

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This study employed a qualitative descriptive research design. According to Creswell and Creswell (2018), qualitative research focuses on understanding the meaning that individuals or groups assign to a particular issue or experience. However, the focus of this study is not on participants but on the content of a book as a data source. A descriptive qualitative design is appropriate because it allows the researcher to describe and interpret the textual elements of the book in detail, particularly in terms of language use, structure, and thematic content.

The purpose of this design is to describe and interpret the data derived from the textbook without manipulating any variables. In line with the nature of qualitative research, the primary method of data collection in this study is document analysis, which allows the researcher to examine the textbook content in-depth based on specific criteria. This method is appropriate for this study because it enables the researcher to critically evaluate the English for Nusantara textbook for Grade IX in terms of its alignment with the Common European Framework of Reference for Languages (CEFR).

#### **B. Subject of the Research**

The subject of this research is the English for Nusantara textbook for Grade IX of Junior High School, published by the Ministry of Education,

Culture, Research, and Technology of the Republic of Indonesia.

### **C. Technique of Data Collection**

Technique of data collection refers to the systematic method used by researchers to obtain relevant data that can answer the research questions. According to Creswell & Creswell (2018) in qualitative research data collection often involves non-numerical data such as texts, documents, and artifacts, which are analyzed to gain a deeper understanding of a phenomenon.

In this study, the data were collected using two main instruments: document analysis and a rubric checklist. According to Bowen (2009) document analysis is a structured method for examining and interpreting various written or printed materials. In qualitative research, this approach is used to extract meaning, gain understanding, and draw insights by regularly analyzing the documents' content. It is particularly useful for evaluating educational resources such as textbooks, as it allows researchers to assess the material in depth without the need for direct observation or experimentation.

In addition to document analysis, a rubric checklist was also employed as a supporting instrument. The rubric checklist consists of predetermined criteria based on theoretical frameworks or educational standards, which guide the researcher in evaluating and scoring certain aspects of the book systematically. It ensures that the data collection remains focused, objective, and aligned with the research objectives.

By using both instruments, the researcher was able to gather comprehensive and structured data from English Nusantara textbook to support the qualitative analysis.

#### **D. Data Analysis**

The data analysis technique used in this study followed the interactive model proposed by Miles et al. (2014), which consists of three main components: data condensation, data display, and drawing and verifying conclusions. This model is widely used in qualitative research to ensure systematic and rigorous analysis of textual data.

##### **1. Data Condensation**

Data condensation refers to the process of selecting, simplifying, and focusing the data collected from the textbook. In this study, the researcher carefully examined the English Nusantara textbook and selected relevant parts such as reading texts, dialogues, vocabulary sections, grammar explanations, and exercises. These parts were chosen based on their relevance to the CEFR A2 descriptors. The data were then coded using categories related to A2-level competencies, such as language functions, lexical range, grammatical structures, and task types.

##### **2. Data Display**

After condensation, the data were organized and displayed in a structured format to facilitate analysis. This was done through tables and checklists based on a rubric derived from CEFR A2 descriptors. Each section of the textbook was displayed in relation to the corresponding

CEFR indicators (e.g., Can-do statements for listening, speaking, reading, and writing). This step allowed the researcher to visually compare the textbook content with A2-level criteria in a systematic manner.

### 3. Drawing and Verifying Conclusions

The final stage involved interpreting the displayed data and drawing conclusions about the extent to which the English Nusantara textbook aligns with CEFR level A2. The researcher looked for patterns of alignment, partial alignment, or misalignment with CEFR descriptors. The conclusions were verified by rechecking the consistency of the findings across different units and tasks in the textbook to ensure validity.

## RUBRIC CHECKLIST INSTRUMENT

**Table 3.1 Rubric Checklist Instrument**

NO	ELEMENT	HIGH	LOW	NULL
1	Listening	The textbook covers all the material recommended by the Merdeka Curriculum which refers to CEFR level A2	The textbook contains less than half materials recommended by the Merdeka curriculum that refers in CEFR level A2	The textbook does not contain any material suggested by the Merdeka curriculum that refers in CEFR level A2
2	Speaking	The textbook covers all the material recommended by the Merdeka Curriculum which refers to CEFR level A2	The textbook contains less than half materials recommended by the Merdeka curriculum that refers in CEFR level A2	The textbook does not contain any material suggested by the Merdeka curriculum that refers in CEFR level A2
3	Reading	The textbook covers all the material recommended by	The textbook contains less than half materials recommended by	The textbook does not contain any material suggested by the Merdeka

		the Merdeka Curriculum which refers to CEFR level A2	the Merdeka curriculum that refers in CEFR level A2	curriculum that refers in CEFR level A2
4	Writing	The textbook covers all the material recommended by the Merdeka Curriculum which refers to CEFR level A2	The textbook contains less than half materials recommended by the Merdeka curriculum that refers in CEFR level A2	The textbook does not contain any material suggested by the Merdeka curriculum that refers in CEFR level A2

Adapted from: Tanto, Fahala Rahma (2023). *An Analysis of The English Textbook "Bahasa Inggris Work In Progress" Based on The Curriculum Merdeka* (Undergraduate thesis, Syarif Hidayatullah State Islamic University).