

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discusses some important aspects related to research methodology. These include research design, participants, data collection, data analysis, and establishment of trustworthiness.

#### **A. Research Design**

This study used qualitative method and it was descriptive and qualitative in nature. Since this study attempted to understand the characteristics of the elementary school English textbooks, especially the forms of learning materials, the presentation and the language content in the forms of learning materials. It uses qualitative method, as it is appropriate in understanding the process by which events and action take place (Maxwell, 1996:17).

This study is a case study as it is an examination of specific phenomenon such as process. This study has some characteristics of case study, such as: (a). It deals with an examination of a specific phenomenon of forms of learning materials in the elementary school English textbooks. (b). It also examined and described the holistic descriptions of the presentation and the language contents in the forms of learning materials in the elementary school English textbooks. It is in line with Merriam (1988: ) states that a qualitative case study is an intensive, holistic description and analysis of a single instance, phenomenon, or social unit. In other words, a case study is a process, which tries to describe and analyze some

entity in qualitative complex and comprehensive terms not infrequently as it, unfolds over a period of time.

## **B. Textbooks Analysis.**

This qualitative study examined forms of learning materials, presentation and the language contents in the activities and tasks in the form of learning materials in the elementary school English textbooks grade five, which are found and published in Bandung.

The form of learning materials is the various types of learning materials belong to the activities and tasks in the textbook. The presentation means the way in presenting the form of learning materials in the activities and tasks in the textbook. The meaning of language content here is the tendencies and focus of form of learning materials in their presentation of tasks and activities in the textbook.

In this study the objects of my research are two elementary school English textbooks, which are found in Gramedia and Gunung Agung and published in Bandung. There are eight elementary school English textbook. They are:

Haryadi, Agus, 2002. *Make Progress in English*, Jakarta: Pandukarya.

Kasbullah, Kasihani, etc. 2002. *Learning by Doing*, Bandung: Grafindo Media Pratama, Bandung

Kurniawan, Rita. 2002. *Go With English*, Jakarta: Yudhistira.

Kusmana, 2002. *English have a Go*, Bandung: Grafindo Media Pratama

Purwono, Edy.,etc. *First Step 3, An English Book for the Elementary School*, Klaten: Intan Pariwara.

Sugeng, Bambang, 2002. *Let's Make Friends with English Book Five for Elementary School*, Jakarta: Esis Erlangga.

Tim Bina Karya Guru, 2002. *Get Ready 2 For Beginners*, Jakarta : Erlangga.

Tim Kompilasi, 2002. *On the Way.....!*, Klaten: Intan Pariwara.

In order to make some limitation for this study, I made some limitation by selecting the sample. In selecting the sample, I used purposeful random sampling. Mc Millan (2001) states that purposeful sampling is done to increase the utility of information obtained from small samples. Purposeful sampling requires that information be obtained about variations among the sub-units before the sample is chosen. In this study to make some limitation, I chose the elementary school English textbooks, which are published in Bandung and found in the two big booktores (Gramedia and Gunung Agung). Among eight elementary school English textbooks, there are only two English textbooks, which are published in Bandung. There are the comprehensive picture of each participant, such as:

First, Learning by Doing. It is abbreviated to be "LBD" by Kasihani Kasbullah, et all. It is published in Bandung at 2002 by Grafindo Media Pratama. This textbook consists of seven units.

Second, English Have a Go. It is abbreviated to be “EHG” by Kusmana, etc. It is also published in Bandung at 2002 by Grafindo Media Pratama. This book consists of twenty units.

There are some reasons in choosing the purposeful sampling for getting the sample. They are: (a). To make some efficiency, as it is impossible for me to select all the activities and tasks for eight English textbooks. (b). These textbooks have the West Java local syllabus, as they are published in Bandung. (c). The west Java general course outlines mentions that English as local content subject for the elementary school start at fifth grade.

### **C. Data Collection.**

Three data collections were employed in this study, they are document, worksheet and checklist. As it is text analysis, so the documents, worksheet, and checklist are tools and media to make the analysis.

#### **a. Document**

Merriam (1988) states data is a term used broadly. It refers to printed and other materials relevant to the case, including archival records, personal papers, photographs, and physical artifacts. The term documents has been chosen mainly because of the use of written materials. Holsti in Merriam (1988:104-5) defines documents in the broad sense of any communication and includes as example novels, newspapers, love songs, diaries, and the like. Based on this statement, I used the activities and tasks in the English textbooks as document, it was as a source of data. In the presentation of the activities and tasks, I used a kind of

symbol, such as: “.....instruction!.... (the activities/tasks that offered in the textbook in bahasa Indonesia) (the name of the textbook/ sub.unit/ page/ chapter) ”the task/the activities. For example: “Listen and repeat!” (Dengar dan ulangi!) (LBD/A/P.18/C2)/diact. It means the dialog activity, with the instruction “listen and repeat” (Dengar dan ulangi) in Learning by Doing book, part A, page 18 and chapter 2.

In this study, all the activities and tasks in the LBD and EHG textbooks have code, which similar to the above given example.

#### **b. Worksheet**

It is kind of tools used to make the analysis in the textbooks. This tool was used as the area of the analysis. In other words, this tool contained some pieces of data and part of the components to find the answer of the research question. The step process of data analysis was helpful by using this tool.

In this study, the worksheet was used to collect all the activities and tasks belong to the LBD and EHG textbooks. All the activities and tasks had symbols based on the real data in the textbooks. For example (LBD/A/P.18/C2)/diact.

Worksheets also were used as the place of the result of the classification and categorization of LBD and EHG activities and tasks. Based on the given classification, worksheets were also used to write some characteristics that found in the presentation of activities and tasks in the textbook. Worksheet, was also used as the area to checklist the tendencies of the activities and tasks in presenting their materials. In other words, worksheets were used to write down the

characteristics of the language content that arouse in LBD and EHG activities and tasks.

### **c. Checklist**

The form consists of the criteria that relate to the form of learning materials, the presentation and the language content in the form of learning materials. They are adopted from various source books and they are synthesized. The combination between these criteria used as standard in analyzing these English textbooks for the elementary school. Checklist was used to make some classification or categories for the various types of activities and tasks that are presented in the worksheet.

### **D. Data Analysis**

In this textbook analysis, the data are the activities and tasks that are found in the textbooks. In analyzing the data the researcher follow some steps that are given by the experts in analyzing the textbooks, such as: Cunningsworth, Grant, Alwasilah and Kasihani. Their arguments are synthesized and used to analyze the textbooks, such as: the forms of learning materials, the presentation and the language content in the forms of learning materials.

According to Bogdan and Biklen (1992)

Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others. Analysis involves working with data, organizing them, breaking them into manageable units, synthesizing them, searching for patterns, discovering what is important and what is learned; and deciding what you will tell others.



This study was intended to examine the present conditions of the English textbooks grade five, published in Bandung. The main point has been focused on the forms of learning materials, the presentation and language contents in the form of learning materials. In analyzing the data I used document (content) analysis.

There are some major characteristics of modern content analysis Holsti (1969) cited in Lincoln and Guba (1985:337) states that it is a process that is carried out on the basis of explicitly formulated rules procedures. In other words, a major premise of this assertion is that the rules and procedures be formulated before the analysis is undertaken. It is a systematic process, it means the systematic nature of inquiry as conforming to certain general canons of category constructions, so that “ the inclusion or exclusion of content is done accordingly to consistently applied rules. The other characteristic is content analysis is a process that aims for generality, by which he seems to mean that the results of the analysis should have “theoretical relevance,” that is, should permit generalization from the analyzed text to some theoretical model.

In other words, Document or content analysis was considered to be equitable for analyzing the main sources of data, which were taken from documents, i.e. textbooks.

In this study, to answer the first questions (forms of learning materials), I used documents and worksheet. All the activities and tasks in LBD and EHG were typed in the worksheet, and then they were classified based on the given criteria. To answer the presentation of forms of learning materials, I also used document and worksheet. The first finding were typed in the worksheet and then I looked for and noted the characteristics of their presentations in the worksheet. For the last questions, the classification of forms of learning materials were typed on the worksheet and then I looked for their tendencies in language content by using checklist from the given criteria.

There are some advantages of document analysis, such as: it is unobtrusive. A researcher can observe without being observed, since the contents being analyzed are not influenced by the researcher’s presence. Information that

might be difficult or even impossible to obtain through direct observation or other means can be gained through analysis of textbooks and other available communication materials without the author or publisher being aware that it is being examined (Fraenkel and Wallen, 1993:390).

In accordance to the above explanation, there are some categories and characteristics in the textbooks, which relate to the forms of learning materials, the presentation and the language contents in the form of learning materials based on the theories. They can be described below:

TABLE. 3.1.

Data Categories For Textbook Analysis.

Categories	Sub categories
Form of learning materials	<ol style="list-style-type: none"> <li>1. Discourse</li> <li>2. Instructions</li> <li>3. Visuals</li> <li>4. Games</li> </ol>
The Presentation of learning materials	<p>Indirect learning materials</p> <ol style="list-style-type: none"> <li>a. Activities <ul style="list-style-type: none"> <li>• Relate to student's life</li> <li>• Real action (Large Group Work/LGW)</li> <li>• Illustrative picture</li> <li>• Thematic focus</li> <li>• Repetition</li> </ul> </li> <li>b. Tasks <ul style="list-style-type: none"> <li>• Relate to student's life</li> <li>• Relate to the previous materials</li> <li>• Illustrative letters, words, or sentences clues</li> <li>• Illustrative visual clues</li> <li>• Real action (Small-pair group work/individual)</li> <li>• Repetition</li> <li>• Example to do the tasks</li> </ul> </li> </ol>



Language content in the form of learning materials	<ol style="list-style-type: none"> <li>1. Vocabulary</li> <li>2. Phonology</li> <li>3. Grammar</li> </ol>
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### 3. Establishment of Trustworthiness

Validity indicates whether a test measures what it says it measures. In this study, I want to know and describe the reality of the elementary English textbooks in form, presentation of learning materials and language content in the form of learning materials. As my research closely to the documents in finding the answer, therefore I tried to scrutinize the activities and tasks of the textbooks by passing some steps, such as:

- a. I applied an established set of criteria of textbook analysis to every single part of activities and tasks of the textbooks.
- b. While reading, the researcher wrote notes and memos to record and develop tentative ideas about the data gathered in the documents through the application of the given criteria.

To help clarify the relationship among components in the study, and to have a clear concept map of the design, the following is a diagram indicating particular connections of the components and stages the researcher conducted in the study.

The whole methodology is summarized in the following design:

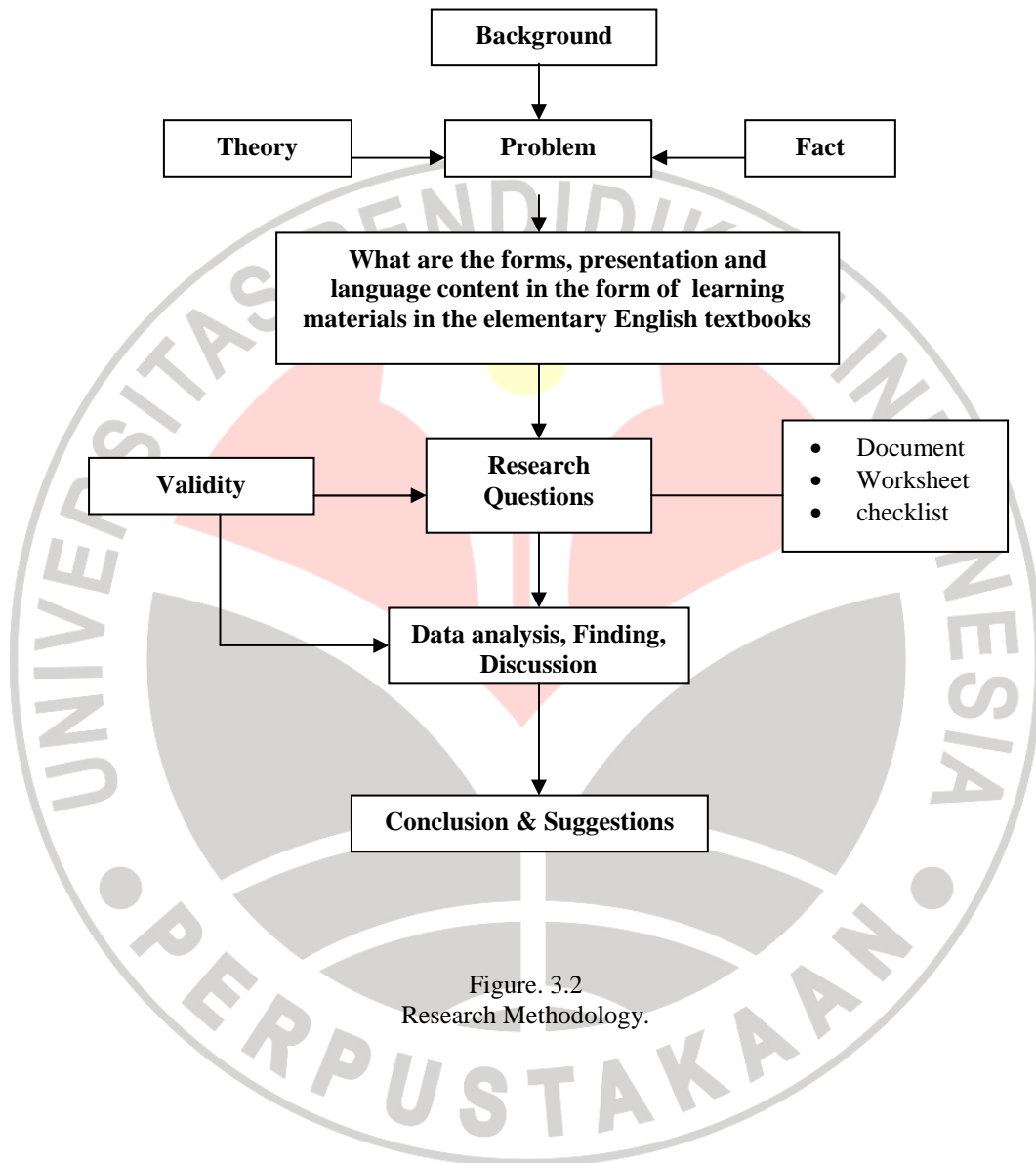


Figure. 3.2  
Research Methodology.

