

CHAPTER III

RESEARCH METHODOLOGY

This design of the research divided to the presentation of following sub topics: research design, subject, data collection, and instrument and data analysis using descriptive quantitative methodology. Each one of it will be discussed separately of the following section.

3.1. Research Design

This research designed is aimed to describe and find how does the conformity of the English textbook entitled “When English Rings a Bell” match with 2013 curriculum published by Indonesian Ministry of Education and Culture through instrumental content analysis. The researcher determines the design of this research is descriptive quantitative as mentioned by Leedy and Ormrod (2001) recommend the following five steps: Case studies, content analysis, phenomenological, ethnography and grounded theory. The quantitative research is a holistic research which that involve discovery approach as stated by williams (2007). The research design of this study is descriptive quantitative with document analysis method.

The instrument that support the data collection should be a valid instrument and it represents the recent document which that appropriate with the content that will

be analyze base on the stage of analysis that can be maximize the data collection according to Anne Lacey, Donna Luff (2009) that the quantitative research objectives are: (1) to discussing of the theoretical model which quantitative data can be analyzed and selecting the most appropriate data for the particular piece of a research (2) to understanding stage that involved in quantitative data analysis and gain an experience in coding and developing categories (3) to assessing inflexibility that can be maximize in quantitative data analysis (4) to applying a practical solution to the process of a quantitative data analysis.

The quantitative research objectives are analyze of the broaden or deepen things which can understanding how is the things becomes applicable in social world, the research question involves exploring how the author can experience something in the views of the area and explore a new area which issued that still yet understood or improperly identified, and assessing whether a new services are applicable and avoid causing distress to the sensitive topic which is need flexibility by looking at the real-life context as explained by Beverley Hancock, Elizabeth Ockleford and Kate Windridge (2009). The document analysis method is one of the types of descriptive quantitative research that mentioned by Ary, Jacobs, and Sorensen (2010).

Refers to the expert explanation above, this research focused on analyzing documents and it can be mentioned that quantitative content analysis is not only counting the words or a content objective extraction from document or text to examine meanings, patterns or even themes in a particular text which the subject is

Seventh grade English textbook for junior high school. This design used by the author because in quantitative research for document analysis is a method that is widely applied for written or visual data which is purposed to identify some of specific characteristic material that could be analyze textbook, newspaper, or any other document in general form. Through a document analysis method in collecting data from the English textbook, researcher try to analyze, interpret, and report data which is described in the textbook. This evaluation tries to discover English textbook which that analyzed met to the criteria of a good textbook as regulated by BSNP and its relevant with Curriculum 2013.

3.2. Subject

The textbook that will analyze is “When English Rings a Bell “revision for Seventh grade of junior high school. This book was developed based on 2013 Curriculum. It was contributed script by Siti Wachidah, Asep Gunawan, Diyantari and Yuli Rulani Khatimah which examined by Rd. Safrina Noorman and Lestari Manggong with publisher supervised by Curriculum and Textbook Centre, Balitbang and Ministry of Education and Culture.

The author thought It is necessary to see whether the textbook meet the criteria of a good textbook refers to the criteria which that described in rubric assessment of English textbook determined by BSNP and it is relevant to the 2013 Curriculum.

3.3. Data Collection

Before analyzing data, the researcher should be collecting the data. To collecting the data, the researcher needs an instrument, procedure, and data source.

The explanations of those three points are:

3.3.1. Instrument

The instrument used in this research is human instrument and valid data source. Therefore, the researcher is the primary instrument and using rubric assessment instrument of English textbook that determined by BSNP as the valid instrumental data sources. Since understanding the goal of this research, the human instrument which could be immediately responsive and adaptive, the ideal means of collecting and analyzing data (Merriam, 2002: 5). And the rubric assessment instrument form can be mounted as this form:

RUBRIC ASSESSMENT

INSTRUMENT OF ENGLISH TEXTBOOK

No	POINTS	DESCRIPTION
I. CONTENT FEASIBILITY		
A.	DESCRIPTION OF CONFORMITY MATERIALS WITH SK (STANDARD COMPETENCE) AND KD (BASIC COMPETENCE)	
1.	Completeness of The Materials	

	a. linterpersonal Text Type	<p>4 = textbook lesson contains texts short and simple interpersonal least 95% of SK and KD range of material in each class</p> <p>1 = textbook lesson contains texts short and simple interpersonal less than 95% of SK and KD range of material in each class</p>
	b. Ttransactional Text Type	<p>4 = textbook lesson contains texts short and simple transaksioal least 95% of SK and KD range of material in each class</p> <p>1 = textbook lesson contains texts short and simple transactional less than 95% of SK and KD range of material in each class</p>
	c. functional Text Type	<p>4 = textbook lesson contains texts short and simple functional minimum of 95% of SK and KD range of material in each class</p> <p>1 = textbook lesson contains texts short and simple functional less than 95% of SK and KD range of material in each class</p>
2.	The Depth of Material	
	a. Exposure	<p>4 = Any kind of text is equipped with at least two examples of text in a book that has a social function that is relevant and assignments for students to look for at least two examples of similar texts from other sources</p> <p>1 = Any kind of text is equipped with less than 2 sample texts in the book that has a relevant social functions and assignments to students to seek less than 2 examples of similar texts from other sources</p>
	b. Retention TextFormatting Rules	<p>4 = text formatting rules are taught on three elements, namely social functions, elements and structures of meaning and linguistic features.</p> <p>1 = One of the three elements of the rules of the establishment of the text is a social function, the</p>

		elements and structures of meaning and linguistic features not taught.
	c. Production	4 = Exercises to produce text contains 3 text elements formation of social functions, elements and structures of meaning and linguistic features 1 = One element formation text is a social function, the elements and structures of meaning and linguistic features not included in the task.
B.	ACCURACY OF TE MATERIAL	
1.	Ssocial Function	4 = At least 95% of the text is useful for achieving a proper social function 1 = Less than 95% of the text is useful for achieving a proper social function
2.	Elements and Structures of Meaning	4 = At least 95% of the elements and structure of the text's meaning in accordance with its social function 1 = Less than 95% of the elements and structure of the text's meaning in accordance with its social function
3.	Llinguistic Features	4 = A minimum of 95% in the linguistic features of the text in accordance with its social function 1 = Less than 95% of the linguistic features of the text in accordance with its social function
C.	LEARNING SUPPORT MATERIALS	
1.	Recency	
	a. The Relevance of The Material and ReferralSources	4 = Overall, 91% - 100% more teaching materials taken from referral sources that are relevant to the material 3 = Overall, 76% - 90% of teaching materials taken from referral sources that are relevant to the material

		<p>2 = 61% - 75% of teaching materials taken from referral sources that are relevant to the material</p> <p>1 = 0% - 60% of teaching materials taken from referral sources that are relevant to the material</p>
	b. Recency materials and referral sources	<p>4 = Overall, 91% - 100% more resources published many last 4 years</p> <p>3 = Overall, 76% - 90% source of many published 4 years</p> <p>2 = 61% - 75% source of many published 4 years</p> <p>1 = 0% - 60% of the source of many published 4 years</p>
2.	<p>Development of Life Skills:</p> <ul style="list-style-type: none"> - Personal - Social - Academic - vocational 	<p>4 = Overall, contains texts that contain 91% - 100% life skills element.</p> <p>3 = Overall, contains texts that contain 76% - 90% life skills element.</p> <p>2 = Overall, contains texts that contain 61% - 75% of the elements of life skills.</p> <p>1 = Overall, contains the texts containing 0% - 60% of the life skills element.</p>
3.	<p>Insight IntoThe Development of Diversity:</p> <ul style="list-style-type: none"> - Respect for cultural diversity and plurality of society, - Awareness of the potential / regional wealth - Appreciation of democratic values - Understanding of the national vision 	<p>4 = Overall, contains texts that contain 91% - 100% insight elements of diversity.</p> <p>3 = Overall, contains texts that contain 76% - 90% insights element of diversity.</p> <p>2 = Overall, contains texts that contain 61% - 75% insights element of diversity.</p> <p>1 = Overall, contains the texts containing 0% - 60% of insight elements of diversity.</p>
II. LANGUAGE FEASIBILITY		
A. COMPLIANCE WITH THE DEVELOPMENT OF STUDENTS		

1.	Compliance with the level of cognitive development of learners	<p>4 = 91% - 100% of the material and the task is presented in a language that has a difficulty level and familiarity facilitated language explicitly.</p> <p>3 = 76% - 90% of the material and the task is presented in a language that has a difficulty level and familiarity facilitated language explicitly.</p> <p>2 = 61% - 75% of the material and the task is presented in a language that has a difficulty level and familiarity facilitated language explicitly.</p> <p>1 = 0% - 60% of the material and the task is presented in a language that has a difficulty level and familiarity facilitated language explicitly.</p>
2.	Compliance with the level of social-emotional development of learners	<p>4 = 91% - 100% load chapter presenting conformity with social-emotional development level of a teenager.</p> <p>3 = 76% - 90% load chapter presenting conformity with social-emotional development level of a teenager.</p> <p>2 = 61% - 75% of the chapter contains the presentation of conformity with social-emotional development level of a teenager.</p> <p>1 = 0% - 60% load chapter presenting conformity with social-emotional level teenagers</p>
B. COMMUNICATIVE		
1.	Readability messages by learners	<p>4 = 91% - 100% whole chapter contains messages that can be understood by students</p> <p>3 = 76% - 90% chapter 90% load messages that can be understood by students</p> <p>2 = 61% - 75% of the chapter contains a message that 75% can be understood by students</p>

		1 = 0% - 60% of the chapter contains a message that 75% can be understood by students
2.	The precision of language rules	<p>4 = 91% - 100% of messages are delivered in proper English rules.</p> <p>3 = 76% - 90% a description of the substance of the matter and duties in accordance with the purpose of learning</p> <p>2 = 61% - 75% a description of the substance of the matter and duties in accordance with the purpose of learning</p> <p>1 = 0% - 60% a description of the substance of the matter and duties in accordance with the purpose of learning</p>
C.	COHERENCY AND UNITY OF IDEAS	
1.	meaning of inter-section / chapter / sub-chapter / paragraph / sentence coherency	<p>4 = 91% - 100% of messages or materials presented in the sections / chapters / sections / paragraphs reflect delivery coherence of meaning.</p> <p>3 = 76% - 90% of messages or materials presented in the sections / chapters / sections / paragraphs reflect delivery coherence of meaning.</p> <p>2 = 61% - 75% of messages or materials presented in the sections / chapters / sections / paragraphs reflect delivery coherence of meaning.</p> <p>1 = 0% - 60% of messages or materials presented in the sections / chapters / sections / paragraphs reflect delivery coherence of meaning.</p>

2.	The meaning of section / chapter / section / paragraph / sentence coherency	<p>4 = 91% - 100% of messages or materials presented inter-section / chapter / section / paragraph / sentence reflects coherency of meaning.</p> <p>3 = 76% - 90% of messages or materials presented inter-section / chapter / section / paragraph / sentence reflects coherency of meaning.</p> <p>2 = 61% - 75% message messages or materials presented between section / chapter / section / paragraph / sentence reflects coherency of meaning.</p> <p>1 = 0% - 60% of messages or materials presented inter-section / chapter / section / paragraph / sentence reflects coherency of meaning.</p>
III. PRESENTATION FEASIBILITY		
A.	PRESENTATION TECHNIQUE	
1.	Systematics	<p>4 = 91% - 100% content and work presented in the form of text, communicative acts, illustrations and symbols by using a regular pattern and order in accordance with the characteristics of the material</p> <p>3 = 76% - 90% content and work presented in the form of text, communicative acts, illustrations and symbols by using a regular pattern and order in accordance with the characteristics of the material</p> <p>2 = 61% - 75% content and work presented in the form of text, communicative acts, illustrations and symbols by using a regular pattern and order in accordance with the characteristics of the material</p> <p>1 = 0% - 60% content and work presented in the form of text, communicative acts, illustrations and symbols by using a regular pattern and order</p>

		in accordance with the characteristics of the material
2.	Inter-chapter balance	<p>4 = balance is reflected in the number of pages in the 91% - 100% of the chapters</p> <p>3 = balance is reflected in the number of pages in the 76% - 90% of the chapters</p> <p>2 = balance is reflected in the number of pages in the 61% - 75% of the chapters</p> <p>1 = balance reflected in the page count at 0% - 60% of the chapters</p>
B. PRESENTATION OF LEARNING		
1.	Centering on learners	<p>4 = 91% - 100% chapter contains the presentation system that encourages interaction in English among students, between students and teachers, and between learners and the wider environment.</p> <p>3 = 76% - 90% load chapter presentation system that encourages interaction in English among students, between students and teachers, and between learners and the wider environment.</p> <p>2 = 61% - 75% chapter contains grammar presentation that encourages interaction in English among students, between students and teachers, and between learners and the wider environment.</p> <p>1 = 0% - 60% load governance chapter presentation that encourages interaction in English among students, between students and teachers, and between learners and the wider environment.</p>

2.	Develop initiative, creativity, and critical thinking of learners	<p>4 = 91% - 100% chapter contains the presentation system which encourages students to perform a variety of oral and written communicative activities on their own initiative in a creative and critical</p> <p>3 = 76% - 90% load chapter presentation system that encourages students to perform a variety of oral and written communicative activities on their own initiative creatively and critically.</p> <p>2 = 61% - 75% load chapter presentation system that encourages learners to perform a variety of oral and written communicative activities on their own initiative creatively and critically.</p> <p>1 = 0% - 60% load chapter presentation system that encourages students to perform a variety of oral and written communicative activities on their own initiative creatively and critically.</p>
3.	Development of independence of learners	<p>4 = 91% - 100% presentation of material and assignments encourage students to take responsibility for their own learning process</p> <p>3 = 76% - 90% presentation of material and assignments encourage students to take responsibility for their own learning process</p> <p>2 = 61% - 75% presentation of material and assignments encourage students to take responsibility for their own learning process</p> <p>1 = 0% - 60% presentation of material and assignments encourage students to take responsibility for their own learning process</p>
4.	Developing the ability of learners to reflection / self-evaluation	4 = 91% - 100% chapter contains grammar presentation that enhance the ability of learners to reflection / self-evaluation

		<p>3 = 76% - 90% load governance chapter presentation that enhance the ability of learners to reflection / self-evaluation</p> <p>2 = 61% - 75% chapter contains grammar presentation that enhance the ability of learners to reflection / self-evaluation</p> <p>1 = 0% - 60% load governance chapter presentation that enhance the ability of learners to reflection / self-evaluation</p>
C. THE COMPLETION OF THE PRESENTATION		
1.	Introducing section	
	a. Foreword	<p>4 = Textbooks load Foreword with all its components (ie, the purpose of the author, gratitude, and hope).</p> <p>3 = Textbooks Foreword load with only two elements.</p> <p>2 = Textbooks load Foreword by only one element.</p> <p>1 = Textbooks not load Foreword.</p>
	b. Table of content	<p>4 = textbook contains Content that facilitates finding all the content elements (ie, chapter, section and topic) in it.</p> <p>3 = textbook contains contents that make it easy to find two elements of the contents inside.</p> <p>2 = textbook contains contents that make it easy to find one element of the contents inside.</p> <p>1 = Textbooks do not load the Table of Contents.</p>

2.	Content section	
	a. Introduction	<p>4 = textbook Introduction contains at least contain three elements (ie, the objective, systematic, and how to learn to be followed).</p> <p>3 = textbook contains Introduction containing two elements.</p> <p>2 = textbook contains Introduction containing one element.</p> <p>1 = Textbooks not load Introduction.</p>
	b. The burden of learning	<p>4 = textbook contains three elements of learning load (ie, face-to-face, structured exercises, and independent activities) proportionately.</p> <p>3 = textbook contains three elements of learning load (ie, face-to-face, structured exercises, and independent activities) or less proportionately.</p> <p>2 = Textbooks simply load burden to-face learning and structured training proportionally.</p> <p>1 = Textbooks simply load burden to-face learning and structured training in less proportionately.</p>
	c. reference	<p>4 = text, tables, images contained in textbooks have at least three elements (ie, title, serial number, and references).</p> <p>3 = text, tables, images contained in textbooks has two elements.</p> <p>2 = text, tables, images contained in the textbook has one element.</p> <p>1 = text, tables, images contained in the textbooks do not have all the elements.</p>

	d. Summary and reflection	<p>4 = Summary and reflections facilitate learners to understand the 91% - 100% of the contents of chapters and conclusions attitudes and behaviors exemplified succinctly and clearly.</p> <p>3 = Summary and reflections facilitate learners to understand the 76% - 90% of the contents of chapters and conclusions attitudes and behaviors exemplified succinctly and clearly.</p> <p>2 = Summary and reflections facilitate learners to understand the 61% - 75% of the contents of chapters and conclusions attitudes and behaviors exemplified succinctly and clearly.</p> <p>1 = Summary and reflections facilitate learners to understand 0% - 60% of the contents of chapters and conclusions attitudes and behaviors exemplified succinctly and clearly.</p>
3.	Closing section	
	a. Glossary	<p>4 = textbook contains a glossary that contains 91% - 100% of important terms, an explanation of what each term written alphabetically.</p> <p>3 = textbook contains a glossary that contains 76% - 90% of important terms, an explanation of what each term written alphabetically.</p> <p>2 = textbook contains a glossary that contains 61% - 75% of important terms, an explanation of what each term written alphabetically.</p> <p>1 = textbook contains a glossary that contains 0% - 60% of important terms, an explanation of what each term written alphabetically.</p>
	b. Bibliography	4 = textbook contains a bibliography of 91% - 100% have an element of a complete and alphabetically.

		<p>3 = Text book contains a bibliography of 76% - 90% have an element of a complete and alphabetically.</p> <p>2 = textbook contains a bibliography of 61% - 75% have an element of a complete and alphabetically.</p> <p>1 = textbook contains a bibliography of 0% - 60% have an element of a complete and alphabetically, or do not load at all bibliography.</p>
	<p>c. Index</p>	<p>4 = textbook contains a subject and author indexes are 91% - 100% he is followed by the appearance of page numbers.</p> <p>3 = The textbook contains a subject and author indexes are 76% - 90% said, followed by the appearance of page numbers.</p> <p>2 = textbook contains a subject and author indexes are 61% - 75% said, followed by the appearance of page numbers.</p> <p>1 = textbook contains an index of subjects and authors 0% - 60% said, followed by the appearance of page numbers, or not at all contains the index.</p>

3.3.2. Procedure of Data Collection

In procedure data collection, the researcher divided the procedure into three aspects. Those are: feasibility of the content, feasibility of the language, and feasibility of the presentation.

a. Feasibility of content

In this step, the researcher looking inside to the content of the textbook, and then the researcher matching the content with the basic and core competence in 2013 curriculum and the rubric assessment instrument of English textbook, and then the researcher describes the criteria in percentage.

b. Feasibility of language

In this step, the researcher looking inside to the language that used in the textbook, and then the researcher matching the content with the basic and core competence in 2013 curriculum and the rubric assessment instrument of English textbook, and then the researcher describes the criteria in percentage.

c. Feasibility of presentation

In this step, the researcher looking inside to the presentation that presented in the textbook, and then the researcher matching the content with the basic and core competence in 2013 curriculum and the rubric assessment instrument of English textbook, and then the researcher describes the criteria in percentage.

3.3.3. Data Source

The source of data in this study is from the English textbook entitled “When English Ring a Bell” for Seventh grade of junior high school as the subject. The researcher also uses the data source from many researches and experts’ statement about the criteria of good English textbook, after getting the criteria, the researcher will analyze it.

3.4. Data Analysis

This research used document analysis method to describe the valuation conformity of the textbook. The checklist was used to gather the data and to gain the information and used in analyze and categorize the textbook. The checklist consists of three aspects for textbook evaluation. Those aspects then broken down into some sub aspects. The sub aspects were divided into several areas. And finally, researcher elaborate the areas were into some items which became criteria for analyzing and evaluating textbook.

The items were elaborated further into some belief statements to make it easier for evaluation. The next steps are interpreting the findings. The interpretations and explanation were in narrative form. The criterion which was met by the textbook was given valued 1 to 4 points. The criteria which were met and the ones which were not were calculated in the form of percentage. And the percentage which gained from the total of criteria points which were met in a textbook for each sub aspect divided by the total of criteria points in each sub aspect. Further descriptions were done afterwards.

The checklist contains three aspects of evaluation. Those aspects were content, language, and presentation. These three aspects were divided into several table of checklists that contains eight columns for every tables. The evaluation summary table are follow:

91% - 100 %	Good
76% - 90%	Fair
61% - 75%	Sufficient
Below 60%	Poor

The writer used the following formula to help presenting the data in forms of numbers.

$$\text{Percentage} = \sum x \times \frac{100\%}{N}$$

$\sum x$ = The total of criteria points which were met in textbook for each aspect.

N = The total of criteria points in each sub aspect.