CHAPTER III

RESEARCH METHOD

In this chapter, the writer presents in details the methodology of the research used in this study. It is divided into several sub chapters. They are research design, object of the study, data of the research, source of data, research instrument, data collection method, data analysis, and trustworthiness of the data.

3.1 Research Design

This present research belonged to the qualitative research. Qualitative research employs words to answer the research question, in contrast to quantitative which employs such quantitative measures as frequencies, means, correlation and static test (Ary, 2002:421). In short, the qualitative refers to the data and meaning and serve the data in the forms of word. Thus, the research report contained excerpts of data to provide an overview presentation of the report. Qualitative research in the form of content analysis used in this research because the data of this research were taken from printed material. Content analysis focused on analyzing and interpreting recorded material within its own context. The material might be public records, textbooks, letters, films, tapes, diaries, themes, reports, and so on (Ary, 2002: 27). As what had been stated before, the data presented in this research were taken from the words, texts, and pictures on the English Textbook "When English Rings A Bell" for Grade VII (2017 Revised Edition).

3.2 Object of The Study

The object of this a study was English Textbook "When English Rings A Bell" for Grade VII (2017 Revised Edition) published by the Ministry of Education and Culture of Indonesia. The textbook had 8 Chapters and each chapter had its own topic. Then, the object of this study was the material relevancy on cognitive and psychomotor aspects based on the demand of 2013 Curriculum for grade VII of Junior High School, and its relevance to the Tomlinson's theory of material evaluation. Since this study dealt with analysis of the content in the textbook especially the materials, the data was analyzed qualitatively, without any statistical calculation.

3.3 Data of The Research

In this research, the data were selected information suitable with the proposed research questions which are the cognitive and psychomotor domains of 2013 Curriculum and the Tomlinson's theory of material evaluation. Thus, the data represented the answers of the research questions. The data in this research were collected in the form of words, texts and pictures which are categorized as relevant according to the cognitive and psychomotor domains of 2013 Curriculum and based on the Tomlinson's theory of material evaluation as outlined in the English Textbook "When English Rings A Bell" for Grade VII (2017 Revised Edition).

3.4 Source of Data

This present research used only the primary data source that was English Textbook "When English Rings A Bell" for Grade VII (2017 Revised Edition). Data source itself refers to the source from where the data are collected. As stated by Sugiyono (2012: 225) that there are two categories of data based on its sources, the primary data source and the secondary data source. If a document is written by

someone who has had first hand with the phenomenon under study, it is considered as a primary source. Whereas, the secondary source is the maid of a non-observer also comes between the event and the user of the record.

3.5 Research Instrument

The primary instrument of this study was the writer as this study was categorized as a content analysis research. Since this study used a human instrument, the writer acted as a key instrument (Bodgan and Biklen, 1982:145). As had been stated by Ary (2010: 421) that the primary instrument used for collecting the data in qualitative research was the writer, often collecting the data through direct observation or interviews.

Moreover, this present research used checklist which is adopted and modified from *Instrumen Penilaian Buku Teks Pelajaran Bahasa Inggris Tahun 2014 BSNP* as the main instrument of the study (see the table 4.1.1.1 and 4.1.1.2) because it offers the most reliable means of reaching a decision concerning the checklist that were applied to answer the research questions. There were three kinds of checklists used in this research. First, the checklist was used to analyze the relevant materials to the cognitive aspects which is stated in the 2013 English Standard Competence. Second, the checklist (see the table 4.1.1.1 and 4.1.1.2) was used to analyze the relevant materials to the psychomotor aspects which is stated in the 2013 English Standard Competence. The last, the checklist was used to analyze the relevant materials based on the Tomlinson's theory of material evaluation.

To set the conformity of the relevance material in the textbook, the writer used the "Criterion Referred Evaluation" suggested by Nurgiyantoro (2001). The conversion table used to know the categorization of the relevance materials in the textbook based on 2013 Curriculum and Tomlinson's theory of material evaluation.

3.6 Data Collection Method

In this present research the writer used a method called the document analysis (documentation). Documentation comes from the documents, which means the written stuff. Besides, the instrument of this research was the writer. As had suggested by Ary (2002:430) that the most common data collection method used in qualitative research were: (1) observation (participant and nonparticipant), (2) interviewing, and (3) document analysis (documentation). Further, in implementing the documentation, the writer chose the English Textbook "When English Rings A Bell" for Grade VII (2017 Revised Edition) as a material in the method of collecting data. The method in collecting data were as follows:

First the writer determined the textbook which was going to be analyzed.

Second, the writer read and observed the materials of the textbook carefully.

Third, the writer compared the materials in the textbook with the cognitive and psychomotor domains of 2013 Curriculum, and Tomlinson's theory of material evaluation using checklist in order to know the relevance between the materials on the textbook to the 2013 English Standard Competence and quality of the materials in the textbook.

Fourth, the writer identified, classified and analyzed the data in accordance with the formulation of the research problem.

3.7 Data Analysis

The writer conducted the interactive model of data analysis by Miles and Hubberman (1994:429) included data reduction, data display and drawing the data (conclusion). The explanations of interactive models in data analysis were as below:

1. Data Reduction

According to Miles and Hubberman (1994:429), in data reduction, the potential universe of data is reduced in an anticipatory way as the writer chooses a conceptual framework, research questions, cases, and instruments. In this step, the writer reduced the data which were not appropriate with conceptual framework, research questions about the suitability, such the irrelevant data based on the cognitive and psychomotor domains of 2013 Curriculum and Tomlinson's theory of material evaluation. The writer used the data which were relevant based on the cognitive and psychomotor domains of 2013 Curriculum and Tomlinson's theory of material evaluation. By doing data reduction, the writer is able to answer the research questions related to the relevant materials in English Textbook "When English Rings A Bell" for Grade VII (2017 Revised Edition) based on the cognitive and psychomotor domains of 2013 Curriculum, and the Tomlinson's theory of material evaluation.

2. Data Display

Miles and Hubberman (1994:429) stated that data display defined as an organized, compressed assembly of information that permits conclusion drawing and/or action taking, is a second, inevitable, part of analysis. The writer typically needed to see a reduced set of data as a basis for thinking about its meaning. In this step, the writer displayed the data of the relevance of materials in English Textbook "When English Rings a Bell" (2017 Revised Edition) for Grade VII based on the cognitive and psychomotor domains of 2013 Curriculum, and Tomlinson's theory of material evaluation were organized in the form of checklists. The following formulation was used to find the percentage of the relevance data:

$$P = \frac{F}{N}$$

Notes:

P = Percentage

F = Frequency of fulfilled aspect criteria

N = The total number of criteria in each aspect.

After finding the percentage of the relevance data, the writer used "Criterion Referred Evaluation" as proposed by Nurgiyantoro (2001:399) to know the categorization of the relevance materials in the textbook based on the 2013 Curriculum and Tomlinson's theory of material evaluation. The Criterion Referred Evaluation as presented below:

Table 3.7 : Criterion Referred Evaluation

NO.	PRECENTAGE	SCORE 0-4	SCORE E-A	DESCRIPTION
1.	81%-100%	4	A	Excellent
2.	61%-80%	3	B	Very Good
3.	41%-60%	2	C	Good
4.	21%-40%	1	D	Fair
5.	0%-20%	0	E	Poor

Adapted from: *Nurgiyantoro, Burhan. (2001) penilaian dalam pengajaran Bahasa dan Sastra.*

3. Conclusion

It is the last process in the data analysis. "Conclusion drawing and verification involve the writer in interpretation: drawing meaning from displayed data" (Miles and Hubberman, 1994: 429). In this step, the writer concluded the relevance of materials in English Textbook "When English Rings a Bell" (2017 Revised Edition) for Grade VII based on 2013 Curriculum and Tomlinson's theory of material evaluation.

3.8 Trustworthiness of The Data

The validity or trustworthiness of the research was conducted to ensure the reader that the research was valid. The validity in qualitative could be checked by using some techniques. According to Guba (1981) there were four techniques to ensure the data trustworthiness covering the criteria *of credibility, transferability, dependability*, and *confirmability.* To confirm the credibility of the data in this research, the writer applied triangulation.

Sugiyono (2012:274) described that there were several triangulation techniques which were popularly used including source triangulation, technique triangulation, investigator triangulation, time triangulation, and theories triangulation. The focus of data verification technique in this research was theories triangulation. This technique used multiple theories among experts to investigate a phenomenon. Since the different expert had different ideas and mind, it was necessary to make deep analysis of the data. This present research belongs to qualitative research which the purpose to propose a new theory or develop the previous theory. Thus, it greatly needs theoretical triangulation to align up the previous theory with the present theory in order to reduce the researcher's bias and prejudice.

Moreover, Miles and Hubberman (1992:434) explained if triangulation was analyzed till the edge if its base, it should support a research by showing that a

measurement did not depend on it, appropriate with certain research, or at least, was not incompatible with it. In this research the source of the data refered to the materials in English Textbook "When English Rings A Bell" for Grade VII (Third Revised Edition). The theory triangulation in this research, for instance, Krippendorff (2008:18) accounted that textbook analysis was a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of they used. Textbook held a pivotal role in achieving teaching and learning objectives. Mostly, teachers were textbook-oriented in teaching the materials for the students. In contrast, not all textbook were qualified and standardized, even if the textbook was published by the Ministry of Education and Culture of Indonesia. Therefore, textbook analysis needed to be conducted to get more qualified textbook. Moreover, Tomlinson (2011) proposed sixteen criteria of material evaluation. This were useful to know to the specific criteria needed to be improved in case if the criteria were not found in the textbook. The criteria were as follows:

Table 3.8 : Tomlinson' Criteria of Material Evaluation

No.	Tomlinson' Criteria of Material Evaluation
1.	Materials should achieve impact.
2.	Materials should help learners to feel at ease.
3.	Materials should help learners to develop confidence.
4	What is being taught should be perceived by learners as relevant and useful.
5.	Materials should require and facilitate learner self-investment.
6.	Learners must be ready to acquire the points being taught.
7.	Materials should expose the learners to language in authentic use.
8.	The learners' attention should be drawn to linguistic features of the input.
9.	Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.

10.	Materials should take into account that the positive effects of instruction are usually delayed.
11.	Materials should take into account that learners differ in learning styles.
12.	Materials should take into account that learners differ in affective attitudes.
13.	Materials should permit a silent period at the beginning of instructions.
14.	Materials should maximize learning potential which stimulates both right and left brain activities.
15.	Materials should not rely too much on controlled practice.
16.	Materials should provide for outcome feedback.

In order to check the relevance of those criteria to the materials in the textbook, each chapter was analyzed. In addition, the material in the textbook should not be merely good but also it should be relevant to the 2013 Curriculum. In this case the curriculum implementation in Indonesia was 2013 Curriculum which had some different features from the previous curriculum (KTSP). There were four core competences in 2013 curriculum, core competence 1 as religious domain, core competence 2 as affective domain, core competence three as cognitive domain, and core competence four as psychomotor domain. Thus, this research evaluated the relevant materials in the textbook based on the core and basic competence in the 2013 Curriculum especially on the cognitive and psychomotor domain as initiated by Bloom then revised by Anderson (2001).

Besides, the writer also checked the dependibility of the data by code- recode strategy and consult it to the advisors. Code-recode strategy was the strategy which the writer coded the data, left the analysis for a period of time, then come back and recoded the data and compared the two sets of coded materials (Ary, 2002: 456). It was done to avoid bias and to correct the mistakes during the research. This was expected to gain and improve the quality and the dependibility of the outcome.