

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research design, research sample, instrument of the study, procedure, and data analysis.

3.1 Research Design

This study focuses on how the English textbook fulfills textbook evaluation criteria proposed by Cunningsworth (1995), Harmer (2007b) and Education National Standardization. This study is classified as content analysis or document analysis. It is one of the types of descriptive qualitative research (Ary, Jacobs, & Sorensen, 2010). It focuses on analyzing documents, which is an English textbook. It tries to understand the strengths and the weaknesses of the English textbook by focusing on the total textbook design. The aim of this descriptive qualitative research is to gain a holistic picture and depth of understanding of the strengths and the weaknesses of the textbook. According to Bogdan and Taylor (1975), the qualitative method is a research procedure that produces descriptive data such as written words or verbal expressions from the people and their behavior that have been observed. Qualitative research contributes to an understanding of the human condition in different contexts and perceived situations.

However, there is no perfect designed study. Unexpected events will always appear. The main issue is how many financial resources, time, and effort of the researchers in a study team, which are able to invest in trying to understand the phenomena under the study (Patton, 2002). Since this study aimed at describing and analyzing the contents of the English textbook based on the textbook evaluation criteria proposed by Cunningsworth (1995), Harmer (2007b) and Education National Standardization, the descriptive qualitative method was chosen. The researcher's self-reflection is an essential part of the qualitative research whatever chosen the qualitative method (Burnard, 1995). The researcher

must take into consideration his or her “pre-understanding”, both in the planning process as well as during the analyzing process, in order to minimize any bias of his/her own influence (Elo, et.al., 2014; Long & Johnson, 2000). In qualitative research, several analysis methods can be used, for example, phenomenology, hermeneutics, grounded theory, ethnography, phenomenography and content analysis (Burnard, 1995).

This study used a content analysis research technique. Content analysis is a research technique for making replicable and valid inferences from data to their context (Krippendorff, 2013). Content analysis is used to analyze the content of a text, including any bias, stereotypes, similarities, and differences (see Weber, 1990). Similar to this study, Suryani (2018) also conducted a study on analyzing an English textbook based on the textbook evaluation criteria. In analyzing qualitative data, content analysis was used as method. In conducting the study, documentation was used as instrument. Document is an official paper or book that gives information about something, or that can be used as evidence or proof of something. In this case, content analysis is used to analyze the content of the English textbook including their differences which are based on the textbook evaluation criteria. In contrast to qualitative research method, qualitative content analysis is not linked to any particular science and there are fewer rules to follow. Therefore, the risk of confusion in matters concerning philosophical concepts and discussions is reduced. During the entire process, the researcher must adhere to a qualitative perspective. The main issue is to achieve the rigor and credibility that make the results as trustworthy as possible. However, in content analysis, different concepts of credibility can be chosen in the discussion of trustworthiness. It is possible for the researcher to use the same concepts as in quantitative studies, but an option is not accepted when performing analysis using the other qualitative methods (Long & Johnson, 2000). Downe-Wambolt (1992) underlines that the content analysis is more than a counting process, as the goal is to link the results to their context or to the environment in which they are produced: “Content analysis is a research method that provides a systematic and

objective means to make valid inferences from verbal, visual, or written data in order to describe and quantify specific phenomena.”

3.2 Research Sample

The sample was the English textbook of Senior High School for the tenth graders entitled *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X* published by KEMENDIKBUD RI 2016. This textbook was written by Utami Widiati, Zuliati Rohmah, and Furaidah. Then, the reviewers of this textbook were Helena I. R. Agustien, Emi Emilia, and Raden Safrina. See Appendix 8 to know more about the profile of the writers and the profile of the reviewers of this textbook. The sample mentioned above was the English textbook that claimed that the materials were already based on the 2013 Curriculum. The sample mentioned was also the English textbook used at one of the Senior High Schools in Kuningan. This school was already implemented the 2013 Curriculum for their tenth grader students. It meant that the sample could give the information needed in this study.

3.3 Instrument of the Study

The documents used in this study were a primary source, for the researcher analyzed the textbook directly. The instruments which were used in this study were in the form of the textbook evaluation criteria adapted from Cunningsworth (1995), Harmer (2007b), and Education National Standardization. Regarding the checklist from suggestions of the combination of Cunningsworth (1995) and Harmer (2007b), the checklist contained eight textbook evaluation criteria, i.e. (1) aims and approaches, (2) design and organization, (3) language content, (4) skills, (5) topic, (6) methodology, (7) practical considerations, and (8) instructions. And there were two instruments to evaluate the textbook suggested by Education National Standardization. The first instrument was meant to evaluate content appropriateness. It evaluated 1) the appropriateness of material explanation with competency standard and basic competence, 2) material accuracy, and 3)

Mela Meliawati, 2019

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supporting materials. The second instrument was meant to evaluate language appropriateness and presentation appropriateness. Language appropriateness covered three sub-components which were: 1) the appropriateness of the language with learners' development, 2) communicativeness, and 3) the coherence and unity of ideas. Presentation appropriateness must cover three components: 1) presentation technique, 2) teaching and learning technique, and 3) presentation coverage.

3.4 Procedure

The data of this study would be collected by doing some steps. Some procedural steps were arranged in an orderly way which consisted of preparing the study, analyzing the textbook, and writing down the report (Ary, Jacobs, & Razavieh, 2002). First, the researcher prepared the study. 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 textbook used by the teacher for their tenth-grade students were conducted. Next, collecting the English textbook was undertaken. Second, the researcher analyzed the textbook. The step was followed by designing the textbook evaluation criteria checklists containing a set of standard criteria for evaluating the English textbook which would be derived from the framework proposed by Cunningsworth (1995), Harmer (2007b), and Education National Standardization. After the textbook was collected and all the checklists instruments were made, analyzing the English textbook based on all the checklists instruments was conducted. Third, the researcher wrote down the report. After doing some procedural steps above in an orderly way, the last step namely writing down the report was conducted. This report explained each part of the study and the findings in detail.

3.5 Data Analysis

This study used document analysis or content analysis method to describe the evaluation of the textbook (Janesick, 1994 in Ary et. al., 2002). The checklists

were used to gather the data and to gain the information (Ary et. al, 2010). The instruments used in this study were in the form of the checklists containing a set of standard criteria for evaluating the English textbook adapted from the framework proposed by Cunningsworth (1995), Harmer (2007b), and Education National Standardization. The data obtained was in the form of the checklists from suggestions of the combination from Cunningsworth (1995) and Harmer (2007b), which contained eight textbook evaluation criteria, i.e. (1) aims and approaches, (2) design and organization, (3) language content, (4) skills, (5) topic, (6) methodology, (7) practical considerations, and (8) instructions. And explain the appropriateness of the materials in the English textbook in terms of content, presentation, and language determined by Education National Standardization. There were two instruments to evaluate the textbook. The first instrument was meant to evaluate content appropriateness. The second instrument was meant to evaluate language appropriateness and presentation appropriateness.

The English textbook materials in terms of their content were analyzed and observed based on those instruments above. In the tables of the checklists instrument, the materials found in each chapter of the textbook would be analyzed. Furthermore, the materials found in each chapter of the textbook were also given a further description of each indicator which was stated in that table by adding some examples in each chapter.