

## **CHAPTER III**

### **RESEARCH METHOD**

To find the scientific truth, we need a research. It is a sample controlled inquiry on certain event with the help of this chapter consists of research design, data and data source, data collection, and data analysis.

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

Research design is a strategy as a researcher to find the true or valid data then to analyze those data and finally use the result to answer the research problem. Based on Crashwell (2009:1) research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. Design is a logical task undertaken to ensure that the evidence collected enables us to answer questions or to test theories as unambiguously as possible.

Arikunto (in Winarsih, 2008:31) also says that research design of the research as a guide to carry out the research. It is useful for the researcher to conduct a research without serious problem.

In this research, the researcher employed a Qualitative method with descriptive approach. It is done by classifying material as instance of a categories of coding frame. The categories are arranged to be optional, that is does not cause double interpretations. While descriptive approach describes something that in this time. It involves the description, recording, analyzing and interpreting the condition of data sources that exist (Sanapiah, Mahmudah in Zidni 2014: 33).

Descriptive design also defined as determine and report the way things are (Gay, 1992:13). There are two kind of descriptive study. One of them is descriptive qualitative. One characteristic of qualitative is provide rich narrative description

In this research, the researcher employs a descriptive qualitative analysis with qualitative approach.

## **B. Data and Data Source**

Data is information on the phenomenon to be recorded. Krippendorff, (1980: 83). The data of this research is the content of the students book based on the certain checklist English Students book used by ninth grade of Junior high school level which written by MGMP Tulungagung. Than the data source in this research is the English students book used by ninth grade of junior high school level which written by MGMP Tulungagung. In this reseach the researcher use this book as object of study because that is the last book which written using KTSP curriculum, in this time the curriculum is changing K-13 Curriculum. This book is arranged in 10 chapters.

The data in this research is primary data. It is in the form of document, so it can be categorized as a qualitative data. The researcher collected the data by reading, understanding, analyzing and collecting data from the book and library.

### C. Data Collection

Data is very significant for the research. The researcher will not be able to get information without data. Data is a unit of information that recorded by media which it can be differentiated with other data, and can be analyzed relevant with certain problem. In this study the researcher uses documentation method. The procedure of gathering data in this research consists of three parts. Firstly, find the material of the students book for ninth grade written by MGMP Tulungagung. Secondly, use random techniques to obtain samples from every chapter. Thirdly, gather the data from the students book based on checklist.

**Table 3.1 the Result of sample  
Chosen EFL Evaluation Criteria**

Chosen EFL Evaluation Criteria	Unit	
	Number	Theme
1. Objectives.	Chapter 02	I doubt he can make it
2. Good vocabulary explanation and practice.	Chapter 04	Wow, it's great
3. Approaches educationally and socially acceptable to target community.	Chapter 07	I hope you can do it
4. Periodic review and test sections.	Chapter 09	I've good news
5. Interesting topics and tasks.	Chapter 03	Pardon me
6. Appropriate visual materials available.	Chapter 05	Really....?
7. Clear instruction.	Chapter 05	Really ...?
8. Attractive Layout.	Chapter 06	What a pity?
9. Content clearly arganized and graded.	Chapter 01	Are you sure you can make it?
10. Plenty in authentic language.	Chapter 08	Excuse me, ...

11. Good grammar presentation and practice.	Chapter 05	Really ...?
12. Fluency practice in all four skills.	Chapter 04	What a pity?
13. Encourage learner to develop own learning strategies and to become independent in their learning.	Chapter 08	Excuse me, ...

Above is the explanation of the table. In this research the researcher took 13 criteria that taken from Ali Jahangard. Those criteria matched to 10 chapter in this students book. The reason why the researcher decided randomly sample is to avoid subjectivity of the researcher itself in collecting data. Below is the explanation each criteria of the result from the sample random: firstly, (objectives) found in chapter 02 which theme is I doubt he can make it; secondly, (Good Vocabulary Explanation and practice) found in chapter 04 which theme is Wow, it's great; thirdly, (Educationally and Socially Acceptable to target community) found in chapter 06 which theme is What a pity?; fourth, (Periodic Review and Test Sections) found in chapter 09 which theme is I've good news; fifth, (Interesting Topics and Tasks ) found in chapter 03 which theme is Pardon me; sixth, (Appropriate Visual Materials) found in chapter 02 which theme is I doubt he can make it; seventh, (Clear Instruction) found in chapter 05 which theme is Really ...?; eighth, (Attractive layout) found in chapter 06 which theme is What a pity?; ninth, (Content Clearly Organized and Graded) found in chapter 01 which theme is Are you sure you can make it?; tenth, (Plenty of Authentic Language) found in chapter 08 which theme is Excuse me; eleventh, (Good Grammar Presentation and Practice) found in chapter 05 which theme is Really ?; Twelve (Fluency Practice in Four Skill) found in chapter 07 which theme is I hope you

can do it; thirteen, (Encourage Learner) found in chapter 08 which theme is Excuse me.

#### **D. Instrument**

The main instrument in this research is the research itself. The other instrument in this research is called checklist. It can be used to evaluate any product in language refers.

The data in this research was collected by identifying the content of the Students book based on the certain checklist. The checklist used in this study is based on the EFL textbook evaluation criteria.

#### **E. Data Analysis**

Analysis of data is a process of inspecting, cleaning, transforming, and modelling data with the goal of discovering useful information, suggesting conclusions, and supporting decision-making (wikipedia.com). From this explanation clearly that the step after the researcher collecting the data is conducting data analysis. In this step the writer analyze the content of Students book written by MGMP Tulungagung based on EFL evaluation criteria.

According to Sukmadinata (in Pusporini, 2009: 20) describe that some description are used to find some principles and explanation which are heading to a conclusion. Based on the theory, the data is analyzed using qualitative data analysis.

Based on Ary (2010: 22), Qualitative research focuses an understanding

social phenomena from the perspective of human participant in natural setting.

The purpose is to describe “the existention” with the situation.

In this study the researcher describe the content of data based on the EFL textbook evaluation criteria. The EFL textbook evaluation criteria used in this study is based on the criteria of Ali Jahangard (in The Asian EFL Journal, Volume 9, Number 2, June 2007).

**Table 3.2 Criteria used for analysis and its Description**

<b>Chosen EFL Evaluation Criteria</b>	<b>Description</b>
1. Objectives are explicitly laid out in an introduction, and implemented in the material	<ul style="list-style-type: none"> <li>• The objective are given in the beginning of the book and each chapter.</li> <li>• The objective are suitable with the official syllabus (standard competence and basic competence).</li> <li>• The topic and the material are suitable with the objective.</li> </ul>
2. Good vocabulary explanation and practice.	<ul style="list-style-type: none"> <li>• There is a vocabulary section in each chapter.</li> <li>• Vocabulary section consist of list of word and their definitions based on the context used.</li> <li>• There are vocabulary practice in each chapter.</li> </ul>
3. Approaches educationally and socially acceptable to target community.	Structure, function, situation, topic, skills which are reasonable, so that can be logically acceptable in community.
4. Periodic review and test sections.	<ul style="list-style-type: none"> <li>• There is review section at the end of each chapter</li> <li>• There are periodic test section in the book</li> </ul>
5. Interesting topics and tasks.	The topic of reading vary from factual to anecdotal ones and sometimes are funny stories.
6. Appropriate visual materials available.	There are visual material available from the book, such as chart, pictures, movies, etc which are relevant with the topic.
7. Clear instructions.	The instruction of the exercises or practices



sample for each unit from the book will be analyzed. After analyzing the data based on the EFL evaluation criteria, the writer can explain which of the criteria the book already meets. The next step is concluding the result of the analysis in the term of explaining the reason why each criterion considered being relevant or not. The thorough description will be employed to avoid misunderstanding for each part.