

CHAPTER III

METHODOLOGY

A. Research Design

The research method used by the researcher is qualitative research. Qualitative research is conducted with the goal of better understanding the topic under investigation, such as behavior, perception, motivation, action, and so on, by describing it in words and language rather than numbers. According to Waters, qualitative research is study that emphasizes in-depth comprehension and interpretation of meaning, reality, and pertinent information. Because the way something happens matters more than the thing itself, qualitative research is more concerned with process than output. As a result, rather than focusing only on "what," more qualitative research emphasizes the "why" and "how" questions. In order to fully comprehend the subject's orientation in social life as it happens on a regular basis, it is crucial to use observation techniques and in-depth interviews when gathering research data. The purpose of this qualitative study is to shed light on the "meaning" and "understanding" behind each person's behaviors. It considers experiences from daily life as well as the subjective-individualistic attitude as a significant symptom.¹

The design used in this research is content analysis, which is a scientific tool to analyze the concept of the whole or specified text that can be replicable and valid inferences from the text. Content analysis in general is a qualitative research technique that is widely used for research. Content analysis is often presented by using phrases such as

¹ Farida Nugrahani, *Metode Penelitian Kualitatif dalam Penelitian Pendidikan Bahasa*, (Solo: Cakra Books, 2014), 61.

credibility, dependability, conformability, transferability, and authenticity. On the content analysis design, Textbooks, essays, newspapers, novels, magazines, articles, recipes, songs, political speeches, advertisements, pictures, and even content from almost any type of communication can be analyzed. As a result, the researcher in this study will use a content analysis method by analyzing the contents of documents related to the research problem.

In this study, the researcher used an English textbook document entitled “English for Nusantara” grade VII published directly by the Ministry of Education and Culture which was launched to support the Merdeka curriculum during the teaching and learning process. This study aims to determine the conformity of the material contained in the textbook "English for Nusantara" with the the regulations of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia No. 25 of 2022 concerning the assessment of educational books, No. 22 of 2022 concerning book quality standards, process standards and rules for obtaining manuscripts, as well as process standards and rules for book publishing, and Regulation Head Of Educational Standards, Curriculum And Assessment Agency Ministry Of Education, Culture, Research And Technology No. 039/H/P/2022 about Education Book Assessment Guidelines based on the *Merdeka* curriculum. There are 5 chapters in this English book that will be used for this research sample.

B. Data and Data Source

The research data are found in the seventh-grade English textbook "English for Nusantara." All of the material, text, images, work activities, assessments, and other elements found in a textbook are

collectively referred to as "content." Through relevant and engaging exercises, this textbook is employed in the current curriculum, which is the *Merdeka* curriculum, to support learning and teaching achievement.

1. Primary Data Source

The researcher gained the primary data from the English textbook "English for Nusantara" for seventh-grade students published by the Ministry of Education, Culture, Research, and Technology of Indonesia.

2. Secondary Data Source

The researcher collects the secondary data related to this research from books, journals, articles, etc., and supports the writer in achieving the research goals.

C. Instruments

There are many ways to gather data for qualitative research, but one fascinating way is to use the researcher themselves. This is because most experts view the researcher as an instrument because of this. The investigator is the instrument employed in this investigation. Due to their extensive knowledge and comprehension of the research issue and all of its components, the researcher meets the requirements to be used as an instrument. The person who carried out the investigation and examined the information is the researcher.²

The second instrument used in this study is checklist rubric. According to Mukundan and Nimehchisalem a checklist is an instrument used to help teachers or researchers in the field of English Language Teaching (ELT) to evaluate teaching and learning resources such as

² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2019), 293.

textbooks.³ The checklist rubric is used to see whether or not the English textbook is conform to the Merdeka curriculum that refers to the Regulations of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia No. 25 of 2022 concerning the assessment of educational books, No. 22 of 2022 concerning book quality standards, process standards and rules for obtaining manuscripts, as well as process standards and rules for book publishing, and Regulation Head Of Educational Standards, Curriculum And Assessment Agency Ministry Of Education, Culture, Research And Technology No. 039/H/P/2022 about Education Book Assessment Guidelines. The researcher determined the criteria used in the checklist rubric; excellent, average, fair, poor.

Table 3. 1 Rubric checklist instrument

No	Aspects	Sub-Aspects	Analyzed Items	Conformity with Merdeka				Notes
				Cucciculum				
				Excellent (4)	Average (3)	Fair (2)	Poor (1)	
1	Content of material standard	Textbook content requirements	It does not contradict with Pancasila values					
			Not discriminatory towards					

³ Jayakaran Mukundan and Vahid Nimehchisalem, "Evaluative Criteria of An English Language Textbook Evaluation Checklist", *Journal of Language Teaching and Research*, Vol. 3, No. 6, (November, 2012), 1128.

		ethnicity, religion, race, and/or between groups					
		It does not contain pornographi c elements					
		It does not contain violence					
		It does not contain hate speech					
	Appropria teness of the textbook content	Scientific truthness					
		The conformity with applicable national education standards and curriculum					

			The conformity with developments in science and technology					
			The suitability to context and environment					
			The unity between the contents of the book					
2	Presentation		Delivery of book contents according to the level of student's development					

			Using an appropriate and communicative language according to the level of language mastery of students					
3	Design		Using illustrations					
			Content page design					
			Book cover design					
4	Graphic	Graphic aspects for printed books	Printed quality					
			Binding quality					
			Clean comb/cut quality					
		Electronic display aspects for e-books	The readability on various devices and					

			platforms					
			The availability in relatively light file sizes					
			The ease of distribution to users					

D. Data Collection Technique

In qualitative research, the researcher acts as the major instrument.⁴ Meanwhile, data collection techniques are the most important step in research, because the main purpose of research is to get data. Data collection in qualitative research can be done in various ways, such as conducting observations, interviews, or document analysis.⁵

The researcher employed document analysis and checklists as data collection methods in this study. A rubric is a measurement tool that presents the standards by which an action, behavior, or output is evaluated. It essentially serves as a grading guide to assess the caliber of students' work on a particular assignment. It enumerates the standards, benchmarks, and/or recommendations set forth for a specific work together with the corresponding accomplishment levels for each

⁴ Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya, 2017), 9.

⁵ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, ... , 296.

benchmark. The achievement levels that are presented in a rubric are often displayed as a matrix or table.⁶

In addition, document analysis is also needed by researchers to obtain more information and data. Document analysis is a methodical process for reviewing over and assessing written and electronic (computer-based and internet-transmitted) documents.⁷ Document analysis, like other analytical techniques in qualitative research, requires the examination and interpretation of data in order to determine meaning, gain comprehension, and produce empirical knowledge.⁸ Documents are records of past events. Documents can be in the form of writing, pictures, or monumental works of a person.⁹ In this case, the researcher will analyze the English textbook used by the teacher in the learning process, namely English for Nusantara.

E. Data Collection Procedures

The data collection process in this research adheres to qualitative research paradigm of stages or traditions of the qualitative research paradigm that adapting from previous research by Fahala Rahma. The following are some facts related to this research process:¹⁰

1. **Perusing.** Studied the material both the data in the Regulations of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia No. 25 of 2022 concerning the

⁶ Bukhari, N., Jamal, J., Ismail, A., & Shamsuddin, J. (2021). *Assessment rubric for research report writing: A tool for supervision. Malaysian Journal of Learning and Instruction*, 18(2), 1-43. <https://doi.org/10.32890/mjli2021.18.2.1>

⁷ Glenn A. Bowen, (2009), "Document Analysis as a Qualitative Research Method", *Qualitative Research Journal*, Vol. 9 Issue 2 pp. 27.

⁸ Glenn A. Bowen, (2009), "Document Analysis as a Qualitative Research Method", ..., 27.

⁹ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, ... , 314.

¹⁰ Fahala Rahma Tanto, *An Analysis of The English Textbook "Bahasa Inggris Work In Progress" Based on The Curriculum Merdeka*, ... , 27.

assessment of educational books, No. 22 of 2022 concerning book quality standards, process standards and rules for obtaining manuscripts, as well as process standards and rules for book publishing, and Regulation Head Of Educational Standards, Curriculum And Assessment Agency Ministry Of Education, Culture, Research And Technology No. 039/H/P/2022 about Education Book Assessment Guidelines, also observing and scanning the material thoroughly from English textbook entitled “English for Nusantara” for seventh grade of Junior High School chapter by chapter.

2. **Highlighting.** The next step is to mark the materials contained in the *Merdeka* curriculum.
3. **Eliciting.** The next step is to select data related to the material in the Regulations of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia No. 25 of 2022 concerning the assessment of educational books, No. 22 of 2022 concerning book quality standards, process standards and rules for obtaining manuscripts, as well as process standards and rules for book publishing, and Regulation Head Of Educational Standards, Curriculum And Assessment Agency Ministry Of Education, Culture, Research And Technology No. 039/H/P/2022 about Education Book Assessment Guidelines of the four components for evaluating textbook based on the *Merdeka* curriculum in each chapters in the textbook.
4. **Grouping or classifying.** The data obtained from the textbooks were than categorized and arranged in detail.
5. **Coding and scoring.** There are codes and scoring to analyze the conformity of the selected material with the *Merdeka* curriculum.

There are four codes and scoring applied, consist of Excellent for score 4 (E), Average for score 3 (A), Fair for score 2 (F), Poor for score 1 (P).

- 6. Tabulating.** The data has been selected from the data sources are then entered into these tables with the codes and scores given.

F. Data Analysis Procedures

As long as the deadline is fulfilled, data analysis for qualitative research can occur both during and after the data gathering phase. The Miles and Huberman model, which states that interactive, continuous activities are conducted until the data is entirely examined or until the data is saturated, is adapted into the data analysis process employed in this work. Tasks related to data analysis include data reduction, data display, and conclusion drawing/verification.¹¹ In this research, researchers used four steps to analyze the data, including:

- 1. Data collecting and selecting.** In this first step, the researcher needs to read carefully and understand the contents of the materials contained in the textbook, then the researcher selects data that is conform or not in accordance with the applicable rules in the main textbook assessment guidelines based on the *Merdeka* curriculum from each chapter contained in the textbook. After the data is collected, the researcher will continue to the next stage.
- 2. Data display.** In the second step, the researcher displays the data that has been collected through the process of selecting the data contained in the textbook based on the main textbook assessment guidelines based on the *Merdeka* curriculum. The data in this research will be displayed in table form and description form.

¹¹ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, ... , 321

After that, the researcher identified the text by displaying the data in tabulated form and then compared the material in the main textbook assessment guidelines based on the *Merdeka* curriculum and the material contained in the textbook using a rubric checklist, to analyze whether the material content contained in the textbook conform with the applicable rules of main textbook assessment guidelines based on the *Merdeka* curriculum. Meanwhile, in the description, the researcher describes the results of the entire table. In displaying the data, researchers use codes and scores such as excellent (for a score of 4), average (for a score of 3), fair (for a score of 2), and poor (for a score of 1).

- 3. Data interpreting.** This process includes interpreting data that has been categorized and displayed, including the material contained in the "English for Nusantara" textbook and the main textbook assessment guidelines based on the *Merdeka* curriculum. This process also includes taking the results of data analysis, drawing conclusions from the observed correlations, and applying these results to reach a conclusion.
- 4. Drawing conclusion.** After describing the data, the researcher took the final step to draw conclusions. The researcher concluded simply the process of analyzing the data that had been obtained. The researcher also emphasized the main points of this research, so that readers can also see whether the results of the analysis data are related to the research objectives or not.

G. The Technique of Final Evaluation

This section describes technique for evaluating data. The scale below will used to determine the conformity of textbook entitled

“English for Nusantara” with the Regulations of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia No. 25 of 2022 concerning the assessment of educational books, No. 22 of 2022 concerning book quality standards, process standards and rules for obtaining manuscripts, as well as process standards and rules for book publishing, and Regulation Head of Educational Standards, Curriculum And Assessment Agency Ministry of Education, Culture, Research And Technology No. 039/H/P/2022 about Education Book Assessment Guidelines in *Merdeka* curriculum.

Table 3. 2 Rubric checklist analysis guidelines

No	Aspects	Sub-Aspects	Analyzed Items	Score	Level/Criteria
1	Content of material standard	Textbook content requirements	It does not contradict with Pancasila values	4	Excellent: If all of the materials in the textbook does not contradict with Pancasila values.
				3	Average: If several of the materials in the textbook does contradict with Pancasila values.
				2	Fair: If only half of the materials in the textbook does contradict with Pancasila values.
				1	Poor: If all of the materials in the textbook does contain contradict

				with Pancasila values.
		Not discriminatory towards ethnicity, religion, race, and/or between groups	4	Excellent: If all of the materials in the textbook is not contain discriminatory towards ethnicity, religion, race, and/or between groups.
			3	Average: If only several of the materials in the textbook is contain discriminatory towards ethnicity, religion, race, and/or between groups.
			2	Fair: If half of the materials in the textbook is contain discriminatory towards ethnicity, religion, race, and/or between groups.
			1	Poor: If all of the materials in the textbook is contain discriminatory towards ethnicity, religion, race, and/or between groups.
		It does not contain	4	Excellent: If all of the materials in the textbook

			pornographic elements	does not contain pornographic elements.
				Average: If several of the materials in the textbook does contain pornographic elements.
				Fair: If half of the materials in the textbook does contain pornographic elements.
				Poor: If all of the materials in the textbook does contain pornographic elements.
			It does not contain violence	Excellent: If all of the materials in the textbook does not contain violence.
				Average: If several of the materials in the textbook does contain violence.
				Fair: If half of the materials in the textbook does contain violence.
				Poor: If all of the materials in the textbook does contain violence.
			It does not	Excellent: If all of the

			contain hate speech		materials in the textbook does not contain hate speech.
				3	Average: If several of materials in the textbook does contain hate speech.
				2	Fair: If half of materials in the textbook does contain hate speech.
				1	Poor: If all of materials in the textbook does contain hate speech.
		Appropriateness of the textbook content	Scientific truthness	4	Excellent: If all the material in the textbook contains accurate scientific truth and is presented in conformity with reality and is effective and efficient in improving students' abilities.
				3	Average: If several of the material in the textbook does not contain accurate scientific truth and is not presented in conformity with reality and is ineffective and not

				efficient in improving students' abilities.
				Fair: If half of the material in the textbook does not contain accurate scientific truth and is not presented in conformity with reality and is ineffective and not efficient in improving students' abilities.
				Poor: If all of the material in the textbook does not contains accurate scientific truthness and is not presented in conformity with reality and is ineffective and not efficient in improving students' abilities.
		The conformity with applicable national education standards and	4	Excellent: If all the material presented in the textbook covers all the competencies that students must master for the class level and level of education in conformity

			curriculum		with the applicable national education standards and curriculum.
				3	Average: If several of the material presented in the textbook does not covers the competencies that students must master for the class level and level of education in conformity with the applicable national education standards and curriculum.
				2	Fair: If half of the material presented in the textbook does not covers the competencies that students must master for the class level and level of education in conformity with the applicable national education standards and curriculum.
				1	Poor: If all the material presented in the textbook does not cover all the competencies that

				students must master for the class level and level of education in conformity with the applicable national education standards and curriculum.
		The conformity with developments in science and technology	4	Excellent: If all the material presented in the textbook accommodates the latest scientific and technological developments in conformity with the field of English, as well as the descriptions, examples and exercises provided, it encourages students to obtain various information from various valid sources so that it can be accounted for.
			3	Average: If several of the material presented in the textbook does not accommodate the latest scientific and technological developments in

				<p>conformity with the field of English, as well as the descriptions, examples and exercises provided, do not encourage students to obtain various information from various valid sources, then it cannot be accounted for.</p>
			2	<p>Fair: If half of the material presented in the textbook does not accommodate the latest scientific and technological developments in conformity with the field of English, as well as the descriptions, examples and exercises provided, do not encourages students to obtain various information from various valid sources, then it cannot be accounted for.</p>

				1	<p>Poor: If all the material presented in the textbook does not accommodate the latest scientific and technological developments in accordance with the field of English, and the descriptions, examples and exercises provided do not encourage students to obtain various information from various valid sources, then it cannot be accounted for.</p>
			The conformity to context and environment	4	<p>Excellent: If all the material described in the textbook is in accordance with students' daily lives, local wisdom and the broader context of life.</p>
				3	<p>Average: If several of the materials described in the textbook is not in accordance with students' daily lives, local wisdom and the broader context of life.</p>

				2	Fair: If half of the materials described in the textbook is not in accordance with students' daily lives, local wisdom and the broader context of life.
				1	Poor: If all of the materials described in the textbook is not in accordance with students' daily lives, local wisdom and the broader context of life.
		The unity between parts of the textbook's content		4	Excellent: If all the material in the textbook is related to each other, complements each other, and is continuous, the flow of discussion is easy for students to understand.
				3	Average: If several of the material in the textbook is not related to each other, does not complement each other, and is not continuous, the flow of discussion is difficult for

					students to understand.
				2	Fair: If half of the material in the textbook is not related to each other, does not complement each other, and is not continuous, the flow of discussion is difficult for students to understand.
				1	Poor: If all of the material in the textbook is not related to each other, does not complement each other, and is not continuous, the flow of discussion is difficult for students to understand.
2	Presentation		Delivery of book contents according to the level of student's development	4	Excellent: If all the material in the textbook is delivered appropriately according to the level of student's development.
				3	Average: If several of material in the textbook is not delivered appropriately according to

				the student's level of development.
				Fair: If half of material in the textbook is not delivered appropriately according to the student's level of development.
				Poor: If all of material in the textbook is not delivered appropriately according to the student's level of development.
			Using an appropriate and communicative language according to the level of language mastery of students	Excellent: If all of the materials in the textbook are using an appropriate and communicative language according to the level of language mastery of students.
				Average: If several of the material in the textbook uses inappropriate and uncommunicative language so that it does not match according to the level of language mastery of students.

				2	Fair: If half of the material in the textbook uses inappropriate and uncommunicative language so that it does not match according to the level of language mastery of students.
				1	Poor: If all of the material in the textbook uses inappropriate and uncommunicative language so that it does not match according to the level of language mastery of students.
3	Desain		Using illustrations	4	Excellent: If all the material in the textbook uses illustrations that meet the conformity of the target reader, the accuracy of the illustration object and attractiveness.
				3	Average: If several of the material in the textbook uses illustrations that do not meet the conformity of the target reader, the

					accuracy of the illustration object and its attractiveness.
				2	Fair: If half of the material in the textbook uses illustrations that do not meet the conformity of the target reader, the accuracy of the illustration object and its attractiveness.
				1	Poor: If all of the material in the textbook uses illustrations that do not meet the conformity of the target reader, the accuracy of the illustration object and its attractiveness.
			Content page design	4	Excellent: If all the material in the textbook uses a book page design that meets the criteria for book anatomy, clarity and readability, and attractiveness.
				3	Average: If several of the material in the textbook uses a book page design

					that does not meet the criteria for book anatomy, clarity and readability, as well as attractiveness.
				2	Fair: If half of the material in the textbook uses a book page design that does not meet the criteria for book anatomy, clarity and readability, as well as attractiveness.
				1	Poor: If all of the material in the textbook uses a book page design that does not meet the criteria for book anatomy, clarity and readability, as well as attractiveness.
			Book cover design	4	Excellent: If all the material in the textbook uses a book cover design that meets the criteria for book cover anatomy, clarity and readability, and attractiveness.
				3	Average: If several of the material in the textbook uses a book cover design

					that does not meets the criteria for book cover anatomy, clarity and readability, and attractiveness.
				2	Fair: If half of the material in the textbook uses a book cover design that does not meets the criteria for book cover anatomy, clarity and readability, and attractiveness.
				1	Poor: If all of the material in the textbook uses a book cover design that does not meets the criteria for book cover anatomy, clarity and readability, and attractiveness.
4	Graphic	Graphic aspects for printed books	Printed quality	4	Excellent: If all the material in the textbook has good print quality and meets the criteria of being user friendly, safe and comfortable.

				3	Average: If several of the material in the textbook has less print quality and does not meet the criteria of being user friendly, safe and comfortable.
				2	Fair: If half of the material in the textbook has less print quality and does not meet the criteria of being user friendly, safe and comfortable.
				1	Poor: If all the material in the textbook has poor print quality and does not meet the criteria of being user friendly, safe and comfortable.
			Binding quality	4	Excellent: If all the material in the textbook has good binding quality and meets the criteria of being user friendly, safe and comfortable.
				3	Average: If several of the material in the textbook has less binding quality and does not meet the

				criteria of being user friendly, safe and comfortable.
				Fair: If half of the material in the textbook has less binding quality and does not meet the criteria of being user friendly, safe and comfortable.
				Poor: If all of the material in the textbook has poor binding quality and does not meet the criteria of being user friendly, safe and comfortable.
		Clean comb/cut quality	4	Excellent: If all of the materials in the textbook has good clean comb/cut quality and meets the criteria of being user friendly, safe, and comfortable.
			3	Average: If several of the materials in the textbook has less clean comb/cut quality and does not meet the criteria of being user

					friendly, safe, and comfortable.
				2	Fair: If half of the materials in the textbook has less clean comb/cut quality and does not meet the criteria of being user friendly, safe, and comfortable.
				1	Poor: If all of the materials in the textbook has poor clean comb/cut quality and does not meet the criteria of being user friendly, safe, and comfortable.
		Electronic display aspects for e-books	The readability on various devices and platforms	4	Excellent: If all of the materials in the textbook does have good readability on various devices and platforms.
				3	Average: If several of the materials in the textbook does not have good readability on various devices and platforms.
				2	Fair: If half of the

				materials in the textbook does not have good readability on various devices and platforms.
				1 Poor: If all of the materials in the textbook does not have good readability on various devices and platforms.
		The availability in relatively light file sizes	4	Excellent: If all of the materials in the textbook does have availability in relatively light file sizes.
			3	Average: If several of the materials in the textbook does not have availability in relatively light file sizes.
			2	Fair: If half of the materials in the textbook does not have availability in relatively light file sizes.
			1	Poor: If all of the materials in the textbook does have availability in relatively light file sizes.

				4	Excellent: If all of the materials in the textbook does have ease of distribution to users.
			The ease of distribution to users	3	Average: If several of the materials in the textbook does not have ease of distribution to users.
				2	Fair: If half of the materials in the textbook does not have ease of distribution to users.
				1	Poor: If all of the materials in the textbook does not have ease of distribution to users.

