

CHAPTER III

RESEARCH METHOD

This chapter presents the description of the design of the research, research setting, subject of the study, source of data, data collection, and data analysis.

A. Research Design

In this research, the type of research conducted by the researcher was descriptive qualitative method. Moleong (as cited in Bogdan and Taylor, 1975) states that qualitative method is research that produces descriptive data as a result in the form of written and oral words from observed people and behavior (p. 3). The design used in this research was a textbook analysis of content analysis to determine the presence of certain words, themes, or concepts within some given qualitative data. The researcher used this design because the content analysis can quantify and analyze the presence, meaning, and relationships of certain such words, themes, or concepts in qualitative research. The researcher can then make thoughts about the messages within the texts, the writer's, the audience, and even the culture and time surrounding the text. (Busch, C. 1994-2021).

Document analysis was a part of descriptive qualitative method in which the researcher represents documents to give voice and meaning around an assessment topic (Bowen, 2009). Documents can provided additional research data, making document analysis valuable and beneficial for most research. Documents can provide background information and broad coverage of data

and are therefore helpful in contextualizing one's research within its subject or field (Bowen, 2009).

B. Research Setting

The research was conducted in the Language Development Center of Muhammadiyah Banjarmasin University. The researcher chose this place because a previous researcher conducted the same study but in a different university. Then the researcher heard that the University of Muhammadiyah Banjarmasin had been released and validated his textbook. So the researcher was interested in conducting this research.

C. Subject

The textbook used in this research is named "*General English*," released and validated by the Language Development Center (LDC) of Muhammadiyah Banjarmasin University. *General English* textbooks are divided into two parts, *General English 1* and *General English 2*, for teaching-learning activities. In *General English 1*, the textbook contained six units and finished in 3 months, while in *General English 2*, the textbook had five units and finished in 2 months. The schedule of teaching is every Monday and Thursday after the Asr prayer. The researcher only uses *General English 1* as a source of primary data.

D. Data

The primary data source of this study was an English textbook "*General English*" released and validated by the Language Development Center (LDC) of Muhammadiyah Banjarmasin University. This book consisted of 6 units:

Unit 1. What's Your Name?

Written by: Mrs. Tenny Murtiningsih

Unit 2. We Are Nurse

Written by: Mr. Rezqan Noor Farid

Unit 3. I Love Travelling

Written by: Mrs. Dina Rafidiyah

Unit 4. I Love My Family

Written by: Mr. Ahmad Kailani

Unit 5. Where is My Campus?

Written by: Mr. Yansyah

Unit 6. How do I Look Like?

Written by: Mrs. Hafizhatu Nadia

The data in this study was going to be collected by identifying the contents of the textbook. Next, the researcher collected data by reading, understanding, analyzing and collecting data from books and libraries.

E. Technique of Data Collection

The researcher used document analysis to ensure accurate data collection in collecting data. The document was taken from the English Textbook "*General English*" used in Language Development Center. The researcher used the English textbook as the primary source of the data. The focus in this research was collected the data on language content and skills.

In this research, the documentation method was done by using three steps. First, find the textbook that will be evaluated, "*General English* ."Second, choose

the sample from the textbook, which is “*General English 1*”. Third, gather the data from the selected samples.

F. 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 two aspects of evaluation. Those aspects are language content and skills.

After collecting data, researcher needed data verification. The researcher rechecked the data by reading the book repeatedly to get data and periodically analyze. After collecting the data, next step was analyzing the data. In analyzing the data there were four major steps:

1. Analyzing the data by reading intensively the sample from the textbook.
2. Comparing the data with the criteria evaluation stated by Cunningsworth.
3. Interpreting the result of the analysis in the form of percentage based on the level of suitability.

<p>Number of the criteria fulfilled</p> <p>Level of suitability = _____ X 100%</p> <p>total number of EFL evaluation criteria</p>

4. Then, drawing the conclusion.