

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

Research methodology is a collective term for the structured process of conducting research. Then from the research methodology, the research question can be answered. In this chapter, the researcher will explain more about the research design, data source, instrument, data collection technique and data analysis technique.

#### **3.1 Research Design**

The primary aim of this study is to analyze how well the textbook reflects the School Base Curriculum (SBC). The researcher will describe the reflection of SBC indicators in the activity presented in *Scaffolding: English for Senior High School Students VII* textbook. So the design of the study is qualitative. As stated by Williams (2007:3) Qualitative research is a holistic approach that involves discovery. Leedy and Ormrod (2001) recommend the following five: Case studies, grounded theory, ethnography, phenomenological, and content analysis.

Leedy and Ormrod (2001:155) define content analysis as a detailed and systematic examination of the contents of a particular body of materials for the purpose of identifying patterns, themes, or biases. Content analysis review forms of human communication including books, newspapers, and films as well as other forms in order to identify patterns, themes, or biases. The method is designed to identify specific characteristics from the content in the human communications. Therefore, the study is conducted qualitatively without statistical calculation.

### **3.2 Data Source**

Source of the data is all of the activities presented in English textbook entitled *Scaffolding: English for Junior High School Students VII*, which is published by National Education Department and also the copyright, has been brought by the Department of National Education to be used in teaching learning English by the teachers and students. The textbook is written by Joko Priyana, Ph. D, Riandi, and Anita P. Mumpuni. *Scaffolding: English for Junior High School Students VII* is chosen because this book suggested by government to be used in Junior High School and also developed based on 2006 Curriculum.

The textbook has 192 pages which are consisted of ten units, thirty topics, and there are unit reviews of semester 1 and 2. The ten units consist of three texts. They are: short functional text, procedure, and descriptive. There are one to three reading passages for each unit. There are many activities in each text that reflect all of the skill in English. Those are analyzed based on 2006 English curriculum. While the thirty topics are: *Hello, I'm Adi; Tina, This is Angelina; Open Your Book on Page 10; Can You Tell Me...?; Sweep the Floor, Please; May I Have One Please; Are You Sure?; What Do You Think of...?; What Would Like to Have?; Could You Help Me, Please?*. Then the data of this study is in the form of written materials.

### **3.3 Instrument**

In this study, the main instrument is the researcher herself. Bodgan and Biklen in Rohmawati (2007: 32) said that qualitative research has the natural setting as the direct source of data and the researcher is the key instrument. In qualitative research,

there is no other option than to make human as the main research instrument (Nasution in Sasongko, 2006). The reason is that, everything does not have a definite shape. Issue, the research focus, research procedures, and the results expected, can not be determined exactly and clearly before. Everything still needs to be developed during this study. In an uncertain situation, there is no other choice except the researcher herself as the only tool that can achieve it. Therefore the duties of the researcher are to collect data, analyze data and make conclusions based on data that has reviewed.

### **3.4 Data Collection**

In collecting the data, the researcher uses documentation as the technique. It is because the focus of this research is reflection of indicators to textbook. The researcher decides to choose *Scaffolding: English for Junior High School Students VII* textbook to be analyzed. The first step is reading the textbook. The second is classifying the listening, speaking, reading, and writing activities. The last is analyzing the data whether it is reflecting the 2006 English Curriculum or not.

### **3.5 Data Analysis**

The researcher collects the data from doing textbook observation. There are some steps done by researcher. First, read the book to know the content of the book. Second, classify the content of the book. Third, read each instruction to focus on listening, speaking, reading, and writing to understand what activity will be happened. Fourth, read the syllabus to focus on indicators to understand what

activity suggested in it. Fifth, find out the conformity between indicators stated in syllabus and instruction stated in textbook. Sixth, find out the pattern of instruction applied in the textbook. Base on these steps, the researcher analyzes the *Scaffolding: English for Junior High School Student VII*.