

CHAPTER III

RESEARCH METHODOLOGY

This chapter elaborates methodological aspects in conducting this research covering research design, site and respondents, data collection and data analysis. It is divided into four sections which are: research design, site and respondents, data collection, and data analysis.

3.1. Research Design

This research is aimed at finding out the aspects of two textbooks, for teaching and learning English. It analyzes the aspects of textbook which fulfill the criteria of good textbook in terms of cover, layout and design, objectives, activities, assessing and supports for the teacher. For that reason, an in-depth explanation that covers contextual analysis in detail represents the real condition of the use of textbook evaluation which should be the priority in this research. This research uses qualitative research design that applies a descriptive study as its framework. This design is purely data-derived in that codes are generated from the data in the course of the study. (Cresswel, 2012)

To find out the aspects of textbook which fulfill the criteria of good textbook in terms of cover, layout and design, objectives, activities, assessing and supports for the teacher, this study employs a document analysis (Cresswel, 2012). Regarding this, document provides valuable information in helping the researcher understand central phenomena in qualitative studies. They are also ready for analysis without the necessary transcription that requires observational or interview data. (Creswell, 2012).

3.2. Site and Respondents

The data of the research are two English Electronic Textbooks or Buku Sekolah Elektronik (BSE) of Seventh grade in junior high school which are administered by Indonesian government. Those textbooks are entitled “English in Focus” and “Scaffolding”. Those textbooks are mostly used in most of national Junior High School in Indonesia. To make the research more reliable, English teacher at one of Junior High Schools in Bandung is involved as a respondent and also as the second evaluator for the checklist of the research.

3.3. Data Collections

To answer the research questions “In what aspects do the English Electronic books (BSE) for Junior High School students fulfill the criteria of good English textbook?” and “What features of textbooks are provided to support the teacher?” this research employs two data collection methods, which are: document analysis and using a checklist of the criteria of good textbook covering physical appearance, content and supporting aids of the textbook.

To follow Cunningsworth (1995), Scott and Ytreberg (1990), Harmer (2001) and Pinter (2006), the procedures of analyzing the books can be described in several steps bellow:

1. Determining the instrument of evaluation of the textbook, based on evaluation checklist.
2. Requesting the experts’ opinion about the result of analysis in evaluating the English textbooks.
3. Categorizing the component of the textbooks finding based on criteria of evaluation textbooks.
4. Interpreting the data, recalling them to the theories.

3.3.1. Checklist

The documents that become the source of necessary information in this study are textbooks used by EFL teacher of seventh grade of junior high school. In collecting data, the researcher uses a qualitative checklist which contained standard criteria for evaluating EFL textbook. It is claimed to be standard since the criteria are developed from a number of experts in the field of textbooks, material development and evaluation, such as Cunningsworth (1985; 1995), Grant (1987), Brown (2001), Hermer (2002), and Alwasilah (2006) McGrath (2002), Scott and Ytreberg (1990), Harmer (2001), Woodward (2001) Pinter, (2006). In addition, the qualitative checklist is also based on instruments of textbook evaluation developed by Department of National Education. While each of those experts has developed their own criteria, this study combines some of criteria from those experts. Then collect them into one list of textbook evaluation checklist. The collection is carried out on the basis of current EFL learning context. Each of the criteria is assessed based on the occurrence of the aspect stated in the instrument. When assessing the checklist, the researcher involves a teacher of one junior high school in Bandung as the second Evaluator to assert the reliability of textbook usage from the person who had experience in using textbook directly.

3.4. Data Analysis

There are some procedures in analyzing the data. First, categorize the data into three aspects of textbook, which are: physical appearance, content, and supporting aids for the teacher. Second, analyzing and interpreting the data to answer the first research question “To what extent does the BSE for seventh grade of junior high school fulfill the criteria of a good English textbook based on related theories?” Third, analyzing and interpreting the data to find out the supporting features such as Teachers’ note, CD-ROM or audio cassette and Web-link that provided in BSE for seventh grade of senior high school based on related theories. Finally, reporting the result of the research descriptively.

The table below is the example of analysis in terms of content in the textbook.

Table 3. 1. Example of the Textbook Evaluation Checklist

No	Main criteria	Aspect (s) assessed
1	Cover	pictures or photograph
		author name
		publisher name
		clear print title
		grade for the book user
		curriculum that use
		Color
2	Layout and Design	The layout and design
		detailed overview of the genres, function, structure and vocabulary
		The organizing of the units
3	Objectives	The material objectives
		Implementing the materials
		The approach recommended in the textbook
4	Activities	Contextual topic
		language skill activities (listening, speaking, reading and writing)
		The Activities (movements, meaningful and communicative)
		grammar explanation
		individual, pair, and group activities
		visual materials (picture, photographs etc)
		sequence of materials
5	Assessing	review exercise
		Including four skill languages
6	Supports for teacher (teaching-aids)	Teachers' book
		CD-ROMs/audio recording/video recording
		Teachers note
		Web-links
		Extra source of materials

This chapter has described important aspects related to research methodology of the study. Like qualitative research in general, this research is basically aimed at finding out the aspects of two textbooks, for teaching and learning English. It analyzes the aspects of textbook which fulfill the criteria of good textbook in terms of cover, layout and design, objectives, activities, assessing and supports for the teacher.

3.5. Concluding Remark

This chapter has explained methodological aspects in conducting this research covering research design, site and respondents, data collection and data analysis. Furthermore, an overview of checklist as the tool for analyzing textbook has already been discussed as the core element for analyzing two electronic books based on the criteria of good textbook in terms of physical appearance, content, and supporting aids of the textbooks. Finally, textbook evaluation checklist has guided the researcher to analyze two electronic books (BSE). After explaining related aspects to research methodology, the researcher is going to discuss and analyze the data from the research data collection technique in the next chapter.