or studied. During the interview sessions, the participants were asked to provide complete answers to a number of open-ended questions. The researcher established a set of questions to seek teachers' and students' ideas on the textbooks they used. The interview questions were primarily targeted to seek for elaboration on the criteria made in the checklist and also invite comments and recommendations regarding the textbook.

### **3.5. Data Analysis Technique**

As this study intended to evaluate textbooks, the checklist was used to gather data (Ary, et al. 2010). The checklist comprised three major elements of evaluation namely content, language, and presentation. From these three elements, 8 sub-aspects were derived. They include general appearance, layout and design, methodology, activities, topic content, assessment, language skill, and language appropriateness. The data collected were analyzed by verifying the materials on the textbooks with the criteria on the checklist, analyzing and interpreting the data to find out how the textbooks fulfill the criteria of a good English textbook for young learners, and analyzing and interpreting the data from the interview and questionnaire to find out teachers and students opinion towards the textbooks.



### 1.6. Definition of Key Terms

There are several key points of the research need to be considered to avoid the ambiguity and to give limitation of the issue further discussed.

- a) **Textbook.** Textbooks are materials in form of one type of text, a book that has been specially selected and exploited for teaching purposes (McGrath, 2002 and Brown, 2001). In this research, the textbook is an English book used by the teacher in order to conduct the English teaching learning process (in this case is in four-grade).
- b) **Textbook Evaluation.** Textbook evaluation, according to Hutchinson and Waters (1987), is a straightforward, analytical matching process that provides the solutions. In this research, the evaluation of the textbook is conducted based on the checklist adapted from Cunningsworth (1995); Tomlinson (1998); Varela (2003); and Dickinson (2010).
- c) **Young Learners.** Young learners are learners between five and twelve years of age (Dickinson, 2010). In this research, young learners would focus on elementary school students in fourth grade (9-10 years old).

### 3.7. Concluding Remarks

This chapter has described important aspects related to the research methodology of the study. This chapter also has explained the data collection technique and analysis. Furthermore, an overview of checklist adapted from Richards (1990); Cunningsworth (1995); Tomlinson (1998); Varela (2003); and Dickinson (2010) is explained. The next chapter is going to discuss and analyze the data from the research data collection technique.