

CHAPTER III

RESEARCH METHODOLOGY

This section presents the research methodology which is employed in this research. It includes purposes of the research and research question, site and participants, research design, data collection techniques and data analysis.

3.1 Purposes of the Research

The purpose of this research was investigating the teacher's evaluation of English textbook used at an Islamic junior high school in terms of topics and visuals and the teacher's evaluation of the Islamic values on the English textbook used at an Islamic junior high school in terms of topics and visuals.

3.2 Site and Participant

This research was conducted in an Islamic junior high school in Nganjuk, East Java province, Indonesia. That site was chosen because of several considerations. First, it is an Islamic junior high school or *madrasah* which refers to an educational institution that emphasizes the transmission of Islamic knowledge and inculcation of Islamic values and ethos. An Islamic junior high school uses the national curriculum and considered equivalent to public schools. Further, in an Islamic junior high school uses the same textbook as used in public school textbook. For that reason, it is essential to know whether the English textbook used in Islamic junior high school reflects the Islamic values. In addition, by conducting this research, the result may help the teachers to evaluate whether the selected materials reflect the Islamic values which are decided by the Islamic junior high school.

Regarding research participant, the participant involved in this research was focused on an English teacher of Islamic junior high school. The participant was selected purposively because the teacher is considered to have an adequate experience in teaching English based on some criteria: the selected participant is

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the one proposed by the school's principle, the selected participant is graduated from English education department in one of the well-recognized universities in Nganjuk, East Java who has taught in an Islamic junior high school more than 13 years, and the selected participant is regularly joining some training courses as the one referred to above for trainees to be encouraged to produce their own materials and to evaluate existing materials in relation to the teaching-learning context and their teaching purposes (McGrant, 2002). With this in mind, the teacher is expected to be able to know whether the selected reading text used in the classroom is appropriate for students in Islamic junior high school. As stated by Malik and Hamied (2014, p. 200) that "participants are selected purposively because of who they are and what they know, rather than by chance".

3.3 Research Design

The research was conducted by employing a qualitative research method since the research made an interpretation about the teacher's evaluation of English textbook for the use at an Islamic junior high school in terms of topics and visuals and the teacher's evaluation of the Islamic values on the English textbook used at an Islamic junior high school in terms of topics and visuals. This method is concerned with the viewpoint of the participants. Further, they tend to be directly involved in the research process itself (Fraenkel & Wallen, 2009, p. 15).

Regarding a qualitative method, a qualitative case study was employed in this research since a case study enables the researcher to explore in depth a phenomenon. In line with Malik and Hamied (2014, p. 194) who has stated that in qualitative research the focus is to explore and understand the issues in depth which in this case is about the teacher's evaluation of English textbook for the use at an Islamic junior high school in terms of topics and visuals and the teacher's evaluation of the Islamic values on the English textbook used at an Islamic junior high school in terms of topics and visuals.

In addition, a case study method has chosen because it allows the investigator explores a case or multiple cases over time, through detailed, in-depth data collection involving multiple sources of information (e.g., interview and questionnaire), and reports a case description (Creswell, 2007, p. 73). Further, a

case study is appropriate for this research since it is concerned with a rich and clear description of phenomenon relevant to the case and an in-depth understanding of the situation and meaning for those involved (Laws, 2006, p. 4).

Furthermore, since this research used a case-study as the method, this research implemented multiple data collections as the technique in collecting the data such as documents and interviews. Thus, the data analysis was conducted qualitatively since the data collection techniques were conducted through documents and interviews.

3.4 Data Collection

In collecting the data for this research, the research employed documents and interviews.

3.4.1 Documents

The documents used in this research were the selected reading texts included in the textbook used at an Islamic junior high school. The textbook was published by a private publisher in 2012. The reading texts were evaluated by the teacher based on the criteria of good reading texts. Those criteria were used to evaluate the reading texts in the textbook used at a Islamic Junior High School in terms of topics and text visuals and proof whether the reading texts reflect the Islamic values. A detailed labeling of each evaluated reading text can be seen in the following table.

Table 3.1 The Reading Texts

Text	Title	Page
Text 1	Tutut's Routines	106-107
Text 2	The Life of a Champion	122
Text 3	My Classroom is Large	141
Text 4	Sorry, I Don't Know What You Mean	155
Text 5	The Elephants at the City Zoo	173

3.4.2 Interviews

An interview is question and answer sessions with one or more people in order to learn in-depth information from a person in research project (Lowe & Zemliansky, 2011, p. 164). In similar vein, an interview is a purposeful interaction aims at obtaining information from subjects who agree to participate in research (Malik & Hamied, 2014). To sum up, an interview is an important tool to obtain in-depth information from certain subject in the research. Further, in this research, interview was applied for collecting data on the teacher's evaluation of English textbook used at an Islamic junior high school in terms of topics and visuals and the teacher's evaluation of the Islamic values on the English textbook used at an Islamic junior high school in terms of topics and visuals.

In this research, the interviews were conducted to an English teacher in an Islamic junior high school. Semi-structured interview was used in this research. The interview was conducted twice for about twenty minutes after teaching and learning activities in the classroom. The questions asked to the teachers were focused on whether the reading text included in the textbook used in the classroom was relevant to the criteria of good reading texts and the Islamic values of the selected reading texts. The data obtained during the interviews then were recorded through tape recorder and written down on the researcher's note.

3.5 Data Analysis

Data analysis is the ways of making meaning from the data (Malik & Hamied, 2014, p. 218). In order to answer the research questions, the data analysis were divided into several steps. It consists of analysis of documents and analysis of interviews data. Both of the data were analyzed by format analysis as follows.

Table 3.2 The Format Analysis Data

No	Criteria	Aspect	Indicator	Analysis	Islamic values	Analysis
1	Topics					
2	Visuals					

Each step of analysis data was presented in detail in the following sections.

3.5.1 Analysis of Documents

The analysis of documents was aimed at investigating the teacher's evaluation of English textbook for the use at an Islamic junior high school in terms of topic and visual and the teacher's evaluation of the Islamic values on the English textbook used at an Islamic junior high school in terms of topics and visuals.. In order to achieve the aim, the selected reading texts were analyzed by doing the following procedures suggested by Creswell (2009, p. 185-190).

Firstly, the data were organized and prepared for analysis. It was the selected reading texts included in the textbook used at an Islamic junior high school which published by a private publisher in 2012.

Secondly, the teacher was reading through all the data. It was obtaining a general sense of the information from the data to attain its overall meaning.

Thirdly, the data were coded and categorized into chunks or segments of text before bringing meaning to information. In this case was segmenting sentences (or paragraphs) or images into categories and labeling those categories based on the criteria evaluation in terms of topic and text visual. For example, in Text 1, the data were categorized based on sort of topic, cultural acceptance and etc.

Next, the data or the selected reading texts were evaluated by teacher with the criteria evaluation adapted from Jahangard, 2007; Ali, 2010; Cunningsworth, 1995; and Lathif, 2015. However, the criteria of reading text evaluation are only focused on topic and text visual. The selected reading texts are evaluated by teacher by using the evaluation sheets.

Then, the result of the evaluation sheets were analyzed and interpreted by the related theories that had been elaborated in chapter II to answer the research questions; the teacher's evaluation of English textbook for the use at an Islamic junior high school in terms of topics and visuals and the teacher's evaluation of the Islamic values on the English textbook used at an Islamic junior high school in terms of topics and visuals.

Last, the result of analysis was discussed and concluded clearly in chapter IV.

3.5.2 Analysis of Interviews

The data from interviews were analyzed in order to obtain detailed information regarding the teacher's evaluation of English textbook for the use at an Islamic junior high school in terms of topics and visuals and the teacher's evaluation of the Islamic values on the English textbook used at an Islamic junior high school in terms of topics and visuals.

The data from interviews were analyzed by using the following stages proposed by Creswell (2013). First, the interview data were transcribed into written text. Second, the transcriptions from interviews were categorized and analyzed based on the topic and text visual relevant to the research question proposed in this research. After that, the analyzed data were categorized into chunks or segments before bringing meaning to information. In this case is segmenting transcribed data into categories and labeling those categories based on the criteria evaluation in terms of topic and text visual. For example, the teacher's interview transcriptions were categorized in terms of topic and text visual.

Next, the categorized data was analyzed and interpreted by the related theories that have been elaborated in the chapter II. Last, the data were interpreted qualitatively in order to answer the research question regarding the teacher's evaluation of English textbook for the use at an Islamic junior high school in terms of topics and visuals and the teacher's evaluation of the Islamic values on the English textbook used at an Islamic junior high school in terms of topics and visuals.

In addition, the data were displayed in in qualitative research form. The narrative form is the most frequent form has been used as stated by Miles and Huberman (cited in Diniah, 2013).

3.6 Concluding remarks

This section has presented a brief description about the research methodology, which was employed in this research. It includes purposes of the research and research question, site and participants, research design, data collection techniques and data analysis.

