

CHAPTER III

RESEARCH METHOD

A. Research Design

Research design is defined as the strategy or the way how the writer gets valid data, analyze them, and finally come to the answers of the research problems (Arikunto, 2013, p. 90). An analysis of the written or visual contents of a document (Wallen & Fraenkel, 2001, p. 167) is a content analysis. This research is categorized as content analysis. Content analysis is also a part of library research (Arikunto, 2013, p. 16). The design used in this research is descriptive qualitative method. Descriptive qualitative is the method that used for describe the condition and situation of something specifically (Nazir, 2003, p. 55). In the other word, this method is describing the condition of existence and classifying the information.

A part of qualitative descriptive research is mainly document analysis which provides a valuable source of information which consists of public and private record that is used by qualitative writers in collecting data. Documents are an important source of data in many areas of investigation, and the methods of analysis are similar to those used by historians. As qualitative study, the analysis of a document is concerned with an explanation of the status of some phenomenon at a particular time or its development over a period of time.

B. Source of Data

Arikunto (2013, p. 129) states that the data resource is the subject from which the data can be found. In this study, the source of data is the content of English textbook used in English Education Department of State Islamic University of Antasari Banjarmasin entitled “English for Islamic Studies” by Djamaluddin Darwis and published by Rajawali Pres.

C. Data

Data is information on the phenomenon to be recorded (Krippendorf, 1981, p. 83). The data of this study is collected from English for Islamic Studies textbook. The book contains 2 parts. The first part consists of 15 chapters and the second one also consists of 15 chapters.

Table 3.1.	
List of materials provided in textbook <i>English for Islamic Studies</i> by D. Darwis, (2014).	
PART ONE	
CHAPTER I	Prophet Muhammad (1)
CHAPTER II	Prophet Muhammad (2)
CHAPTER III	Prophet Muhammad (3)
CHAPTER IV	Allah – The God
CHAPTER V	Allah Knows Everything
CHAPTER VI	Faith

CHAPTER VII	Islam
CHAPTER VIII	The Sources of Islam
CHAPTER IX	The Qur'an (1)
CHAPTER X	The Qur'an (2)
CHAPTER XI	Books of Allah
CHAPTER XII	The Prophet (1)
CHAPTER XIII	The Prophet (2)
CHAPTER XIV	The Angels
CHAPTER XV	Life After Death
PART TWO	
CHAPTER I	An Approach to The Study of Religion
CHAPTER II	The Beginning of The Revelation
CHAPTER III	Dawn of Islam (1)
CHAPTER IV	Dawn of Islam (2)
CHAPTER V	Dawn of Islam (3)
CHAPTER VI	The Day of Peace
CHAPTER VII	The Qur'anic Recitation Festival
CHAPTER VIII	Praying During Travel
CHAPTER IX	Fasting in Islam
CHAPTER X	Divine Tax
CHAPTER XI	Pilgrimage (1)
CHAPTER XII	Pilgrimage (2)

CHAPTER XIII	Equality in Islam
CHAPTER XIV	Culture in Islam
CHAPTER XV	Visiting in Islam

However, the writer determines to study the first 15 chapters as the sample.

D. Technique of Data Collection

The data for analysis is collected from textbook “English for Islamic Studies”. Because the source of the data is in the form of document, the method used to gather data is called Documentation Method (Arikunto, 2013, p. 247)

The application of data collection in content analysis is collected from any documents (Titscher, 2000, p. 66). In collecting the data, the writer used documentation study. Documentation study may refer to technique of collecting data by gathering and analyzing documents, while document is any communicable material (such as text, video, audio, etc.) used to explain some attributes of an object, systems or procedures. It means that the qualitative data which is drawn with words and sentences, clustered following its category to gain conclusion.

In this study, documentation method is done by using three steps. First, find the textbook that will be evaluated that is “English for Islamic Studies” by Drs. Djamaluddin Darwis, MA published by Rajawali Pers. Second, choose the sample from the textbook, which are 15 materials

presented on the first part of the textbook. Third, gather the data from the chosen samples.

E. Data Analysis

This study used document analysis or content analysis to describe the evaluation of the textbooks. The checklists are used to gather the data and to gain information. The checklists are adapted from the textbook evaluation criteria by Cunningsworth. This checklist contains three aspects of evaluation. Those aspects are language content, skills, and topics.

Textbook that is evaluated here, containing 30 materials inside, however the writer will analyze 15 materials by using the checklist rubric for each material that will be evaluated. After analyzing the data based on the aspects had been mentioned before, the writer can explain which of the criteria are already met by the book. The next step is concluding the result of the analysis in the terms of explaining the reasons why each criterion considered meet the criteria of a good textbook or not. The result of the data from checklist table is about how much the materials (language content, topics, and skills) in the textbook “English for Islamic Studies” meet the criteria of good teaching materials.

Penny (1996, pp.185-187) mentions there are three steps in the process of evaluating a textbook. They include deciding on criteria, applying the criteria decided, and making summary.

1. The analysis of how the language content, skills, and topics in the textbook are viewed from the criteria of good teaching materials. For this research, the materials will be analyzed by:
 - a. Deciding criteria can be done by making the list of criteria based on the theory and checklist of textbook evaluation suggested Cunningsworth.
 - b. Applying the criteria which have been decided before by reading through the samples. In this step, the researcher can use a tick or a cross to indicate whether the criteria was fulfilled or not.
 - c. The last step is making summary about the overall evaluation of the textbook.
2. The analysis of genres contained in the reading texts
 - a. Reading the texts in *English for Islamic Studies* textbook
 - b. Identification. Identifying the genre of every text and make a classification. In this case, the researcher makes a table of reading text lists and their genres.
 - c. Interpreting the data analysis by using descriptive qualitative analysis.
3. The top 50 words that are used in the reading texts.
 - a. Input all the 15 reading texts into a word counter website which allows us to obtain the number of words in a text, as well as a text frequency figure (how often a word appears in a text).

- b. Making a classification. In this case, the researcher classifies the text based on its rank, the words, the frequency of it is used, and the meaning in Indonesian.
- c. Interpreting the data analysis by using descriptive qualitative analysis.