

CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the researcher used literature research is research which reviews several things, such as; integrating what others have done, criticizing previous scientific work, and building relationships between related topics by identifying central issues in a field (Creswell, 2018). This research evaluates what types of assessment are in assessment speaking and writing skill in the English textbook "Work in Progress" which is by the independent curriculum. The researcher interested in researching this book because it is published directly by the Ministry of Education and Culture and is the main book unit.

The researcher used the content analysis method with literature research to study the textbook "Work in Progress" in class X based on Brown's theory. The data presented in the textbooks were analyzed, interpreted, and reported by researcher using qualitative methods. Each chapter is used as a sample by researcher. In addition, content analysis sees data as representations such as text, images, and expressions that can be seen, read, interpreted and acted upon. So, it must be analyzed by using the mind (Krippendorff, 2018). In this research, the content analysis

approach is utilized in this study to investigate the methods of evaluation of speaking and writing abilities in the textbook "Work in Progress."

B. Object of the Research

The subject of this study is an English textbook for data entitled "Work in Progress" for class X SMA, which is a textbook published in 2022 by the Center for Bookkeeping of the Education Standards, Curriculum, and Assessment Agency. This textbook was written by Budi Hermawan, Dwi Haryanti, and Nining Suryaningsih. This book consists of 182 pages. Chapters one through four cover the first semester, and chapters five through six cover the second semester. This textbook was printed to support the implementation of the independent curriculum, and this textbook is one of the main learning resources used in educational units.

C. Data

The English textbook used in this study is "Work in Progress" which was published by the Center for Standards, Curriculum, and Education Assessment. This textbook has six chapters, the researcher decided to study all the chapters for the research sample. The data to be studied is each task in each chapter.

D. Technique of Data Collection

Data could be gathered through unstructured or semi-structured observations, interview, and documentation. These three items serve as a data collecting procedure (Craswell, 2014). As a result, the researcher collected the data through documentation. Documentation used as a research tool by the researcher with the aim of finding out the types of assessment on speaking and writing skills in English Textbook “Work in Progress” grade X.

1. Documentation

Qualitative documentation might be public records (for example, news articles, meeting minutes, or government report) or private documents, namely personal journals, diaries, letters, e-mails and etc (Creswell, 2014).

In addition, the researcher retrieved data from the documentation provided by English Textbook “Work in progress” grade X. The data researcher wanted to know is about the types of assessment on speaking and writing skills in each tasks in each chapter in English Textbook “Work in Progress”.

E. Procedure of Data Analysis

In this research procedure, the researcher adopted Krippendorff's content analysis steps (Krippendorff, 2018). There are six stages in this procedure, namely:

1. Utilizing

Utilizing is the systematic distinction of text, images, sound, and other observed things, as well as interesting things to analyze. In this research, the researcher distinguishes and separates the image, text, and observable segments of interest for analysis. All the texts and pictures were taken from the English textbook "Work in Progress" Grade X. Next, the researcher selected segments of the text, pictures in the sample English textbooks in each chapter that could be managed conceptually representative.

2. Sampling

Sampling allows the analyst to save research effort by limiting observations to a conceptually manageable subset of units that are representative of the collection of all units being analysed, eg focusing on readable text at the word, sentence, chapter, or whole level. In this study, the researcher focused on the analysis of the units studied, namely related to the types of assessment of speaking and writing skills, so that the units taken focused on each task in each chapter.

3. Recording/coding

On recording/coding, the original unstructured text, image, or sound is transformed into a representation that is capable of analysis. Thus, this makes it easier to re-read the data. Recording/coding bridges the gap between different texts and images and what people see in them. In this case the researcher makes notes on the text or pictures contained in the textbook, making it easier for the researcher to re-read the completion process.

4. Reducing Data

With the reduction of data provides an analysis of efficient representation. Summary is able to reduce the diversity of texts, so that the data taken becomes important. At this stage, the researcher collects a lot of data or text from the analysis, but to make the analysis represent the results of the text efficiently, the researcher simplifies the data to meet the analyst's need for presentation efficiency, especially large amounts of data.

5. Inferring Contextual Phenomena

Inferring contextual phenomena is inferring contextual phenomena from the text that moves the analysis beyond the data. It refers to phenomena that are not observed in contexts that are of interest to the researcher. In content analysis, assurance is provided by an analysis structure that is supported by all known information about the context. In this study, to support information on the analysis process, the researcher took information from the teacher's manual "Work in Progress", the

information taken was in the form of instructions from each task in the student book, as well as from other sources that were relevant in the context.

6. Narrating the answers

Narrating the answers is content analysis where researchers make their results understandable to others. Narrating the answers means the process of informing the audience of research results so that they provide benefits from the research. In this case, of course the results that the researcher wrote were the answers to the research questions, namely about the types of assessment of speaking and writing skills in the Grade X "Work in Progress" textbook, and explaining the findings (Krippendorff, 2018).