

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents research methodology applied in this research, including the research questions, the design of the research, data collection, research procedure and the technique used in analyzing the data.

#### **3.1. Research Questions**

This study aims to address the following research questions:

- 3.1.1. To what extent has the English textbook entitled “*Bahasa Inggris untuk Kelas X*” fulfilled the criteria for textbook content development?
- 3.1.2. To what extent has the English textbook entitled *Bahasa Inggris untuk Kelas X* fulfilled the Curriculum 2013 requirements?

#### **3.2 Research Design**

This study is a content analysis research, since it was analyzing document in the form of textbooks. Content analysis is one of the descriptive qualitative research (Ary, et al., 2010, p.29). The descriptive qualitative research is mainly document analysis that provides a valuable source of information consisting of public and private record needed by the researchers. In specific, a content analysis, as a part of document analysis is an analytical approach that attempts to quantify content in terms of predetermined categories and in a systematic and replicable manner and valid inferences from texts (Krippendorff, 2004 Bryan, as cited in Liamputtong, 2009). In line with Krippendorff and Bryan, Borg & Gall (2003), state that content analysis was a method to observe written documents as features of the environment in which behaviour occurs.

Furthermore, Bogdan and Bikhlen (1992) argued that qualitative method can be utilized for evaluation research. This textbook evaluation attempted to discover whether or not the English textbooks analyzed met the criteria of content development suggested by Cunningsworth (1995). Besides, it also attempted to discover how criteria of Curriculum 2013 requirements were fulfilled in the

textbooks. In other words, this research attempted to evaluate and to figure out the appropriateness of the textbooks for their grade.

### 3.2 Data Collection

The data for this study were taken from the EFL textbook entitled “*Bahasa Inggris SMA/ MA/ SMK/ MAK Kelas X*”, covering semester 1 and semester 2 books that were written by Widiati, Rohmah and Furaida. This books was published by Minister of Education and Culture in 2013 and has been designed based on Curriculum 2013.

The instrument of collecting the data used in this study is the researcher as well as the textbook itself. Cresswell (208) points out that an instrument is a tool for measuring, observing, or documenting data. The data are collected by the criteria of Cunningsworth (1995). There are several criteria proposed by Cunningsworth, but for the needs for this study, the researcher decided to take into account the criteria of 1) language skills, covering Listening, Reading, Speaking and Writing; and 2) Grammar, 3) Vocabulary, and 4) Genre-based, covering Descriptive, Recount and Narrative Texts. Another instrument applied in this research was the criteria proposed by *Kemendikbud* in Curriculum 2013 criteria.

### 3.3 Instrument

The instrument of collecting data used in this study is the criteria proposed by Cunningsworth and criteria suggested by the Curriculum 2013. As has been explained by Cresswell (2008), an instrument is a tool for measuring, observing, or documenting data. Data are collected by criteria acquired and condensed from Cunningsworth (1995). The content analysis of this textbook involves: a) the content of textbook that fulfilled the criteria for the textbook content development. These criteria comprise language skills (Listening, Reading, Speaking and Writing), grammar, vocabulary, and genre-based, and b) the content of textbook that fulfilled the Curriculum 2013. It covers Competences in Curriculum 2013, The Learning Model of Curriculum 2013, Scientific Approach, and Cultural content. All of the criteria have been condensed to discover the strengths and

weakness of the textbooks used by students of senior high school Grade X. The Criteria is presented in the following Table.

**Table 3.1 Textbook Evaluation Criteria Proposed by Cunningsworth**

<b>Criteria</b>		<b>Qualitative Analysis</b>
<b>Aims, approaches and principles</b>	Does the theoretical approach in the book reflect that the teachers and their institution and the students can easily identify with theory of learning and language?	
<b>Topic</b>	Is there enough variety and range of topic?	
<b>Skills and language contents</b>	Are all four skills adequately covered, bearing in mind your course aims and syllabus requirements?	
	Is there material for integrated skills work?	
	Does the book include material for language work (grammar, vocabulary, and pronunciation)?	
<b>Listening Skill</b>	What kind of listening is contained in the course?	
	Is listening material set in a meaningful context?	
	Are there pre-listening tasks questions, etc.?	
<b>Speaking</b>	What kind of material for speaking is contained in the course? This may include oral presentation and practice	

	of language items, dialogues, role plays, communication activities (information gap)?	
	Are the activities balanced between individual response, pair work, and group work?	
<b>Reading Skill</b>	Are the reading texts interesting for the students?	
	Do the texts cover the authentic pieces of language?	
	Are the topics up-to-date?	
<b>Grammar</b>	How are new grammar items presented and practiced?	
	Is the explanation easy to understand?	
	Are the grammatical points presented in an increasing level of difficulty?	
	Do the grammatical points receive sufficient practice through exercise and activities?	
	Is the spread of the grammar achievable?	
	Is grammar contextualized?	
	Is grammar introduced explicitly and reworked incidentally throughout the books?	
<b>Vocabulary</b>	Are the grammar rules explicitly and reworked incidentally throughout the book?	
	Does the vocabulary load throughout the textbooks seem to be reasonable	

	for the students of each level?	
	Are the vocabularies repeated in subsequent lessons for reinforcement?	
	How is new vocabulary presented (e.g. in word lists, in a text, with visuals)? Is vocabulary presented in a structured, purposeful way?	

### 3.4 Data Analysis

This study follows content analysis as the method of analyzing data. Content analysis is a method of analysing written, verbal or visual communication messages (Cole 1988). As was mentioned earlier, the present work is a content analysis focusing on evaluating the textbooks using a checklist proposed by Cunningsworth (1995) and the Curriculum 2013). It is a self-report study using qualitative descriptive analyses. The researcher tries to analyze and evaluate the current textbook based on framework presented in the available checklist. The researcher then has obtained a full knowledge over the textbooks. The data analysis follows Krippendorff's steps (2004). The steps are unitizing, sampling, inferring, and narrating. Each criteria proposed by the two main criteria were elaborated and interpreted.

### 3.4. Concluding Remarks

This chapter has presented the research methodology applied in this research, including the research questions, the design of the research, data collection, research procedure and the technique used in analyzing the data. In the next chapter, Chapter IV, the collected data will be presented, interpreted and elaborated based on the methodology applied in this research and the literature review that has been discussed in the previous chapter.