CHAPTER III
METHODOLOGY

This chapter discusses the method of the research. This consisted of four main topics related to research design, data source, research focus, data collection and data analysis.

3.1 Research Design

This research seeks to report conditions of the object under research in accordance with what it is. It means that this research to depict or describe the feasibility of the textbooks. Therefore, this research is descriptive qualitative research. Purnomowulan (2014) in her thesis states that a part of qualitative descriptive research is mainly documented analysis which provides a valuable source of information which consists of public and private record that is used by qualitative researchers in collecting data. Documents are important things to source of the data.

Meanwhile, according to Fossy's paper (2002) about *Understanding and Evaluation Qualitative Research*, he states that qualitative research aims to address questions concerned with developing and understanding of the meaning and experience dimensions of humans' lives and social worlds. Best and Khan (1989:90) states that a descriptive research involves the activity that may be classified as a descriptive research: problem, identification, hypothesis formulation, sampling, and systematic observation of variable relationship that may lead to generalization.

To be specific, a content analysis is English textbook entitled Bahasa Inggris: Contextual teaching and learning for VII grades level 4 editions. In this analysis, the researcher wants to analyze if the textbook has suitability of subject matter with standard competency and basic competency, development of life capability, and development of diversity perception. Leedy and Ormrod (2001:155) in Vicasari's (2012) states that content analysis as a detailed and systematic examination of the contents of particular body of materials for the purpose of identifying patterns, themes, or biases. They explain that content analysis covered all of content of materials appropriate by purpose of identifying patterns, themes, or other.

3.2 Data Source

This research put the data source from the textbook entitled *Bahasa inggris: Contextual teaching and learning for VII grade level 4 editions*. This textbook was developed based on School-based Curriculum (KTSP) 2006. It was written by Th. Kumalarini, et al and was published by Pusat Perbukuan (Pusbuk) in 2008. It has 202 numbers of pages, 8 numbers of units, and 21x30 cm for book size.

So, the researcher encourages analyzing the English textbook at seventh grade Junior High School. There was a need to see whether the textbook meet the criteria of good textbooks according to the criteria determined by Pusat Perbukuan (*Pusbuk*) and whether the textbook were applicable and relevant according to 2006 Curriculum. Thus, the researcher decided to conduct an evaluation on the textbook.

3.3 Research Focus

This research focuses on contents of expediency, such as suitability of subject matter with standard competency and basic competency, development of life capability, and development of diversity perception. This research does not involve language and presentation components.

3.4 Data Collection

Data collection is a process of obtaining data from a data source. Data source is the subject of research to get the required data. In collecting the data, the writer uses documentation as a technique. Documentation is notes of event already past. Documentation is form of written, pictures, or monumental creations by the people.

Documentation forms of written such as the exercises include completing the text, matching the pictures with the text, etc. Documentation forms of pictures such as photo, graphics, and picture of life. Documentation forms adopted among text with the pictures in order to make the students easy to understand the materials. Documentation in this research is English textbook. The textbook is entitled *Bahasa inggris: Contextual teaching and learning for VII grade level 4 editions.* These textbook is analyzed based on the criteria for textbook evaluation by Pusat Perbukuan (*Pusbuk*) to get the data.

3.5 Data Analysis

Data in qualitative research is all of thing whichis gotten to explain the problems being explored. This data became a basic for inference analysis. In this research, data analysis carried out by descriptive. To know expediency of the textbook, the researcher uses qualitative method. So, this research used descriptive qualitative.
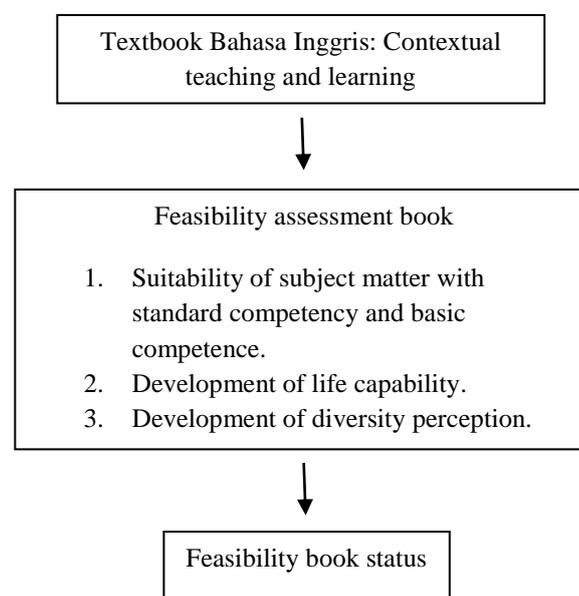
Picture 1.1 Scheme of analysis databy Prayoga's thesis

In this case, the researcher used 3 subcomponents and it prefer to Prayoga's criteria. The first subcomponent is suitability of subject matter with standard competency and basic competency. There are 2 items in this subcomponent. That are; the material presented in accordance and includes all of materials contained in the standard competency and basic competency, and contains practical examples in accordance with the practice life of concrete in people's daily life, and in accordance with the needs of learners. The second subcomponent is development of life capability. It involves 3

items; those are proficiency academic, personal skills, and social skills. The last subcomponent is development of diversity perception. It has 2 items; they are: the materials in accordance with the development of science and using features or examples current/actual (Appendix 1).

While according to Pusat Perbukuan (*Pusbuk*) and BSNP, there are 21 subcomponents those are completeness, deepness, social function, element and structure of meaning, linguistic features, modernity, development of life capability, development of diversity perception, systematization, balance among each chapter, learner-centeredness, development of students' initiative, creativity, and way of thinking, development of students' independence, development of students' ability to shelves reflection/evaluation, introduction completeness, substance deepness, closing, suitability of students' cognitive development, suitability with students, socio-emotional development, readable massage, accuracy of language principle, coherence of meaning in a section/chapter/subchapter/paragraph/sentence, unity of meaning in a section/chapter/subchapter/paragraph/sentence (Appendix 2).

The researcher will gives score among 1, 2, 3, or 4 for each item of subcomponents. After that the specific calculation of the data of subcomponents used this formulation:

$$Precentage = \frac{\Sigma X}{N} \times 100\%$$

$\sum X$ = the criteria points for each items in subcomponents who the researcher want to give.

N = the points maximal for each items in subcomponents.

The sum of the points was considered as 100% and this condition used to decide the result of data analysis:

If presentation 80%-100% can be called feasibility status is very feasible, if presentation 60%-79,9% can be called feasibility status is feasible, if presentation 50%-59,9% can be called feasibility status is fair feasible, if presentation < 50% can be called feasibility status is poor feasible.

Table 4.7 feasibility of content status

Presentation	Feasibility Status
80%-100%	Very feasible
60-79,9%	Feasible
50-59,9%	Fair Feasible
< 50%	Poor feasible

The total criteria points which were met in a textbook for all subcomponents were symbolized as ∑X.N. Score value can be interpreted by qualitative sentence. For example, if book score is 65% so that book was declared eligible to become a textbook that can be used as a reference book compulsory to increase English learning.