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CHAPTER III

RESEARCH METHODS

This chapter presents the description of The research design, The data resources, The data collection and The data analysis. Followed by an explanation.

III. I The Research Design

The design used in this research was qualitative research in analyzing, interpreting and reporting the data. Qualitative research is an umbrella concept covering several forms of inquiry that “help us understand and explain the meaning of social phenomena with as little disruption to the natural setting as possible” (Merriam, 1998:5). The aim of this qualitative research is to gain a holistic picture and depth of understanding of the strengths and weaknesses of textbooks (Ary, Jacobs, and Sorensen, 2010:29).

This study was classified as content analysis or document analysis. It is one of the types of qualitative research (Ary, et. al, 2010:29). According to Mayring (2014:10), qualitative content analysis has a role as mixed methods, approaches by having assignment of categories to text as qualitative step, working by many text passages and analysis of frequencies from the categories as quantitative step. In addition, document analysis method gathered each script assigning codes, which may be numbers or words, to specific characteristics within the text and written documents that are provided within the textbook that is researched (Dawson, 2009:122). The writer uses this design

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because in qualitative research the document analysis is a method that is widely applied for written or visual data with the purpose of identifying specific characteristic of materials that are going to be analyzed in the general form of textbook, newspaper or any other host of documents (Ary, et. al, 2010:457). In addition, document analysis sought to understand the strengths and weaknesses of English textbooks by focusing on the total textbook design. In this qualitative research, the writer intends to examine the materials that were provided in English textbook “Bahasa Inggris” for senior high school of tenth grade students. This kind of analysis was done with the help of words to describe any detailed conclusion or interpretation in a less biased and subjective manner. This method was found out to be suitable with the purpose of the research in examining the materials in a written and visual data provided in English textbook “Bahasa Inggris”.

Considering the purpose of the research and the nature of the problem, the research was basically library research, where the writer attempts to gather the data from the library as the data sources. It was suitable as the goals of the writer’s study. Library research used to gain written sources either had been published or not published yet, by reading and analyzing as the basis of composing the research and a purpose to collect the written data information or literature through a survey of the library collection (Zed, 2008). The writer presents and explains the data without hypothesis test.

This textbook evaluation attempted to discover whether or not the English textbooks analyzed meet the criteria of a good textbook suggested by

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some ELT experts and whether they are relevant to 2013 curriculum. Besides, it also attempted to find out how those criteria are fulfilled or not by those textbooks and in what way the textbooks are relevant to 2013 curriculum. In other words, it attempted to evaluate and to figure out the appropriateness of the textbooks for their grade.

III.2 The Data Resources

Arikunto (2006:129) stated that the data resource is the subject from which the data can be found. There were different methods used to gather information, all of which fall into two categories, i.e. primary and secondary data (Douglas, 2015). In addition, Mesly (2015) said that gathering data can be accomplished through a primary source (researcher is the first person to obtain the data) or a secondary source (the researcher obtains the data that has already been collected by other resources, such as data disseminated in a scientific journal).

1. Primary Data

Primary data consist of literature reported by the individual who actually conducted the research or who originated the idea and research articles published by educational journals are an example of this type of source (Creswell, 2002:83).

In conducting this study, the writer took whole aspects in the textbook “Bahasa Inggris” for senior high school of tenth grade students published by the Department of National Education as the

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data. For evaluation of material, the writer took samples to represent the data in an English textbook “Bahasa Inggris”. Cohen, Manion and Morrison (2000) mentioned that the sample is small population or small group. The writer took the purposive sampling in this research. Purposive sampling was a non-probability sampling technique that was selected based on characteristics of the population and the objective of the study. Purposive sampling was basically done to select and choose a particular set of audience from the whole population (Black, 2010; Saunders, Lewis & Thornhill, 2012) as reported in Ali (2017:72). There were at least 15 chapters within this textbook. Thus, it was very demanding for the writer to evaluate the ten chapters at the same time. Therefore, the writer determined to study 5 out of 15 chapters as the sample for the whole book that learned by students at 2 semesters. Besides, the writer saw no significance to evaluate the whole chapters since they share the similar approach, format, and organization.

2. Secondary Data

Secondary data is literature that summarizes primary sources. It does not represent material published by the original researcher or the creator of the idea. Examples of secondary sources are handbooks, encyclopedias, and select journals that summarize research, such as the Review of Educational Research (Creswell, 2002:83).

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In this research, secondary data were the data used to support the content of the research, like: journal, magazines or book that have relevance to the title of the research.

III.3 The Data Collection

In conducting this study, the researcher arranged some procedural steps were arranged in an orderly way which consisted of preparing the study, analyzing the textbooks, and writing down the report (Ary, Jacobs, and Razavieh, 2002:443).

The process of collecting data was one of the main aspects of research. It needs one or more kind of method that is used. According to Gay (1992:20), there are some methods of collecting data namely test, questionnaires, interview, observation and documentation.

This research used textbook as documentation of the research. There were two main aspects of documentation:

1. “Bahasa Inggris” Textbook

This research used “Bahasa Inggris” textbook. The general information about the textbook gave brief information for the external information which was mostly indicated on the textbook’s cover so that evaluators could compare it with other textbook easily.

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Figure III.1 General Information of Textbook

2. 2013 curriculum

The context of the curriculum was based on the 2013 curriculum, namely: Core competence and Basic competence, Scientific approach and Authentic assessment.

III.4 The Data Analysis

The result from the English textbook analysis are explained descriptively according to textbook evaluation checklist from Cunningsworth (1995) and McDonough and Shaw (2003) with covers the internal, external and overall evaluation. In analyzing the data there are four major steps:

1. Analyzing the data by read intensively the sample from the textbook.
2. Comparing the data with the evaluation criteria stated by Cunningsworth (1995: 3-4) and McDonough and Shaw (2003) and the syllabus framework.

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3. Interpreting the result of the analysis in the form of percentage based on the level of suitability.

$$\text{suitability} = \frac{\text{Number of criteria fulfilled}}{\text{Total number of evaluation}} \times 100\%$$

4. Then, comparing with the other theory about textbook evaluation and drawing the conclusion.

To know textbook evaluation, we can calculate the data based on the table:

Table III.1 Interpretation Criterion of Textbook Evaluation

Range of Fulfillment Score	Category
80% - 100%	Good
60% - 79%	Fair
50% - 59%	Sufficient
0% - 50%	Poor

(Source: *PusatPerbukuan*, cited in Amrina, 2015, p. 72)