CHAPTER III
RESEARCH METHODOLOGY

A. Research Method

To conduct this research, the researcher applied qualitative descriptive research with a content analysis design. Qualitative research is a tool to understand phenomena by using total pictures rather than numerical analysis.[1] According to Bogdan & Biklen, as cited by Rachmijati & Cahyati, descriptive research is a characteristic of qualitative research that collects data from documents, audio or video recordings, words, pictures, transcripts, etc.[2] Then, Ary, et al., mentioned that qualitative research can be classified into document or content analysis, basic interpretative study, narrative inquiry, historical study, case study, ethnography, grounded theory, and phenomenological study.[3]

So, qualitative descriptive research can be defined as a tool of research that is used to analyse phenomena without breaking them into variables. It is mostly applied in any document or qualitative data, such as books, pictures, transcripts, etc. In this research, qualitative descriptive research is applied to know more about the research problems without statistical analysis. It was applied with a content analysis design that aimed to analyse the data from textbook. The term content analysis can be defined as a research method to identify the specific characteristics of written or visual materials. The materials may be from textbooks, newspapers, speeches, television, web pages, etc.[4] Related to this research, content analysis under qualitative descriptive research is applied to analyse "Bright An English" textbook (the case study of textbook for first grade junior high school). This research focuses on English language skill that contained in the textbook for the first semester.

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[1] Donald Ary, et al., *Introduction to Research in Education, 8th ed.* (USA: Wardsworth, 2010), 29.

[2] Cynantia Rachmijati and Sri Supiah Cahyati, "A Language Skills Content Analysis from English Textbooks for Junior High School Grade 7," *Journal of English Literature, Linguistic and Education* 1, no. 1, (2020): 34.

[3] Donald Ary, et al., *Introduction to Research in Education, 8th ed.*, 29.

[4] Donald Ary, et al., *Introduction to Research in Education, 8th ed.*, 457.

B. Research Subject

The subject of this research is an English textbook entitled "Bright An English" (the case study of textbook for first grade junior high school). This textbook has eight chapters and each chapter contains English language skills (reading, writing, listening, and speaking). Then, the object of this research is the English language skills that contain in the textbook for the first semester. To conduct this research, the researcher analyses the English language skills by using Alan Cunningsworth's theory.

C. Source of Data

In gathering the research data, the researcher needs the source of data to be analysed. Therefore, the source of data in this research is "Bright An English" textbook (the case study of textbook for first grade junior high school). The textbook has standardized by the Merdeka Belajar curriculum. The researcher has only focused on the English language skills that contained in the textbook on the first semester. So, the chapters that analyses are as follows:

Chapter 1 Nice to Meet You!

Chapter 2 It's Judy Spark!

Chapter 3 They're a New Band

Chapter 4 They are My Family

D. Instruments and Data Collection Technique

In every study, the research instrument is always needed by the researchers to collect and analyse the research data. Therefore, the research instrument which is used in this research is human instrument (the researcher) and checklist criteria proposed by Alan Cunningsworth. As mentioned by Ary et al., the primary instrument for collecting the data in qualitative research is the researcher itself. It is because human instrument is a flexible instrument to capture, adapt and respond to the environment and human experiences.[5] Meanwhile, checklist is a tool to observe the list of behaviour that the researcher can confirm whether they are absent or

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[5] Donald Ary, et al., *Introduction to Research in Education, 8th ed.*, 424.

present.[6] The role of human instrument (the researcher) in this research is to observe the English language skills that contained in each chapter of textbook. Whereas, checklist uses to analyse the language skills (reading, writing, listening, and speaking) in the textbook that related to Alan Cunningsworth's theory.

Then, to collect the data for this research, some techniques are required as follows:

1. **Observing the Textbook**

    The researcher was choosing the textbook by reading some related previous studies first. It enables the researcher to know other researchers used the same textbook and focus study. Moreover, the researcher also considers whether the textbook is still used in the classroom and relevant to the curriculum that is applied in the school. Those considerations mean to prevent the same or the repetition of study.

2. **Reading the Content of The Textbook**

    Reading is allowing the researcher to see the content of textbook. By reading, the researcher knows the material and topic of English language skills contained in the textbook. So, the researcher reads textbook from chapter one until chapter four to observe it.

3. **Identifying the Content of The Textbook**

    After reading the content of textbook, the researcher identifies the kind of English language skills included in each chapter of the textbook. In this step, the researcher's focus is to find out the type of English language skills of each chapter.

4. **Making Table Observation of English Language Skills**

    To collect the data of English language skills, the researcher makes table observation of English language skills that found out in textbook. Then, the table represents the English language skills activities of each chapter in the textbook.

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[6] Donald Ary, et al., *Introduction to Research in Education, 8th ed.*, 217.

Table 3.1
Rubric Observation of English Language Skills
from The Textbook

Language Skills	Activity Chapter			
	1	**2**	**3**	**4**
Reading				
Writing				
Listening				
Speaking				

5. **The Indicator of English Language Skills Based on Alan Cunningsworth's Theory**

The researcher makes the indicator of English language skills to lead in discussing the research findings. So, here is the indicator of English language skills based on Alan Cunningsworth.

a. **Reading**

According to Alan Cunningsworth's theory, the indicator of reading skill of textbook evaluation checklist as follows:

Table 3.2
The Indicator of Reading Skill

No.	Indicator
1.	Reading text is supporting new language items (vocabulary and grammar), consolidating language work, etc.
2.	Focused on developing reading skills and strategies¨
3.	Reading materials is related to other skills work
4.	Emphasizing joyful reading and reading for intellectual satisfaction
5.	Presenting variety of reading texts
6.	Presenting reading text at elementary level
7.	Promoting extensive or intensive reading
8.	Using authentic text
9.	Subject matter relevant to (topical, interesting, challenging, varied, culturally

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	acceptable, unlikely to date)
10.	Relevant to genres of reading text
11.	Presenting complete or gapped text
12.	The material helps comprehension by (setting the scene, providing background information, pre-reading questions)
13.	Presenting comprehension questions (inference questions, discourse-processing questions, literal/surface questions)
14	Expand student's knowledge (knowledge of the world)

b. **Writing**

According to Alan Cunningsworth's theory, the indicator of writing skill of textbook evaluation checklist as follows:

Table 3.3
The Indicator of Writing Skill

No.	Indicator
1.	Presenting controlled writing, guided writing, and free or semi-free writing
2.	Relevant to progression and variety of task
3.	Presenting types of writing
4.	Taught paragraphing fairly
5.	Emphasizing styles of written English on different text type
6.	Giving enough attention to punctuations, spelling, layout, etc.
7.	Emphasizing the accuracy
8.	Encourage students to review and edit their written work
9.	Introducing writing activities to the readers

c. **Listening**

According to Alan Cunningsworth's theory, the indicator of listening skill of textbook evaluation checklist as follows:

Table 3.4
The Indicator of Listening Skill

No.	Indicator
1.	Presenting listening material in form of conversation work, part of dialogue or specific listening passages
2.	Presenting specific listening passages activity (comprehension questions, extracting specific information, etc)
3.	Setting listening materials in meaningful contexts
4.	Presenting pre-listening tasks, questions, etc.
5.	Identify sound quality, speed delivery, authenticity, and accent on recorded materials
6.	Presenting video materials
7.	Video materials are giving meaningful context and facial expressions, gestures, etc.

d. Speaking

According to Alan Cunningsworth's theory, the indicator of speaking skill of textbook evaluation checklist as follows:

Table 3.5
The Indicator of Speaking Skill

No.	Indicator
1.	Emphasizing the spoken English
2.	Presenting speaking materials (oral presentation and practice of language items, role play, dialogue, communication activities/information gap)
3.	Presenting specific strategies for conversation or other spoken activities (debating and giving talks)
4.	Presenting practice materials to face unpredictability in spoken discourse

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6. The Table Checklist based on Alan Cunningsworth's Theory

The researcher used the table checklist by Alan Cunningsworth to summarize all of the research data of English language skills from each chapter. The table checklists are as follows:

Table 3.6
The Checklist of Reading Skill

Skill	Question	Chapter	Activity(A)/ Page(P)	Check
Read ing	1. Are the reading texts supporting new language items (vocabulary and grammar), consolidating language work, etc?			
	2. Are there focused on developing reading skills and strategies?			
	3. Are the reading materials related to other skills work?			
	4. Is there emphasis on joyful reading and reading for intellectual satisfaction?			
	5. How many reading texts appear and how often do they occur?			
	6. How early reading texts start to appear in the course (at elementary level)?			
	7. How long are the texts? Do they promote extensive or intensive reading?			
	8. How authentic are the			

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	texts?			
	9. Is the subject matter relevant (topical, interesting, challenging, varied, culturally acceptable, unlikely to date)?			
	10. What genres of text are used? Are they related?			
	11. Are the texts gapped or complete?			
	12. Do the materials increase comprehension by? a. setting the scene b. providing background information c. giving pre-reading questions?			
	13. What type of comprehension questions are asked? a. inference question b. discourse-processing question c. literal (surface) question			
	14. How far do the reading materials implicate the students' knowledge system (knowledge of the world)?			

Table 3.7
The Checklist of Writing Skill

Skill	Question	Chapter	Activity(A)/ Page(P)	Check
	1. How do the materials presented? a. controlled writing b. guided writing c. free or semi-free writing			
	2. Are progression and variety of task appropriate?			
	3. What types of writing are taught? How are they presented?			
Writing	4. Is paragraphing taught fairly?			
	5. Do the styles of written English and different styles of text type emphasized?			
	6. In written form, do the punctuations, spelling, layout, etc get enough attention?			
	7. Do the accuracy very emphasized?			
	8. Are the students persuaded to review and edit their written work?			
	9. Does the reader identify writing activities?			

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Table 3.8
The Checklist of Listening Skill

Skill	Question	Chapter	Activity(A)/ Page(P)	Check
Listening	1. What type of listening materials are involved? a. Are they in form of conversation work or part of dialogue? b. Do the specific listening passages presented?			
	2. What kind of listening passage activity? Do they presented comprehension questions, extracting specific information, etc?			
	3. Do the listening materials set in a meaningful context?			
	4. Do the pre-listening tasks, questions, etc presented?			
	5. What do the recorded materials on audio-cassettes look like? a. Sound quality b. speed delivery c. accent d. authenticity?			
	6. Are there any video materials for listening?			
	7. If so, are they giving a meaningful context and show facial expressions, gestures, etc?			

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Table 3.9
The Checklist of Speaking Skill

Skill	Question	Chapter	Activity(A)/ Page(P)	Check
Speaking	1. Is spoken English in the coursebook emphasized?			
	2. What type of speaking material in textbook? a. oral presentation and practice of language items b. role play c. dialogue d. communication activities (information gap)			
	3. Are specific strategies for conversation or spoken activities, e.g., debating, and giving talks presented?			
	4. Is there any practice material to help students to face with unpredictability in spoken discourse?			

E. Data Analysis Technique

After the data was collected by the researcher, then it should be analysed by some techniques. Ary, et al., provided some techniques to analyse the data in qualitative research into three stages as follows:

1. Familiarizing and Organizing

Familiarizing requires the researcher to be familiar with the data through reading and rereading, viewing and reviewing, and listening repeatedly to the audio recording. Meanwhile, organizing is making a list of the data sources completely. Organizing was done by organizing the research data into the form of observation notes. The

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function is to prevent the disorganization of the data into real tables.

2. **Coding and Reducing**

Coding means giving an initial code to the unit of meaning, such as a word, phrase, or sentence. The researcher gives the initial code as a sign that they are English language skills. For example, R for reading, W for writing, L for listening, and S for speaking. Meanwhile, reducing means the large data that may be found by the researcher should be reduced by giving initial codes into manageable sets of categories. The researcher categorizes the data based on the specific criteria of English language skills. For example, CW for controlled writing.

3. **Interpreting and Representing**

Interpretation requires the researcher to bring out the meaning and make a good and plausible explanation. In this step, the researcher explains the research findings clearly. The researcher explains this research in words since it is qualitative research. Then, representing is the way the researcher presented the research findings, so that the research findings of this study are presented in table form.[7]

F. **Research Data Validity**

The validity of the research is a way to measure the accuracy or truthfulness of the research findings. The validity used in qualitative research is not the same as in quantitative research. According to Ary, et al., in qualitative research, the validity of data means credibility. Credibility is a characteristic of qualitative research that concerns the truthfulness of the research findings. Credibility has some methods to use in qualitative research, one of them is evidence based on structural corroboration. It refers to triangulation (data triangulation and methods triangulation).[8] Related to this research, the researcher uses data triangulation which refers to the multiple data collection, namely observation (table observation), checklist data (tables checklist), and other

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[7] Donald Ary, et al., *Introduction to Research in Education, 8th ed.*, 481-491.
[8] Donald Ary, et al., *Introduction to Research in Education, 8th ed.*, 498-499.

documents related to this research. The researcher is check and compare one by one of the data to investigate its truthfulness.