

CHAPTER III

METHODOLOGY

In this chapter, the researcher will explain the research methodology used for the study in detail. There will be break down into some sub chapters, they are: research design, source of data, data, collecting the data and analyzing the data.

3.1 Research Design

Ary (1990:32) stated, research design is the broad strategy tracked by the researcher to conduct the study, collect the data and analyze it in order to dig up the answer related to the problem statement.

Meanwhile, research design is categorized into five classifications in education research. One of them is *descriptive qualitative research design* as based on Ary (1990:32) & Best (1981:93). They enlighten that the aim of descriptive qualitative research design is to portrays and interprets the question '*what is or how is*'. It concerned on specific people and situation, also distresses on analyzing its words rather than number. Furthermore, *descriptive qualitative research design* itself has so many branches, and one of the method is *content analysis method* in which emphasizes on the central role of the documents as a source of data. The analysis is concerned with the generalization of the phenomena or its development and it should be useful in helping evaluation or explanation for educational practice or social, Best (1981:106-108).

It is dealing with the topic of the study which emphasizes on analyzing reading textbook whether it reflects on curriculum or not by answering the question form 'how is'. Moreover, this study also gives position for the documents as the source of data which is being analyzed in order to answer related question. Thus, the researcher uses *descriptive research design content analysis method* to conduct the study.

3.2 Source of Data

Arikunto (2006) in Sholichatun (2010) & Best (1981:106) stated, source of data in analyzing textbook is the subject research from which the data is taken. Thus, the source of data in this study is reading materials in textbook entitled: "*Bahasa Inggris*" used by the tenth grade students of SMK published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud.

In this textbook, it contains 116 pages and nine chapters which includes four skills (listening, speaking, reading and writing) and three components of languages (pronunciation, grammatical, and vocabulary), but the researcher only focus on reading skill, especially in reading materials which contain of passages and reading activities. Whereas, reading materials are spreading in nine chapters, for Chapter I: *Talking about Self*. Chapter II: *Complimenting and Showing Care*. In chapter III: *Expressing Intention*. Chapter IV: *Congratulating Others*, in chapter V: *Describing People*. Chapter VI: *Visiting Ecotourism Destination*. Then, chapter VII: *Visiting Niagara Falls*. The next is chapter VIII: *Describing Historical Places*. The last is chapter IX: *Giving Announcement*. Hence, the

researcher takes nine chapters of reading materials as her source of data for conducting this study.

3.3 Data Collection

In data collection, the researcher explains some instruments used and the procedure how the way the researcher collect the data in this study before she is able to analyze them in order to get the answer of problem statement.

3.3.1 Instrument

As described above, this study is conducted by using descriptive research design and content analysis method. Thus, the researcher uses the instrument which is appropriate with the research design, it is checklist and interview.

3.3.1.1 Checklist Toolbox

The instrument in this study is checklist. As stated on Karges-Bone (2000), checklist is an effective tool because it is easily designed without stressing on level of grade because more often it is used to give a rating or review and not as a grading something. Even though, it also easily adapts into grading scale by changing some points or weights of the criteria on the checklist.

Thereby, in this study the main tool is checklist that will be used in analyzing relevancy of some components of *novice level* as the level for

the tenth grade students of SMK in reading which are served in the textbook and some components which are designed on 2013 curriculum.

Moreover, the checklist itself is costumed for categorizing some components of *novice level* (the readability of the passages; indicators that have to gain in reading skill and levels of reading comprehension). So, it will be designed as a table which has seven columns. The first is number, then components of intermediate level, the third contains chapter, text number and page, while the fourth is result in textbook and suggested in curriculum, the sixth and seventh are the relevancy of each components. The checklist toolbox is designed as below:

No.	Components of Novice Level	Chapter/ Text/Page	Result		Relevancy		Noted
			Text book	Curriculum	Yes	No	
1.	Readability of Passages	I/1/4					
		I/2/5					
		Etc.					
2.	Indicators of reading for intermediate level						
3.	Levels of reading comprehension						

Table 3. Checklist toolbox for completeness of intermediate level

3.3.1.2 Formula of Readability Tests

The second instrument is Reading Ease Score by Flesch. This instrument is used to find out the estimate score of *readability text* in the textbook entitles “*Bahasa Inggris*”.

3.3.2 Procedure of Collecting Data

In doing this research, the researcher has six steps to collect the data, they are:

a. Collecting and understanding

The first step is collecting and understanding some literature review which related to the topic (components of novice level, 2013 curriculum and reading materials for the tenth grade students) as the researcher’s foundation while doing this study.

b. Reading

Then, the researcher has to read the textbook used for the tenth grade students for SMK and curriculum which has been implementing.

c. Underlining

The third is underlining on reading materials only in order to collect her source of data, such as: how many passages and reading activities in each chapter.

d. Analyzing

Next, the researcher do analyzing to decide whether each passage and activity in reading material are reflecting of three components of novice level or not (*readability of texts, indicators of reading skill for novice level, and levels of reading comprehension*) by analyzing those three components in every chapter in the textbook uses checklist toolbox and tables.

e. Reflecting

The last step is reflecting or making conclusion from the result of three components found in reading materials and their relevancy toward the standardization applies in 2013 curriculum.

3.4 Data Analysis

There are three phases to analyze the data that had been collected. In short, the following will clarify how the researcher analyzes the data by passing three phases, they are:

3.4.1 Data Reduction

In this phase, the researcher will select and categorize the source of data which is needed and which is not by looking on the textbook and underlining only on reading materials in the textbook, especially at reading passages and the activities.

3.4.2 Data Display

The next phase is displaying the data. The researcher will illustrate the data selected into result illustrations in detail based on research finding after doing analyze. The data which is gotten on the data reduction will be analyzed using checklist toolbox as the instrument.

In this phase, the researcher displays the results of checklist toolbox into extended text and table list which aim to show each component found in reading materials is reflecting to the standardization of 2013 curriculum or not.

3.4.3 Data Drawing

As the last phase, the researcher draws a conclusion or generalization related to the research finding in data display to lead the readers judging whether reading materials in the textbook is reflected to reading of novice level for the tenth grade students in 2013 curriculum or not.

The researcher makes a generalization from the results of checklist toolbox which has been display in extended text into numeric by looking of three requirements above:

- a. Reading passages can be judged reflecting of 2013 curriculum or not if each passage reaches up into ≥ 30 to ≤ 60 point by looking on its *reading ease score*,

- b. More, reading activities should be designed relying on some indicators of reading novice level which is suggested on 2013 curriculum, and
- c. Reading comprehension questions in every chapter of reading section should be contained at least three levels of reading comprehension, they are: *literal comprehension, interpretative comprehension, and critical comprehension.*