

CHAPTER III

RESEARCH METHOD

A. Research Design

This study uses a qualitative descriptive approach to analyze English textbooks in depth in the context of the Independent Curriculum. The main objective of this study is to evaluate the extent to which English textbooks comply with the criteria, principles, and learning outcomes set out in the Independent Curriculum, as well as to analyze the role of textbooks in supporting or hindering the achievement of educational goals. The reflective approach in qualitative research allows research to not only identify formal content suitability, but also critically examine the pedagogical value, material coherence, and contextual relevance of textbooks in classroom learning practices.

The descriptive qualitative approach was chosen because it provides space for in depth analysis of the content, structure, and presentation of material in textbooks, including learning objectives, language skills, linguistic content, topics, and learning activities. This approach is in line with research on the evaluation of English textbooks in the Independent Curriculum, which emphasizes the importance of qualitative analysis to reveal the strengths and weaknesses of textbooks in supporting learner centered learning and the development of comprehensive language competencies Zakaria (2024).

The method used is qualitative research with an emphasis on document analysis, in this case English textbooks are the main source of data. Document analysis is considered relevant because it allows research to examine written material systematically, objectively, and in depth. This qualitative research focuses on interpreting the broader meaning of each language element, instruction, and learning activity presented in the textbook. Therefore, an in depth study of the research problem is necessary to gain a comprehensive understanding Creswell (2012). In this context, textbooks are not only understood as learning media, but also as a reflection of the curriculum that reflects educational goals and language learning approaches.

The research design used is content analysis. Content analysis allows research to identify, categorize, and evaluate textbook components based on specific criteria derived from curriculum theory and policy. In qualitative research, content analysis is closely related to aspects of data validity, such as credibility, dependability, suitability, transferability, and authenticity, which serve to ensure the accuracy and reliability of research results. The application of content analysis in this study is in line with previous studies that evaluated Independent Curriculum English textbooks using a textbook evaluation theoretical framework to systematically assess the quality and suitability of textbooks Zakaria (2024). The steps are described as follows:

1. Identification of the Phenomenon under Study

This study focuses on reflecting on the use of English textbooks in learning at the primary school level. The analysis was conducted to assess the suitability of textbook content with Independent Curriculum standards, as well as its impact on achieving current educational goals. In addition, the study also explored teacher and students' experiences in using the textbooks to provide an overview of their effectiveness and the challenges faced.

2. Participant Selection

The participants in this study consisted one (1) english teacher and two (2) students who actively used Independent Curriculum based textbooks. The teacher were selected based on their teaching experience with the textbooks, while the students were randomly selected to ensure representation from different academic levels. The sampling technique used was purposive sampling, which aims to select individuals who are directly related to the research topic and can provide relevant information.

3. Data Collection

This study used a variety of data collection methods to obtain a comprehensive reflective picture. Document analysis was conducted by reviewing the content of the textbook, matching it with the Independent Curriculum standards, and evaluating various aspects such as content, structure, topic relevance, and exercise variety. Interviews, as an addition only if there is missing information, are conducted with teacher and students

to explore their experiences in using the book, including the challenges and advantages faced.

4. Data Analysis Technique

The data obtained were analyzed using a combination of the Miles, Huberman, and Saldana (2014) model and reflective analysis. Data reduction was done by filtering the most relevant information with reflection on the textbooks. Data presentation was done in the form of descriptive narratives as well as a comparison matrix between curriculum standards and implementation in the classroom. Conclusions and verification were drawn to evaluate the extent to which the textbooks supported or hindered the achievement of current educational goals, and to provide recommendations for necessary improvements.

5. Data Validation and Reliability

To ensure the accuracy of the research results, several validation steps were taken. Source triangulation was applied by comparing data obtained from document analysis, and interviews. Method triangulation was used by applying various data collection techniques to obtain more objective results. Member checking was conducted to confirm the results of the interviews with the participants, so that the interpretation of the data remained accurate. In addition, an audit trail is applied by systematically documenting all research steps so that this research can be replicated by other research.

6. Implementation and Discussion

This research also led to the implementation of the findings and the discussion of the corrective measures needed in the use of textbooks to improve the quality of English language learning in primary schools. During the implementation and discussion stage, the research reflected on the findings of this study to identify various challenges that arose in the utilization of textbooks based on the Independent Curriculum. In addition, this study also explored opportunities for improvement in the development of textbooks to better suited the needs of students and existing curriculum standards. The results of this reflection were expected to provide useful recommendations for textbook developers, teacher, and education policy makers, in order to improve the quality of learning materials.

B. Research Setting

This study was conducted at UPTD SDN 1 Jorong, an elementary school located in Tanah Laut Regency, from January to March 2026. This school was selected as the research site because it has implemented the Independent Curriculum in its teaching and learning process. With the Independent Curriculum in place, this school serves as an ideal location to directly observe how the curriculum is implemented. This study aims to examine the extent to which the English textbooks used at this school are able to support more students-centered learning, diverse learning tailored to students' needs, and competency-based education, as envisioned in the Independent Curriculum.

The primary document analyzed in this study was *My Next Words Grade 6: Student's Book for Elementary School*, written by the EYLC Team and published by the Pusat Perbukuan, Badan Standar, Kurikulum, dan Asesmen Pendidikan, Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia in (2022). This textbook is intended for sixth-grade elementary school students and was developed to support the implementation of the Independent Curriculum. It was selected because it is the main English textbook used by the English teacher and sixth-grade students at UPTD SDN 1 Jorong. Therefore, this study focused on analyzing the textbook's content, learning materials, learning activities, and relevant topics to evaluate their alignment with the principles of the Independent Curriculum and current educational goals.

C. Participants

The participants in this study consisted of 1(one) teacher and 2(two) students. This study was conducted periodically by interviewing the teacher first, followed by the first student and then the second student. The research chose two participants with different personalities, such as the first student who is excited when learning and the second student who feels indifferent when learning. In this way, the research can find out the learning interests of these two students in order to analyze English textbooks for English learning based on the Independent Curriculum at UPTD SDN 1 Jorong.

The participants were selected purposively, based on several predetermined considerations. The criteria used were teacher who taught

English using Independent Curriculum textbooks and students who used these textbooks in the teaching and learning process. Teacher explained the extent to which the textbooks were compatible with the curriculum, their effectiveness in supporting independent and diverse learning, the challenges they faced when implementing these textbooks, and suggestions for improvement. Meanwhile, the students expressed their opinions on how textbooks support the development of language skills, the level of engagement in learning, and the ability of textbooks to adapt to each student's learning needs. The combination of views from these two participants was used to ensure that the data obtained remained relevant, clear, and capable of providing a complete evaluation of the role of English textbooks in supporting the objectives of the Independent Curriculum as well as improving the quality of English language learning.

D. Data Collection Technique

This research uses a descriptive qualitative approach with various data collection techniques to conduct a thorough analysis of English textbooks in the context of the Independent Curriculum. The data collection techniques used include document analysis, and interviews.

1. Document Analysis

Document analysis is conducted to examine the content, structure, and learning activities contained in English textbooks. This technique is often used in qualitative research to study and evaluate documents regularly in order to gain a deep understanding and obtain concrete evidence Bowen

(2009). In this study, the purpose of document analysis is to check whether the material in the textbook is in line with the learning objectives and competencies set out in the Independent Curriculum. This analysis focuses on several things, such as the suitability of the material to learning needs, competency-based learning approaches, the integration of language skills, and the suitability of the material to the language, cultural, and learning needs of students. To ensure that the analysis results remain consistent and reliable, assessment guidelines are used that cover the clarity of the material presentation, the level of difficulty, the relevance of learning activities, and the visual appeal. The results of this document analysis provide a clear picture of the strengths and weaknesses of textbooks in supporting the learning process.

2. Interviews

The Interviews were conducted using a set of questions for English teacher and students so that research could gain a deeper understanding of their experiences in using textbooks. This form of interview allows research to explore participants' views more broadly, while still having the flexibility to explore issues that arise during the interview Creswell (2014). Interviews with teacher focused on the role of textbooks in supporting the Independent Curriculum, obstacles encountered in learning, and strategies used to adjust or supplement learning materials. Meanwhile, interviews with students emphasized their opinions on the effectiveness of textbooks, their level of interest, difficulties encountered, and how textbooks support the

development of listening, speaking, reading, and writing skills. The interview results were analyzed using a reflective thematic analysis approach to identify recurring patterns, as well as the strengths and weaknesses of textbooks in the learning process. As explained by Braun and Clarke (2021), this approach allows research to identify, analyze, and translate the main themes in a structured manner from qualitative data, making it suitable for examining the experiences and views of participants in educational research.

Using two data collection techniques document analysis, and interviews this study is expected to provide a comprehensive picture of the suitability of English textbooks with Independent Curriculum and their effectiveness in supporting learning activities. The results of this study are expected to be the basis for formulating recommendations for the development of textbooks that are more relevant and in accordance with the needs of students and teacher.

E. Data Analysis

Data analysis in this study was conducted qualitatively by combining the results of document analysis and interviews. The collected data were analyzed to determine the extent to which English textbooks are in line with the Independent Curriculum, as well as the strengths and weaknesses of these textbooks in supporting the teaching and learning process.

Data from interviews were analyzed using reflective thematic analysis. According to Braun and Clarke (2021), reflective thematic analysis is a method used to systematically identify, analyze, and interpret the meaning of patterns or themes that emerge from qualitative data. The process involves several stages, namely understanding the data thoroughly, giving initial labels or codes, grouping the codes into themes, checking and revising the themes that have been created, and interpreting the meaning of each theme found. Meanwhile, data from the analysis of textbook documents was analyzed by grouping the findings based on predetermined assessment indicators, such as material relevance, competency-based learning orientation, and the level of language skill integration. The results of the document analysis were then compared and linked to the findings from the interviews to gain a deeper understanding of the use and effectiveness of textbooks in learning. The study categorizes data into three distinct case types:

1. Data Reduction

The first stage was Data Reduction, The research sorted and simplified the data obtained through document analysis, and interviews. At this stage, the main focus is to identify patterns and important information, such as the compatibility of textbooks with curriculum standards, their effectiveness in supporting the learning process, and the challenges that might have been faced in the use. Data that was deemed less relevant was be filtered out to make the analysis more focused and efficient.

2. Data Presentation

Furthermore, in the Data Presentation stage, the results of data reduction are organized in the form of descriptive narratives, tables, or diagrams to facilitate interpretation and further analysis. Data from document analysis was compared with the results of interviews to see the consistency of findings. For example, if an analysis of the documents shows that the textbooks are in line with the curriculum, but classroom monitoring indicates that students are struggling to understanding the material, this finding would be further explored through interviews with teacher and students.

3. Conclusion Drawing and Verification

The final stage was Conclusion Drawing and Verification, where the research summarized the main findings based on the previously analyzed patterns. The conclusions drawn included the extent to which English textbooks were in accordance with Independent Curriculum, Their effectiveness in supporting learning, as well as recommendations for possible improvements. To ensure the accuracy of the results, these conclusions were verified through data triangulation, namely by comparing findings from various sources (documents analysis and interviews) in order to obtain a more objective and reliable picture.