

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Type of Study

This study is category as content analysis or document analysis research. It concerns analyzing the content material of English textbooks. Additionally, based on the objectives of the study, the planning utilized in this study is descriptive qualitative. According to Bogdan and Biklen, Descriptive is the characteristic of data in qualitative research because it is taken from documents, audio-video recordings, transcripts, words, pictures, etc.<sup>1</sup> The results of this study are described qualitatively in the form of words.

#### B. Research Subject

The subject of this study is the English Textbook for eighth grade entitled *Brilian*. This book was written by Kusmana and was printed by Grafindo. As we know, this textbook existed in 2017 and was developed using the 2013 curriculum or what is known as the K13.

Several components need to be examined from this book. This component was triggered with the assistance of the use of the Book Center, Ministry of National Education. In particular, the aspects of content, aspects of presentation, and aspects of language use and readability. There are two main

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<sup>1</sup> Reinildis Atjna Cyntia Rynanta and Suharmanto Ruslan, "Content Analysis on the English Textbook Entitled "English in Mind Starter (Student"s Book)". (2013).

reasons why researchers chose this book. First, this book has been prepared following the 2013 curriculum (Pendidikbud RI No. 24/2016). Second, this book is used at the State Madrasah Tsanawiyah recommended by the supervisor.

### **C. Research Instrument**

The instrument used to collect data in this study is myself and checklist. Based on the aspects evaluated, there are 3 checklists used to answer the research questions. Namely: (1) checklist for assessing content aspects, (2) checklist for assessing presentation aspects, and (3) checklist for assessing language use aspects. These three checklists are taken according to the textbook assessment criteria formulated by the Book Center (2014).

### **D. Data Collection and Analysis Technique**

In collecting the data, researchers used English Textbooks. First, the researcher reviewed the contents of the book entitled *Brilian* published by Grafindo. After that, the researchers selected the checklist used by the *Book Center*, Ministry of National Education. Finally, data collection was carried out by analyzing reading materials based on evaluation criteria related to the assistance of the *Book Center* (2014). The reading material is analyzed based on aspects of content, aspects of presentation, and aspects of language use and readability.

**Table 1. Aspect of Content**

No.	Aspect of Content
1	The conformity among reading materials and curriculum.
2	Quite genres were discovered inside the reading materials.
3	The arrangement of reading materials is based on the level of difficulty.
4	Reading tasks are given to broaden students' abilities.
5	The reading material which are supporting life skills.
6	The reading materials are considered the aspects of gender, religion, and race.

**Table 2. Aspects of Presentation**

No.	Aspect of Presentation
1	Learning purposes are stated explicitly and lead to mastery of communication competence.
2	The presentation of each chapter displays the logical course and coherence.
3	The presentation of each chapter turned into prepared from easy to difficult materials.
4	The conformity among tasks and materials.
5	The presentation of each chapter engages students to talk English actively.

6	The presentation of each chapter supports students to be interested in English subjects.
7	The presentation of each chapter helps students to reflect and appraise themselves.

**Table 3. Aspect of Language Use and Readability**

No.	Aspect of Language Use and Readability
1	The nice of English language use in line with the language rules.
2	The use of English is appropriate with the needs of communication learning.
3	The presentation of paragraphs is presented effectively by considering coherence and cohesiveness.
4	The usage of illustrations that are unit beneficial and relevant with the materials.

After collecting the data, the researchers analyzed the data through several stages. The first is to examine reading materials that are following the quality aspects of English textbooks. Second, the researcher describes the survey results to determine whether the textbook meets the quality standards of English textbooks. Finally, the researcher concludes and obtains the results of the analysis qualitatively.

In this data analysis, the researcher compares *Brilian* with *English on Sky* textbook. The *English on Sky* textbook is published by Erlangga and used by Junior High Schools, while *Brilian* textbook as already mentioned is a publication from Grafindo used by State Madrasah Tsanawiyah.

### **E. Trustworthiness**

To accept the validity of the data, researchers used a triangulation technique. Burns argues that triangulation is one of the most generic techniques used and known means of checking validity.<sup>2</sup> The purpose of this activity is to gather multiple perspectives on the situation being studied. There are four types of triangulation in this area; sources, methods, observers, and theories. In this study, researchers used the last two types. In theory triangulation, researchers study and compare several related theories using research. Meanwhile, in triangulation by data observers, researchers retype data based on textbooks. After that, the data is confirmed and consulted with the thesis supervisor.

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<sup>2</sup> Anne Burns, *Collaborative Action Research for English Language Teachers*, (Cambridge: Cambridge University Press, 1999), 169.

