

## **CHAPTER III**

### **RESEARCH METHOD**

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

In conducting the research, the writer uses qualitative approach. Maxwell stated that “the strength as qualitative research derives primarily from its inductive approach, its focus on specific situation or people, and its emphasis on words rather the numbers”.(Maxwell, 1996, p. 17). It means that the data in this study is analyzed in the form of description and identification or analysis of the texts.

#### **B. Research Setting**

In this study, the source of data is the reading texts found in English “Interlanguage” textbook for 11<sup>th</sup> grade of senior high school published by Pusat Perbukuan Departemen Pendidikan Nasional Tahun 2008

#### **C. Data**

The researcher used document as the main source of data to be analyzed, the document is the textbook which is used by the teacher to teach English at school (MA Raudatussyubban). Document is valuable information used in qualitative research which consists of public and private records that the researcher obtains about a site or participants in a study. (Creswell, 2008, p. 230) The writer analyzed it because she wants to know whether good or not the reading text in the textbook. In the textbook, there are some reading text which are used

by the teacher to teach reading skill to their students. The researcher took all of reading text in the textbook to be analyzed.

#### **D. Technique of Data Collection**

In analyzing the data, the researcher analyzed the reading text in the textbook by using documentary analysis because the research only used a textbook. The researcher did some steps as follows:

1. The first step is reading the textbook “Interlanguage” 11<sup>th</sup> grade of Senior High School which is published by Pusat Perbukuan Departemen Pendidikan Nasional Tahun 2008 .
2. After the researcher read the reading text in the English textbook, the next step is identify the reading materials.
3. The next step of this research is classification. In this case, the researcher classifies the text based on its genre and text complexity. The researcher made a table in doing the classification.

Narrative	Spoof	Hortatory Exposition
Text Organization <ul style="list-style-type: none"> <li>• Orientation</li> <li>• Compilation</li> <li>• Resolution</li> </ul>	Text Organization <ul style="list-style-type: none"> <li>• Orientation</li> <li>• Event</li> <li>• Twist</li> </ul> Language Features	Text Oragization <ul style="list-style-type: none"> <li>• Thesis</li> <li>• Arguments</li> <li>• Recommendation</li> </ul> Language Features

<p>Language Features</p> <ul style="list-style-type: none"> <li>• The use of noun phrases</li> <li>• The use of the simple past tense</li> </ul>	<ul style="list-style-type: none"> <li>• Past tense</li> <li>• Direct speech</li> <li>• Action verb</li> <li>• Adverb of time</li> </ul>	<ul style="list-style-type: none"> <li>• Simple present tense</li> <li>• There are several arguments that begin with: <i>firstly, secondly, thirdly..</i></li> </ul>
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Some Indicators to examine how is the complexity of the text:

<b>Simple text</b>	<b>Somewhat complex text</b>	<b>Complex text</b>	<b>Very complex text</b>
Using regular word, short glossaries	Have longer passages	Longer passages may include columns, etc	Very long passages and intricate
Factual information with a narrow focus	More detailed of information/ examples with broader focus	Complex and higher level of detail	Sometimes meaning is intricate
Simple language, vocabulary is mostly familiar	Has multiple meaning words	Include much academic vocabulary (nuanced)	Include extensive academic vocabulary (nuanced)

4. Next the researcher will analyze some aspects of reading material/text.