

CHAPTER III

RESEARCH METHOD

In this chapter the researcher present of research design, data and data sources, data collection, technique of data collection, and technique of data verification, and data analysis

A. Research Design

In this study, the researcher was used document analysis technique. This is categorize into descriptive qualitative research (Ary, *et.al*, 2010, p. 29).

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. The data of the research is the English Textbook *When English Rings a Bell and Headline English 2* for eighth grade in Junior high school that are curriculum 2013 revised edition 2017.

This research employs two data collection methods, which are document analysis and using the checklist that was adapted by combine some expert's checklist for gathering data.

B. Data and Data Sources

This part explains about the detail description of the data and the sources of the data that are necessary to collect and analyze. The data of this study is English textbook "*When English Rings A Bell and Headline English 2*" for

eighth grade of Junior High School. This study has conducted to evaluate and analyze the textbook represent on curriculum 2013.

The researcher uses the primary sources from textbook "*When English Rings A Bell*" for eighth grade of Junior High School that has been developed based on the Curriculum 2013 by the ministry education and culture.

C. Technique of Data Collection

Considering the purpose of the research and the nature of the problem, the data in this study will collect by reading, observing and identifying directly the book included in the sample. The process of data collection conduct through direct observation and identification of the content every sample pages because they were directly visible and objectively identifiable. All sample data in descriptive study are mainly collect by reading, analyzing, identifying and presenting systematically. The two textbooks were analyzed in this study is English textbook "*When English Rings a Bell* and *Headline English 2*" for eighth grade of Junior High School. They were developed curriculum 2013-revised edition in 2017.

The realities of the research as accurately as possible and must provide assurances in the report that the obligation was met. In this research the researcher try to evaluate those textbook by adapting combine some checklist's expert such as (Cunningsworth, 1995), (Ur, 1996), (Celce-

Murcia, 2001), (Nation & Macalister, 2010), (Littlejohn, 2011), (Mukundan, *et.al*, 2011). Research process as follows:

a. Evaluation textbooks process

Textbook evaluation process, at first the researcher adapted and combined experts' checklists with some modification to gather aspects of evaluation namely table 1.1, which were content, language, and presentation.

Every checklist will combine some theories of experts, to make this evaluation simply the researcher named TB1 for *When English Rings a Bell* and *Headline English 2* named TB2. The researcher has arranged seven criteria from aspects of evaluation the name are Table 2.1, Table 2.2, Table 2.3, Table 2.4, Table 2.5, Table 2.6, and the last Table 2.7.

The data that fulfilled the criteria got 1 point even if the data has not fully met the criterion will got 0 point. The result of evaluation will categorize using the table from BSNP 2014 (excellent, good, poor, very poor).

b. Analysis textbooks process

The results of evaluation will analyzed by the researcher which has met the criteria or not, those categories take from BSNP 2014. Data and table get from the researcher own checklist by doing combine and adapt some experts' checklist evaluation. The researcher drawn the conclusion based on the categorization of the result.

D. Data Analysis

As this study intended to evaluate textbooks, the checklist was used to gather the data (Ary, *et.al*, 2010, p. 458). To get comprehensive result of data, the checklist was developed from seven major sources comprising criteria from (Cunningsworth, 1995), (Ur, 1996), (Celce-Murcia, 2001), (Nation & Macalister, 2010), (Littlejohn, 2011), (Mukundan, *et.al*, 2011).

The checklist comprised three major elements of evaluation namely content, language and presentation. From these three elements, seven sub-aspects will derive. They include the relevance of materials to the curriculum, material accuracy, supporting learning materials, language appropriateness, presentation technique, teaching learning technique, and presentation coverage.

The calculation of the result of data analysis has given to each textbook. This done by dividing the total criteria that has met with the total number of criteria. Then, it has multiplied by 100% to achieve the sum points. The formula of calculation used in the evaluation process presented as follows.

$$\text{Percentage} = \frac{\sum x}{N} \times 100\%$$

$\sum x$: The total of criteria that will fulfill by textbooks in each aspect.

N: The total number of criteria in each point.

The formula above will then use to decide the results of data analysis. The results contained four criteria presented in the following table. The Conversion of fulfillment average into four proposed categories (Badan Standar Nasional Pendidikan, 2014)

Table 0. 1

Range of Fulfillment Score	Criteria
90% - 100%	Excellent
60% - 89%	Good
30% - 59%	Poor
$\leq 30\%$	Very poor