

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the writer presents in details the methodology of the research used in this study. It is divided into several sub chapters. They are research design, objective of the study, data of the research, source of data, research instrument, data collection method, data analysis, and trustworthiness of the data.

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

This present research belongs to the qualitative research. Qualitative research employs words to answer the research question, in contrast to quantitative which employs such quantitative measures as frequencies, means, correlation and static tests (Ary, 2002, p. 421). In short, the qualitative refers to the data and meaning and serve the data in the forms of word. Thus, the research report contained excerpts of data to provide an overview presentation of the report. Qualitative research in the form of content analysis used in this research because the data of this research were taken from printed material. The content analysis focused on analyzing and interpreting recorded material within its context. The material might be public records, textbooks, letters, films, tapes, diaries, themes, reports, and so on (Ary, 2002, p. 27). As what had been stated before, the data presented in this research were taken from the words, texts, and pictures on the English Textbook “BRIGHT An English” for Grade VIII.

#### **B. Objective of The Study**

The objective of this a study is English Textbook “BRIGHT An English” for Grade VIII published by Penerbit Erlangga, the textbook has 16 Chapters and each chapter had its own topic. Then, the object of this study was the material relevancy on core and basic competence based on the demand of 2013 curriculum

for grade VIII of Junior High School, and the quality of the textbook based on the Harmer's theory of textbook evaluation. Since this study dealt with analysis of the content in the textbook especially the materials and with evaluation of the textbook's quality, the data is analyzed and evaluated qualitatively, without any statistical calculation.

### **C. Data of The Research**

In this research, the data are selected information suited with the proposed research questions. Thus, the data represent the answers of the research questions. The data in this research are collected in the form of words and texts as outlined in the English Textbook "BRIGHT An English" for Grade VIII.

### **D. Source of Data**

This present research uses only the primary data source that is English Textbook "BRIGHT An English" for Grade VIII. Data source itself refers to the source from where the data are collected. As stated by Sugiyono (2012, p. 225) that there are two categories of data based on its sources, the primary data source and the secondary data source. If a document is written by someone who has had first hand with the phenomenon under study, it is considered as a primary source. Whereas, the secondary source is the maid of a non-observer also comes between the event and the user of the record.

### **E. Research Instrument**

This present research uses checklist as the main instrument of the study because it offers the most economical and reliable means of reaching a decision concerning the checklist that were applied to answer the research questions. There are two kinds of checklists used in this research (Cunningsworth, 1995). First is checklist to analyze the relevance between the materials in the textbook with the

core and basic competence of 2013 curriculum. The second checklist is to evaluate the suitability between the information in the textbook to the Harmer's theory of textbook.

To set the conformity of the relevance material in the textbook, the writer uses the "Criterion Referred Evaluation" suggested by Cunningsworth (1995). The conversion table used to know the categorization of the relevance materials in the textbook based on 2013 curriculum and the quality of the textbook based on Harmer's theory of textbook evaluation.

The textbook evaluation instruments used was adopted from Harmer (2007). The rationale of choosing this instrument was owing the fact that English has its own system in which it is inevitable to look over the textbook's quality under the internationally recognize framework. Hence, it would fulfill both local and international demands of exposures that are useful for providing better insights into the textbook's suitability. The framework comprised ten important categories along with some possible questions for the consideration to evaluate a textbook (see appendix). The textbook were examined based on the existence of each category in this instrument. Moreover, the textbooks were analyzed based on the detail questions on each category. This textbook evaluation instrument uses rank or scoring number and some opinion from the researcher who evaluated the textbook. In other words, the textbook evaluation for the present study depended on scoring number and the opinion of the researcher. The analysis report for this study was in the form of table.

#### **F. Data Collecting Technique**

The data of this study were collected from written texts/documents since the study used textbook as the source of the study. Johnstones (2001) states that

written texts have been also used as a source of data in qualitative studies. Alwasilah (2011) uses the term “document” to refer to written texts (which were not written specially for the researcher’s request and were not influenced by the studiers). A document (a written text) can be used as a data source in a qualitative study because a document is natural source of data (Guba & Lincoln, 1981).

As a natural source of data, “a document does not only emerge from its context, but also explains the context” (Guba & Lincoln, 1981). It means that a document (a written text) itself can be used as a picture of social situation of a subject matter presented and discussed in the document. The term “document in this sense includes autobiographies, agendas, books, papers, manuals, journals, articles in newspaper, and so forth (Alwasilah, 2011).

This study employed a document analysis as the technique for collecting data. Document analysis is one of the methods for collecting data in a qualitative research (Alwasilah, 2011) which involves reading written texts or documents (Johnstones, 2000). As a matter of fact, a document analysis is used to obtain comprehensive understanding on the documents/written texts used as the source of the study (Alwasilah, 2011) because it enables a researcher to analyze and evaluate the documents/written texts being studied (Bowen, 2009).

Furthermore, as had suggested by Ary (2002, p. 430) that the most common data collection technique used in qualitative research were: (1) observation (participant and nonparticipant), (2) interviewing, and (3) document analysis (documentation). This study used a textbook entitled “BRIGHT An English” for Grade VIII as the documents. The technique in collecting data were as follows:

1. First, the writer determined the textbook which was going to be analyzed and evaluated.

2. Second, the writer reads and analyzes the materials in the textbook in terms of chapter, learning objectives and examples of materials repeatedly in order to obtain the relevance materials to the core and basic competence of 2013 curriculum. Next, the writer observes and evaluates the quality of the textbook in terms of areas for consideration and textbook evaluation's question carefully in order to obtain the suitable information to the Harmer's theory of textbook evaluation.
3. Third, the writer compares the materials in the textbook with the core and basic competence of 2013 curriculum and it is specified with bold words, there are 38 materials that have to be compared by using checklist. Next, the writer matches the information in the textbook to the Harmer's theory of textbook evaluation and there are 40 information that have to be matched by using checklist.
4. Fourth, the writer calculates the frequency and percentage of relevant materials and suitable information of the data in accordance with the formulation of the research problem.

## **G. Data Analysis**

The writer conducts the interactive model of data analysis by Miles and Huberman (1994, p. 429) included data reduction, data display and drawing the data (conclusion). The explanations of interactive models in data analysis were as below:

### **1. Data Reduction**

According to Miles and Huberman (1994, p. 429), in data reduction, the potential universe of data is reduced in an anticipatory way as the writer chooses a conceptual framework, research questions, cases, and instruments. In

this step, the writer reduced the data which were not appropriate with conceptual framework, research questions about the suitability. The writer used the data which are relevant based on the core and basic competence in the 2013 curriculum and Harmer's theory of textbook evaluation. By doing data reduction, the writer are able to answer the research questions related to the relevant materials in English Textbook "BRIGHT An English" for Grade VIII based on the core and basic competence in the 2013 curriculum, and the Harmer's theory of textbook evaluation.

## 2. Data Display

Miles and Huberman (1994, p. 429) stated that data display defined as an organized, compressed assembly of information that permits conclusion drawing and/or action taking, is a second, inevitable, part of analysis. The writer typically needed to see a reduced set of data as a basis for thinking about its meaning. In this step, the writer displayed the data of the relevance of materials in English Textbook "BRIGHT An English" for Grade VIII based on the core and basic competence in the 2013 curriculum and the quality of the textbook based on Harmer's theory of textbook evaluation were organized in the form of checklists.

Furthermore, as stated by Cunningsworth (1995), one of the research technique to find the result in content analysis is checklist. There are two kinds of checklist. First is checklist to analyze the relevance between the materials in the textbook with the core and basic competence of 2013 curriculum. In this checklist, there is a table consisted of six columns. The first column is the core competence of 2013 curriculum which is specified with bold words that indicate the relevance. The second column is the basic competence of 2013

curriculum which is specified with bold words that indicate the relevance as well. The third column is chapter number and learning objectives which is found in the textbook and the bold words also indicate the relevance. The fourth column is the page where the materials are written. The fifth column is the example of materials which are relevance to the core and basic competence of 2013 curriculum, the relevance materials are specified in bold words. The sixth column is the checklist of the relevance between the materials and the core and basic competence of 2013 curriculum. The result of relevant are found when there is a correlation data between the core and basic competence of 2013 and the materials of the textbook, it is specified in bold words. Otherwise, the result of irrelevant will be found if there is no correlation data between those two.

The second checklist is to evaluate the suitability between the information in the textbook to the Harmer's theory of textbook. In this checklist, there is also a table consisted of five columns. The first column is areas for consideration which is specified the areas that will be evaluated. The second column is textbook evaluation's questions which is showed the details aspects that will be evaluated. The third column is the information which is found from the textbook. The fourth column is the page where the information is found. The fifth column is the checklist of the suitability between the information and Harmer's theory of textbook evaluation. The result of suitable are found when there is a correlation data between Harmer's theory of textbook evaluation and the information of the textbook. Otherwise, the result of unsuitable will be found if there is no correlation data between those two. After analyzing the relevance data and evaluating the suitable information of this research by using checklist, the writer calculates the result to find the percentage of the study by

using this formulation by Cunningsworth (1995). The following formulation is used to find the percentage of the relevance data:

$$\text{Score} = \frac{\text{Total checklist}}{\text{Maximal checklist}} \times 100\%$$

Notes:

Score = Percentage

Total Checklist = the total number of fulfilled aspect criteria

Maximal checklist = the total number of criteria in each aspect

After finding the percentage of the relevance data and suitable information, the writer uses “Criterion Referred Evaluation” as proposed by Cunningsworth (1995, p. 139) to know the categorization of the relevance materials in the textbook based on the 2013 Curriculum and the quality of the textbook based on Harmer’s theory of textbook evaluation. The Criterion Referred Evaluation as presented below:

**Table 3.1: Criterion Referred Evaluation**

NO.	PERCENTAGE	SCORE	SCORE	DESCRIPTION
		0-4	E-A	
1.	81%-100%	4	A	Excellent
2.	61%-80%	3	B	Very Good
3.	41%-60%	2	C	Good
4.	21%-40%	1	D	Fair
5.	0%-20%	0	E	Poor

### 3. Conclusion

It is the last process in the data analysis. “Conclusion drawing and verification involve the writer in interpretation: drawing meaning from displayed data” (Miles and Hubberman, 1994, p. 429). In this step, the writer concludes the relevance of materials in English Textbook “BRIGHT An



English” for Grade VIII based on 2013 Curriculum and the quality of the textbook based on Harmer’s theory of textbook evaluation.

#### **H. Trustworthiness of The Data**

The validity or trustworthiness of the research is conducted to ensure the reader that the research was valid. The validity in qualitative could be checked by using some techniques. According to Moloeng (2011, p. 324) there were four techniques to ensure the data trustworthiness covering the criteria of credibility, transferability, dependability, and confirmability. To confirm the credibility of the data in this research, the writer applied triangulation.

Sugiyono (2012, p. 274) described that there were several triangulation techniques which were popularly used including source triangulation, technique triangulation, investigator triangulation, time triangulation, and theories triangulation. The focus of data verification technique in this research was theories triangulation. This technique used multiple theories among experts to investigate a phenomenon. Since the different expert had different ideas and mind, it was necessary to make deep analysis of the data. This present research belongs to qualitative research which the purpose to propose a new theory or develop the previous theory. Thus, it greatly needs theoretical triangulation to align up the previous theory with the present theory in order to reduce the researcher’s bias and prejudice.

Moreover, Miles and Hubberman (1992, p. 434) explained if triangulation is analyzed till the edge if its base, it should support a research by showing that a measurement did not depend on it, appropriate with certain research, or at least, is not incompatible with it. In this research the source of the data referred to the materials in English Textbook “BRIGHT An English” for Grade VIII.

The theory triangulation in this research, for instance, Krippendorff (2008, p. 18) accounted that textbook analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of they used. Textbook held a pivotal role in achieving teaching and learning objectives. Mostly, teachers were textbook-oriented in teaching the materials for the students. In contrast, not all textbook were qualified and standardized, even if the textbook was published by the Ministry of Education and Culture of Indonesia. Therefore textbook analysis needed to be conducted to get more qualified textbook. Moreover, Harmer (2007) proposes ten areas for consideration of textbook evaluation. It is defined in detail to examine the strength and weakness in a textbook. This will be useful to know to the specific criteria needs to be improved in case if the criteria are not found in the textbook. The areas for consideration are as follows:

**Table 3.2: Harmer's Criteria of Textbook Evaluation**

No.	Harmer's Criteria of Textbook evaluation
1.	Price and availability
2.	Add-ons and extras
3.	Layout and design
4.	Instructions
5.	Methodology
6.	Syllabus
7.	Language skills
8.	Topics
9.	Cultural compatibility
10.	Teacher's guide

In order to check the relevance of those areas for consideration to the materials in the textbook, each chapter is analyzed. In addition, the material in the textbook should not be merely good but also it should be relevant to the 2013 curriculum. In this case the curriculum implementation in Indonesia is 2013 curriculum which had some different features from the previous curriculum (KTSP). There are four core competences in 2013 curriculum, core competence one as religious domain, core competence two as affective domain, core competence three as cognitive domain, and core competence four as psychomotor domain. Thus, this research evaluates the relevant materials in the textbook based on the core and basic competence in the 2013 curriculum as initiated by Bloom then revised by Anderson (2001).

Besides, the researcher also checked the dependability of the data by code-recode strategy and consult it to the advisors. Code-recode strategy was the strategy which the researcher coded the data, left the analysis for a period of time, then come back and recoded the data and compared the two sets of coded materials (Ary, 2002, p. 456). It was done to avoid bias and to correct the mistakes during the research. This was expected to gain and improve the quality and the dependability of the outcome.