



CHAPTER III

RESEARCH METHODOLOGY

This chapter outlines detailed discussion of research methodology of this study. The discussion begins with identifying the research design used in this research and the reasons underlying it. Furthermore, the discussion will continue to site and participants, data collection techniques, data analysis and concluded by the ethical issues underlying this research.

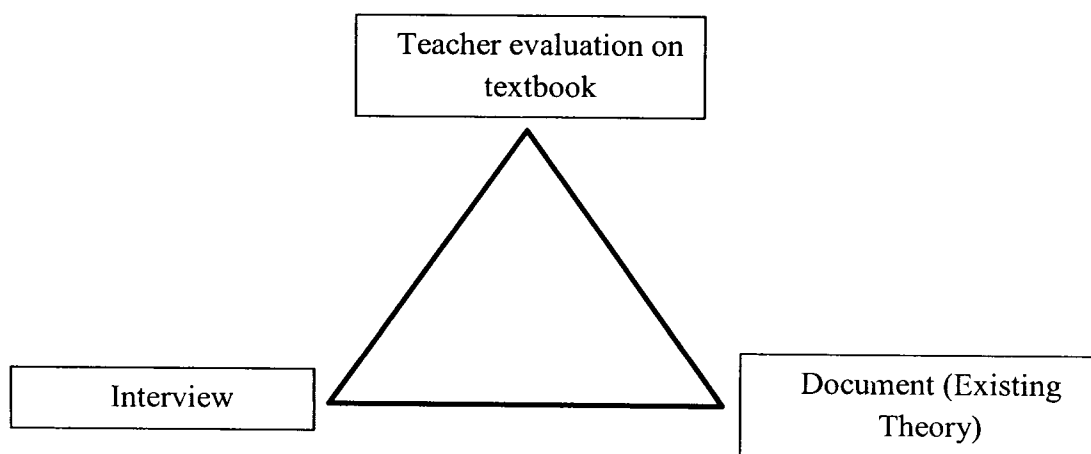
3.1 Research Design

The purpose of this study is to discover the result of teachers' evaluation on 2013 curriculum English Textbook for 9th grade student entitled "*Think Globally Act Locally*" using the evaluation instrument suggested by Mukundan (2012) and due to the fact that evaluated textbook is implementing the 2013 curriculum as a basis knowledge of lesson's objectives, then the 2013 curriculum textbook evaluation instrument also used as a combination to gain accurate result of the research. Furthermore, the result of teachers' evaluation will be compared with an existing theory from several textbook experts to enhance the accuracy of the study. In order to accomplish the purpose of this study, the researcher needs to ask participants to share their idea and experience towards their judgment on textbook. Creswell (2012) suggests qualitative method is suitable to observe and explore this kind of phenomenon which is require researcher to learn more from participants through exploration. In terms of sequences, in the beginning of the research qualitative method allow participants' perspective to play major role in the study and in the end of the research documents or literatures can be used to compare the contrast of findings in the study with past literatures to establish the importance of the research (Creswell, 2012, p.105). The theories aforementioned above are suit with the purpose of the research, thus the research employ sequential qualitative design in order to analyze and then compare the result of

teachers' evaluation to an existing experts' theories on criteria of good textbook. In this way, validity and reliability of the analysis will be granted in this study.

In conducting sequential method research, the researcher applies triangulation method. Triangulation is a mixture of different methods, as Campbell & Fiske (1959) said that triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research. In similar vein, Creswell (2012) suggests triangulation process is able to cross-checking information or evidence from different perspective (e.g different individuals, types of data, methods of data collection). The process of cross-checking data or information ensures that the study will be accurate because the information draws on multiple sources of information, individuals, or processes. In this way, it encourages the researcher to develop a report that is both accurate and credible. This useful method not only provides the advantage of making use of both qualitative and quantitative data, but also allows the researcher to have two different or more views of its study or investigation. The data were collected qualitatively through textbook evaluation, interviews, and document or an existing literature. Chart 3.1 presents the visual diagram of the triangulation procedures.

Chart 3.1 Triangulation Method Used in the Research



Within qualitative research, Cohen & Manion (1986, p. 254) claimed that triangulation attempts to map out, or explain more fully, the richness and complexity of human behavior by studying it from more than one standpoint. Multi method in focus, involving an interpretative, naturalistic approach to its subject matter. Qualitative research involves the studied use an collection of a variety of empirical materials- case study, personal experience, introspective, life story, interview, observational, historical, interactional and visual texts that describe routine and problematic moments and meaning in individual's lives. (Ramirez, 2013). Due to the distinctive stand point of each source of information in the triangulation process, this research obtains the qualitative data from three perspectives; textbook evaluation, interview, and document. This process intended to confirm, reconfirm and disconfirm the evidence emerge from the research in order to enhance the accuracy of the study through valid and reliable research.

3.2 Sites and Participants

The main source of this research is a 2013 curriculum English Textbooks published by Indonesian Government of 9th grade in junior high school. The textbook is mostly used in most of national junior high school in Indonesia, especially schools that have implemented 2013 curriculum. To make the research more valid and reliable, two English teachers in public junior high school in Bandung are involved as participants and also as the first evaluator for the first step of triangulation before the result of teachers' evaluation compared to several theories regarding to criteria of good textbook by several experts. Textbook for 9th grade students of junior high school selected, due to the fact that 9th grade of junior high school is the transition phase before students entering the next level of education in the high school. In the transition phase, good textbook should be provided to maintain the continuity students' level of language.

3.3 Data Collections

In collecting the data, three techniques were employed: textbook evaluation, interview, and implementing document. Each of these data collection techniques will be discussed below.

3.3.1 Textbook Evaluation

Textbook evaluation method used by the research intentionally to gain deep understanding toward the participants. Evaluation will portray not only the strengths and weaknesses of the book but also will portray teachers' perspective, idea and their own experience on judging value of textbook. As Mukundan (2012) professed textbook evaluation is the finest instrument to evaluate the general attributes and the learning-teaching content of the textbooks for selecting them or for adapting them. It is very important especially for teacher due to the fact that textbook is one of the crucial factors in determining the success of teaching and learning process. In evaluating the textbook, checklist is often used by many researchers to determine a good and applicable instrument for evaluation purposes. Mukundan (2012) further claimed that most checklist available in the literatures are deficient of validity, as a result in 2012, Mukundan proposed a checklist that valid, reliable and even practical.

The research instrument or in ELT textbook evaluation area of interest known as checklist that is proposed by Mukundan above has been through the series of field-test in around 40 previous research to gain validity and reliability. In those 40 previous research, Mukundan's checklist and theory has been used by some researchers before pure as main instrument, some of them combining and modifying it and others were using it as a supportive theory. Mukundan's checklist fully concern on students' suitability in order to accommodate students' need, lack and want (Huthcinson & Waters, 1987), while many others expert who also proposing checklist instrument did not pay attention to students and emphasize only on their ideology.

The textbook evaluation is conducted by two participants (in this case are two junior high school teachers), using a combination evaluation instruments of Mukundan's framework and the 2013 curriculum textbook evaluation instrument in order to answer the research questions "In what aspects that the 2013 curriculum English Textbook for 9th grade Junior High School students fulfill good criteria of English textbook based on teacher's evaluation?"

3.3.2 Interview

In order to confirm participants' result of evaluating a textbook, interview method was employed. Creswell (2012) suggests that interview may not restrict participant's perspective, the answer to an interview is flexible and based on participant's consciousness, idea and experience. As a result, interview is suitable to be used as follow up toward participants' evaluation result to gain more validity of the research.

Due to the employment of qualitative design in the research, interview method emerge as the most popular and suitable instrument to obtain data. The interview model used in this research is one-on-one interviews, the process of collecting data in this model require researcher to ask questions and records answers from only one participant in the study at a time, but this model will not restrict the researcher to use several interviewees. One-on-one interview is apropos for interviewing participants who are not hesitant to speak, who are articulate, and who can share and express their ideas comfortably (Creswell, 2012, p.218). It is in line with the essential of qualitative research which are intended to explore and acquire deep understanding towards participants' point of view. In order to accomplish the objective of gaining deep understanding of participants' perspective, this research employed open-ended questions in the process of interview in order to support the participants to best voice their experiences unconstrained by any perspectives of the researcher or past research findings (Creswell, 2008; 2012, p.218). The researcher will audiotape the conversation and transcribes the information into words for further analysis (Cresswell, 2008).

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3.3.3 Document

The last method used in this study is implementing document. The word document has inherited many meanings, and in the field of research, the term is often used to represent written literatures; an existing theories or findings in the past research. Document, according to Creswell (2012, p. 223) is defined as a valuable source of information, since that is where public and private recorded in the qualitative.

Creswell (2012) further claimed that documents represent a good source for text (word) data for a qualitative study to be used as a source of comparison and contrast with finding in order to gain validity and reliability of the research` result. Examples of public documents are minutes from meetings, official memos, records in the public domain, and archival material in libraries, newspapers, letters, and personal journals, as far as it is written. These sources provide valuable information in helping researchers understand central phenomena in qualitative studies. Comparison and contrast toward the document also used in this research in order to confirm and answer the research question “Which aspects in the result of teachers` evaluation that is confirmed by textbook experts regarding to criteria of good textbook?”

3.4 Data Analysis

After collecting the data through textbook evaluation, interview and comparing result of evaluation to document (in this case an existing theories from expert), the data were analyzed to draw the conclusion. The analysis of data was elaborated below.

This research is emphasizing triangulation method to employ its validity and reliability. The process of triangulation start with evaluating textbook based on teachers` perspective towards quality of the book, and then the result of the evaluation will be confirmed and reconfirmed through conducting one-on-one interview. The last process of triangulation finished with confirming or

disconfirming evidence with the document (in this case are existing theories from several experts) to gain the essential result of triangulation that are valid and reliable. The documents or literatures used in this process of triangulation are developed based on well-known textbook evaluator for instance Grant (1987), Sheldon (1988), Cunningsworth (1995), Ur (1996), Harmer (2001,2007), Richards (2001), McGrath (2002), and Mukundan (2012). Finally, the result of all the process of triangulation will be written in the next chapter of the research descriptively.

3.5 Ethical Issues

This research has involved two teachers to become participants in evaluating one students' English Textbook published by Indonesian Government. Teachers who involved in this research were not selected regarding to their own personal background and educational background. Teachers who are chosen in this research purely based on their ability, knowledge, and experience as an English Teacher on how they were adapted, and selected textbook before they used it in the classroom.

3.6 Concluding Remark

This chapter has explained methodological aspects in conducting this research covering research design used in this research and the reasons underlying it. Furthermore, the discussion was continue to site and participants, data collection techniques, data analysis and concluded by the ethical issues underlying this research. After explaining related aspects to research methodology, the researcher is going to discuss and analyze the data from the data collection.