

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

In this study, content analysis and a descriptive qualitative methodology were applied. Content analysis is a subset of observation and document analysis. Content analysis, like any other research approach, adheres to three essential scientific process principles. They are as follows:

1. Objectivity: indicates that the analysis is carried out in accordance with specified norms, allowing various researchers to achieve the same conclusions from the identical documents or communications.
2. Systematic: the inclusion or deletion of content is done in accordance with certain regularly implemented principles, which eliminates the potential of include just resources that support the researcher's opinion,
3. Generalizability: the researcher's findings may be applied to other similar circumstances.¹

Meanwhile, qualitative research is defined as an iterative process in which the scientific community gains a better knowledge of the subject being examined by generating new meaningful distinctions. This formulation was created as a tool to aid in the improvement of research designs, while emphasizing the presence of a qualitative dimension in quantitative work as well. Furthermore, it may improve education and communication among researchers, bridge the gap between qualitative researchers, answer critics of qualitative methodologies, and serve as a standard of evaluation for qualitative research.²

This study focuses on analyzing the ICT content in an English textbook by summarizing each item contained in the textbook that is expressed in the form of pictures, texts, and assignments and connecting these contents with numerous associated ICT analysis standard, namely UNESCO ICT CFT

¹ Devi B Prasad, "Content Analysis: A Method of Social Science Research, In D.K. Lal Das (Ed) Research Methods for Social Work, (Pp.174-193), New Delhi: Rawat Publications, 2008,," 2008, 175, <https://doi.org/10.13140/RG.2.1.1748.1448>.

² Patrik Aspers and Ugo Corte, "What Is Qualitative in Qualitative Research," *Qualitative Sociology* 42, no. 2 (June 2019): 139, <https://doi.org/10.1007/s11133-019-9413-7>.

Version 3³. This study also explores how ICT content is reflected in English learning.

B. Research Setting

Due to the writer’s interest in English, the writer chooses English textbook as suitable media to examine ICT material. The writer selects textbook that are utilized in the curriculum of an Indonesian Senior High School. In order to portray ICT in English language learning, analyzed the ICT content in textbook and interview an English teacher there on how to represent ICT in English learning

C. Research Subject

The research subject in this study is the textbook entitled “Active English” published by Intan Pariwara for the tenth grade. This textbook uses and Merdeka Curriculum which is in accordance with the curriculum used in 10th grade of an Indonesian Senior High School.

Textbook Title : Active English
 Intended for : SMA/MA/SMK/MAK Class 10
 Writers : Cicik Kurniawati, Deby S.R Nurvitasari, Susiningsih
 Publisher : PT Penerbit Intan Pariwara

Table 3. 1 Chapters in the Textbook

Chapter	Topics	Page
1	Personal Experiences	1-14
2	Values from the Past	15-28
3	Nice Descriptions	29-42
4	Great Destinations	43-56
5	Daily Tips	57-70
6	Inspiring Stories	71-84
7	Epic Stories	85-100
8	Natural Phenomena	101-114
9	Popular Culture	115-128
10	Worth to Note	129-140

The table 3.1 shows all the chapters in the textbook entitled “Active English” for the tenth grade. The writer analyzed all the content displayed in the chapters of the textbook which consists of 10 chapters in total. The writer also interviewed one of the English

³ “UNESCO ICT Competency Framework for Teachers; 2018.”

teachers at an senior high school in Indonesia who has been used the textbook namely EWW.

D. Instruments and Data Collection Technique

Data collection instrument is a tool selected and used by researchers in their collecting activities so that these activities become systematic and made easier by them. Research instruments referred to aids are facilities that can be realized in the form of objects.⁴ The followings are instruments and data collection:⁵

1. Interview

A form of dialogue conducted by researchers to obtain information from respondents is called an interview. In practice, interviews can be conducted in a structured and unstructured. Unstructured means that the interviewer is free to ask the interviewee anything without having to bring the guide sheet.

2. Observation

Observation in a study is defined as focusing attention on an object by involving all the senses to obtain data. Observation using sight, smell, hearing, touch, or necessary by taste. Instruments used in the observation can be in the form of observation guidelines, recorded images, and recorded sound.

3. Content Analysis

Content analysis is a process for methodically assessing written, vocal, or visual material that may be utilized subjectively or statistically. After the materials have been sorted and coded, certain themes emerge. Books, manuscripts, drawings, pictures, recorded conversations, filmed events, communications on electronic email lists and online forums, blog entries, and so on can all be used to create content. The content is examined by dividing it into conceptual parts, which are subsequently coded or labelled.⁶

⁴ S. Pd Dr. Milya Sari, "Instrumen Penelitian," *Fakultas Tarbiyah dan Keguruan, UIN IB Padang*, (January 1, 2021), 1, https://www.academia.edu/61146162/Instrumen_penelitian.

⁵ Budur Anufia and Thalha Alhamid, "INSTRUMEN PENGUMPULAN DATA," 2019, 6–11, https://www.academia.edu/38324134/INSTRUMEN_PENGUMPULAN_DATA

⁶ Denise Koufogiannakis, Linda Slater, and Ellen Crumley, "A Content Analysis of Librarianship Research," *Journal of Information Science* 30, no. 3 (June 2004): 41, <https://doi.org/10.1177/0165551504044668>.

Based on the theory stated above, the writer observed and took notes on the contents in the form of pictures, texts, ad tasks, by connecting them with related theories which including ICT CFT (Competency Framework for Teachers) Version 3 2018 by UNESCO (United Nations Educational Scientific and Cultural)⁷ to classify ICT competencies, and then the writer changed the observation result data into written text. Because of this, content analysis employed a descriptive qualitative technique, in which the process of collecting and analyzing data in qualitative research is carried out concurrently, then the writer explores whether the ICT content in the textbook is represented in English learning. It signifies that the writer conducted data analysis efforts during data collection.

E. Research Data Validity

The writer used 4 (four) criteria for testing the validity of the data from Eri Barlian's research, namely.⁸

1. **Credibility**
Credibility is a technique carried out by researchers to provide a degree of confidence in the data obtained by researchers, namely by participating researchers in the research object, observing persistence in obtaining data.
2. **Transferability**
A researcher should provide a clear description of the research background so that it is transferable by enriching the description of the context and focus of the research.
3. **Dependability**
The dependability criterion is a substitute for irrelevance in non-qualitative research. Reliability is demonstrated by carrying out study replication, two or several repetitions, then the reliability is said to be achieved.
4. **Confirmability**
The confirmability criterion comes from the concept of the objectivity. In qualitative research set objectivity is the agreement between subjects. Ascertaining whether or not objective data depends on the agreement of several people on one's views,

⁷ "UNESCO ICT Competency Framework for Teachers; 2018."

⁸ Eri Barlian, "METODOLOGI PENELITIAN KUALITATIF & KUANTITATIF" (INA-Rxiv, October 19, 2018), <https://doi.org/10.31227/osf.io/aucjd>.

opinions, and meetings but agreed upon by several people, then the data can be said to be objectivity.

F. Data Analysis Technique

According to Wiwin Yuliani, the steps for analyzing descriptive data involve three stages, namely:⁹

1. Data reduction

Data reduction emphasizes focusing on data to be retrieved by researchers. This process takes place from the initial research questions are created until the research data is collected.

2. Data display

After the data has been reduced, the next step is data presentation can be done in the form of brief descriptions, charts, relationship between categories. The purpose of displaying data is to make it easier to understand what happened and plan further work based on what has been understood.

3. Conclusion drawing

The initial conclusions put forward are still temporary, and will change if strong evidence is not found to support them next stage of data collection. However, if the conclusions put forward at an early stage are supported by valid and consistent evidence when the researcher returns to the field of collect data, then the conclusions put forward are credible.

⁹ Wiwin Yuliani, "METODE PENELITIAN DESKRIPTIF KUALITATIF DALAM PERSPEKTIF BIMBINGAN DAN KONSELING," *QUANTA* 2, no. 2 (February 1, 2018): 88.