CHAPTER III

RESEARCH METHOD

This chapter presents about the research method that used in conducting the research. In this case the researcher divided the research method into research design, data and data sources, research instrument, data collection, data verification and data analysis.

A. Research Design

Research design is defined as the strategy or the way how the researcher gets valid data, analyze them, and finally come to the answers of the research problems. Based on Ary et.al (2006: 39), the two broad research methodologies in education are quantitative and qualitative. Quantitative research deals with questions of relationship, cause and effect, or current status that researchers can answer by gathering and statistically analyzing numeric data. In other hand, qualitative research focuses on understanding social phenomena and providing rich verbal descriptions of settings, situations, and participants.

In addition, Ary et.al (2006, 29) emphasizes there are many different types of qualitative research, such as: basic interpretative studies, case studies, document or content analysis, ethnography, grounded theory, historical studies, narrative inquiry, and phenomenological studies. The intended result of a qualitative research study is a narrative report so rich and comprehensive. Furthermore, because researcher does not know in advance how naturally

occurring events will unfold or what variables may be important, the researcher does not begin with hypotheses. (Ary et. al, 2006: 23).

In this research, the researcher employs a kind of qualitative research that is document or content analysis. According to Ary et.al (2006: 29), content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of host of other types of documents. According to Krippendorf (2004:3) "Content analysis entails a systematic reading of a body of texts, images, and symbolic matter, not necessary from an author's or user's perspective". Moreover, Fraenkle and Wallen (2009:472) stated that content analysis is a technique that enables researchers to study human behavior in an indirect way, through an analysis of their communications.

Content analysis can be applied to analyzed textbooks, essays, newspapers, novels, magazine articles, cookbooks, songs, political speeches, advertisements, pictures in fact, and the contents of virtually any type of communication (Fraenkle and Wallen, 2009: 472). In this research, the object that analyzed is an English textbook for Eleventh Grade entitled "English Learning Material for SMK/MAK and SMA/MA XI A 2013" published by LP2IP Yogyakarta.

B. Data and Data Sources

1. Data

Data refers to the answer of the research question. According to Krippendorff (1980: 8), data is information on the phenomenon to be recorded. In this study the data are the objectives, materials, the exercises from the textbook and the package of the textbook. In addition, KI and KD from English Curriculum especially 2013 Curriculum 2017 Revision also become the data in this research. The data was analyzed by comparing the material of the textbook with the English syllabus for the first semester of eleventh grade based on 2013 curriculum 2017 revision and the result from comparing the content of the textbook with the EFL textbook evaluation criteria from Jahangard (2007)supported by some criteria from Cunningsworth (1995).

2. Data Sources

Data source is a source from which data is taken. The researcher would not enable to get information without the source of data, so the source of the data is very important in the research. Here, the data are taken from the "English Learning Materials for SMK/MAK and SMA/MA XI A 2013 Curriculum" by Dra. Yiyis Krisnani, M. Hum published by LP2IP Yogyakarta which consists of 8 modules:

1. Module 1 A   : Asking and Giving Suggestion
2. Module 1 B   : Offering Things or Services
3. Module 2   : Asking and Giving Opinion

4. Module 3   : Expressing Wish

5. Module 4   : Invitation and the Responses

6. Module 5   : Personal Letters

7. Module 6   : Describing Processes

8. Module 7   : The Passive Voice

In addition, the second data was taken from 2013 Curriculum 2017 Revision especially the English Syllabus for the first semester of eleventh grade.

The samples are chosen by comparing the syllabus and the learning objectives stated in the textbook. The modules that analyzed are the modules which suitable with the Basic Competence (KD) in the syllabus. From the eight modules in the textbook, there are 5 modules which suitable with the English syllabus of 2013 Curriculum 2017 Revision for the first semester of eleventh grade. They are **Module 1 A, Module 1B, Module 2, Module 4,** and **Module 7**. Those five modules become the samples that are analyzed based on the EFL textbook evaluation criteria from Jahangard (2007) which supported by some criteria from Cunningsworth (1995).

C. Research Instrument

Research instrument is the tool used to gathering the data based on the method used. In this study, the researcher use *human instrument* as the primer instrument because based on Ary et.al (2006: 424) in qualitative research, the human investigator is the primary instrument for the gathering and analyzing of data. In addition, the position of the researcher in qualitative research is a planner,

implementer, data collector, and analyst, interprets the data, and reports the results of research (Anisa, 2016: 25).

Lincoln and Guba as cited in Ary et.al (2006: 424) in qualitative research studies human experiences and situations, researchers need an instrument flexible enough to capture the complexity of the human experience, an instrument capable adapting and responding to the environment. It is believed that only human instrument is capable of this task.

Therefore, here the researcher herself becomes the instrument. In order to get the data, it would be helped by documentation sheet, English syllabus and EFL textbook evaluation criteria proposed by Jahangard (2007) which supported by some criteria from Cunningsworth (1995).

D. Data Collection

According to Ary et.al (2006: 431) the most common data collection methods used in qualitative research are: 1) observation, 2) interviewing, and 3) document or artifact analysis. Here, the researcher uses document analysis as a method to collect the data because the object that analyzed is a textbook which is belong to document. Ary et. Al (2006: 442) stated document analysis can be of written or text based artifacts (textbooks, novels, journals, meeting minutes, logs, announcements, policy statements, newspapers, transcripts, birth certificate, marriage records, etc.) or of nonwritten records.

Here, the data for analysis was collected from text book "English Learning Materials for SMK/MAK and SMA/MA XI A 2013 Curriculum" by Dra. Yiyis Krisnani, M. Hum published by LP2IP Yogyakarta. Because the source of the data is in the form of document, the method used to gather data is Content or Document analysis (Ary, 2006: 457). The researcher as the instrument of this research gathers the data helped by textbook evaluation checklist. The data was collected by identifying the content of the book based on checklist. The checklist used in this study is is English syllabus for Eleventh Grade and the second one is the combination of EFL textbook criteria from Jahangard (2007) which supported by some criteria from Cunningsworth (1995).

The procedure of data gathering consists of three steps. First, find the English textbook that will be evaluated, text book "English Learning Materials for SMK/MAK and SMA/MA XI A 2013 Curriculum" by Dra. Yiyis Krisnani, M. Hum published by LP2IP Yogyakarta. Second, compare the contents of the textbook and the English syllabus for the first semester of eleventh grade based on 2013 curriculum 2017 revision. Third, gather the data by analyzing them with EFL textbook evaluation criteria from Jahangard (2007) which supported by some criteria from Cunningsworth (1995).

E. Data Verification

Data verification is needed in a research to get the validity of the data. Based on Campbel and Fiske as cited in Cohen (2007: 141), triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative

research. According to Cohen et.al (2007: 142), one kind of triangulation is time triangulation as the attempts to take into consideration the factors of change and process by utilizing cross-sectional and longitudinal designs.

In addition, time triangulation goes some way to rectifying these omissions by making use of crossectional and longitudinal approaches. Crossectional studies collect data at one point in time; longitudinal studies collect data from the same group at different points in the time sequence. The use of panel studies and trend studies may also be mentioned in this connection.

Therefore based on explanation above, to get the validity of the data the researcher crosschecked the data by spending the length time of reading repeatedly to get the same data and analyzed the data periodically.

F. Data Analysis

After collecting the data, the next step is analyzing the data. According to Ary et.al (2006: 481) data analysis is the most complex and mysterious phase of qualitative research. Based on Cresswell (2012: 10) stated that analysis consist of "taking the data apart" to determine individual responses and then "putting it together" to summarize it. Analyzing and interpreting the data involves drawing conclusion about it; representing it in tables, figures, and pictures to summarize it; and explaining the conclusion in words to provide answer to the research questions.

Moreover, Ary et.al (2006:481) divided analysis of qualitative data into three stages. They are (1) organizing and familiarizing, (2) coding and reducing, and (3) interpreting and representing.

In this study the content of text book "English Learning Materials for SMK/MAK and SMA/MA XI A 2013 Curriculum" by Dra. Yiyis Krisnani, M. Hum published by LP2IP Yogyakarta was analyzed based on the English syllabus of 2013 Curriculum and EFL textbook evaluation by Jahangard (2007) which supported by some criteria from Cunningsworth (1995).

In analyzing the data there are steps:

1. Familiarizing with the data and organizing them by reading and rereading the notes and data sources.

2. Coding and reducing by comparing the data with the English syllabus for the first semester of Eleventh Grade 2013 curriculum 2017 revision and comparing the data with the EFL textbook evaluation criteria stated by Jahangard (2007) which supported by some criteria from Cunningsworth (1995). After analyzing the data based on the English syllabus of Eleventh Grade 2013 curriculum and EFL textbook from Jahangard (2007) some Cunningsworth's criteria (1995), the writer can explain which of the criteria are already met by the book.

3. The next step is concluding the result of the analysis in the terms of explaining the reasons why each criterion considered being relevant or not. The thorough descriptions employed to avoid misunderstanding for each.

After doing those three stages, the next step is comparing with the other theory about textbook evaluation and drawing the conclusion.