

CHAPTER III

METHODOLOGY

In this chapter the researcher describes the method that is used to conduct the study.

3.1 Research Design

The design of this study is Descriptive qualitative. It is because the study is designed to investigate whether or not the effective communication textbook for 2nd year student of SMK is compatible with the KTSP that categorized as documentary analysis. According to Ary, Jacobs, and Sorensen (2010), the document analysis method is one of the types of descriptive qualitative research. Descriptive is the characteristic of data in qualitative research because it was taken from documents, audio-video recordings, transcripts, words, pictures, etc (Bogdan and Biklen, 2003). Because this study is aimed to analyze how “Effective Communication 2nd Year SMK” textbook is considered relevant to the EFL textbook evaluation criteria based on Jahangard. It is categorized as qualitative research design. Thus the research design used in this study is descriptive qualitative design.

3.2 Subject

A book entitled Effective Communication for 2nd year SMK authored by Agus Widyanoro, Kartika Prahatiwi and Nuki Prihatini is the selection subject for

this study. The book is Buku Sekolah Elektronik (BSE) designed for SMK and published by the book center of National Education Department related to the current curriculum used. According to the writers, the book is integrated for vocational high school based on the list of 2006 curriculum standard, *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. The materials and the tasks are developed using communicative approach in elementary level to develop the students' competence in four skills of English, listening, speaking, reading and writing.

The book is designed by the government to be used in national scope for the public vocational schools including Gresik region. It is a need to see whether the book meet the criteria of good textbooks based on EFL textbook evaluation. In this case, the researcher would like to use the evaluation criteria proposed by Jahangard to find out its relevancy. Thus, the researcher decided to conduct an evaluation on the book.

3.3 Data Source

The source of data in this study is from the English textbook entitled Effective Communication for 2nd year SMK in elementary level written by Agus Widyanoro, Kartika Prahatiwi and Nuki Prihatin which as the subject. The researcher uses the criteria of EFL textbook evaluation criteria proposed by Jahangard and data sources from many researches and experts' statement about the criteria of good English textbook, after getting the data, the researcher will analyze it.

3.4 Instrument

The instrument used by the researcher in collecting the data from the subject is very important. As a descriptive qualitative study, the data of this study are in the form of words rather than numbers. The researcher's collecting data is obtained through document which is a checklist related to evaluation criteria proposed by Jahangard.

3.5 Procedure of Data Collection

Before analyzing the data, the researcher should collect the data. The data source is taken from the content of English textbook entitled Effective Communication for 2nd year SMK in elementary level written by Agus Widyanoro, Kartika Prahatiwi and Nuki Prihatin. Besides, the researcher selects the materials that will help the analysis; they are the standard of competence and basic competence and textbook evaluation checklist based on Jahangard. The researcher looks up the content of the book carefully and matching it onto the list of the criteria. By analyzing the textbook using checklist consisted of thirteen aspects, the researcher will interpret the findings and reporting the result.

3.6 Data Analysis

In this study, the researcher uses descriptive research methodology to describe the English textbook evaluation. The criteria used are based on Jahangard. The criteria are chosen because they have been summarized from

examining 10 different sources (Chastain, 1971; Tucker, 1975; Cowles, 1976; Daoud & Celce-Murcia, 1979; Candlin & Breen, 1979; Rivers, 1981; Williams, 1983; Sheldon, 1988; Skierso, 1991; Ur, 1996) and tried out by evaluating 4 EFL textbooks.

To ease the researcher in analyzing the textbook content, firstly the researcher makes lists of the content of the effective communication textbook in table form. The table consists of five columns. They are the unit and theme, sub unit, skill, task and page. There are nine units in the textbook and each unit has some sub-units. The unit will be analyzed by using the criteria based on its order.

After analyzing the data based on EFL evaluation criteria, the researcher can explain which of the criteria are already met by the book. The next step is concluding the result of the analysis by explaining the reasons why each criterion considered to relevant or not. Thorough descriptions will be employed to avoid misunderstanding.