

## CHAPTER III RESEARCH METHODOLOGY

### A. Research Method

The researcher employed library research to examine the content of the English textbook, and the descriptive-analytic approach was used. Because library research is non-hypothesis, this study simply gathered data, examined it, and then came to a conclusion based on the findings. Furthermore, it is devoid of statistical analysis and empirical calculations. A collection of textbooks, periodicals, and articles were utilized in the library research investigation. The purpose of library research is to obtain and collect data from textual materials that the researcher needs..<sup>1</sup>

The researcher employed an English textbook as the material to be studied because this study relied on library research. This is a descriptive qualitative research method, which is a research procedure that generates data in the form of written or spoken words from the people and actors observed, directed from the overall individual background (holistic) without separating individuals and their organizations into variables but seeing them as part of the whole.<sup>2</sup> Qualitative research is often referred to as a naturalistic research method because the research is conducted in a natural setting. The qualitative method is also called the ethnographic method because this method is more widely used for research in the field of culture. In addition, the qualitative method is also called the anthropological method because it collects data on the characteristics of more qualitative analysis.<sup>3</sup> The data gathered utilizing qualitative approaches will be more thorough, in-depth, believable, and significant, allowing the research objectives to be satisfied.

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<sup>1</sup> Haradhan Mohajan, “Qualitative Research Methodology in Social Sciences and Related Subjects,” *Journal of Economic Development, Environment and People* 3, no. 12 (2011), 32.

<sup>2</sup> Sugiyono, *Metode Penelitian Kuantitatif Dan Kualitatif Dan R Dan D* (Bandung: Alfabeta, 2009), 9.

<sup>3</sup> Nana Sujana, *Penelitian Dan Penilaian Pendidikan* (Bandung: Sinar Baru Algesindo, 2004), 195.

## B. Research Subject

In this research, the researcher used the textbook *Pathway to English*, an English Textbook for tenth grade for senior high school. It is published by Erlangga, one of the famous publishers of learning textbooks. The authors are Theresia M Sudarwati and Eudia Grace. It is published in the year 2016 in PT Gelora Aksara Pratama. *Pathway to English* textbook consists of three levels. The textbook is used for students in tenth, eleventh, and twelfth grade. The series is made based on the 2013 curriculum perfected by the specialization group, it is also made by considering the teenager's life which could help the students easily in learning English. The researcher focuses on the tenth-grade English textbook.

*Pathway to English* is a new four-skill, three-level senior high series that provides engaging and diverse language study opportunities. The student was engaged in stimulating activities that linked to other topics such as natural science and social science during the learning activities. Content-based reading and task-based activities related to various topic areas are available in special cross-curricular materials in each unit. This series allows students to apply their English skills to a variety of events and activities that have arisen from the usage of English in everyday life. It has several aspects, the first of which is a genre-based approach to exposing students to a variety of text kinds. Second, relevant exercises that encourage students to utilize English in everyday situations. Third, considerable reading about how to stimulate classroom discussion and improve communication. Fourth, character development involves introducing pupils to a variety of moral values.

*Pathway to English* textbook of tenth grade is many elements in arrangements. It is started with the mapping concept of the textbook that consists of a theme, social function, listening, speaking, reading, writing, grammar, and cultural awareness. The items of these components are detail explain and spread into every chapter of the textbook. Then the textbook has 10 chapters for two semesters. Therefore, the researcher focuses on 10 chapters to be analyzed especially about vocabulary exercises in the textbook.

### C. Data Source

A set of values for qualitative or quantitative variables is referred to as data. Data is information in the form of facts or statistics from which conclusions can be formed. A procedure of obtaining and sorting data is required before information can be presented and interpreted. A primary source (the researcher is the first to get the data) or a secondary source (the researcher obtains the data that has already been collected by other sources) can be used to gather data. Primary data sources consist of Surveys, observations, experiments, questionnaires, personal interviews, and other primary data sources. On the other hand, secondary data collecting sources, include government publications websites, books, journal articles, and internal records.<sup>4</sup>

#### 1. Primary Data Source

The primary data source of this research is an English textbook used by tenth grade of senior high school Pathway to English textbook published by Erlangga in 2016. The textbook is frequently analyzed to determine the defined a thing as a readability level, and the existence of the bias in the material. So that, the researcher involved the textbook as an object of study because of its suitability to the newest 2013 curriculum. This book consists of ten chapters. The researcher used simple vocabulary exercises to find out the types of exercises in English textbooks and to find out the feasibility of vocabulary practice instructions in Pathway to English, an English textbook according to the four components of Graves' Comprehensive Approach. Furthermore, researchers collect data by reading, understanding, analyzing, and collecting data from books and libraries.

#### 2. Secondary Data Source

The secondary data sources are data that are already available. The data have already been collected and analyzed by someone else. In this study, the secondary data were some books, journals, articles, encyclopedias, dictionaries, and the previous research about the vocabulary instruction to support

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<sup>4</sup> Victor Oluwatosin Ajayi, "Distinguish between Primary Sources of Data and Secondary Sources of Data," *Journal of English Education* 21, no. 11 (2017), 33.

and complete the primary data source and all of the literature which is have relation with this research. Related to this research, the researcher used previous research and books which consisted of the theories of vocabulary instruction such as *The Vocabulary Book: Learning and Instruction* by Michael F Graves.

#### **D. Instruments of Collecting Data**

A research instrument is a tool for researchers in collecting data. The quality of the instrument will determine the quality of the data collected. Therefore, the preparation of instruments for research activities is an important step that must be thoroughly understood by researchers. In a study, instruments have an important role in determining the success of a study. Through this research instrument, data will be obtained to answer research problems. In qualitative research, the research instrument is the researcher himself, because there is no other choice but to make humans themselves the main instrument<sup>5</sup>. To obtain the data needed in the study, the researcher used a check-list instrument by placing a check-list in the textbook to determine whether or not there were research indicators in the English textbook.

#### **E. The technique of Collecting Data**

The data collection technique is the method used by researchers to collect data. Research conducted by researchers using documentation techniques. This technique is intended to obtain data by collecting, reviewing, and analyzing documents<sup>6</sup>. In this case, the document focuses on vocabulary exercises from tenth-grade English textbooks. The detailed procedures of getting the data are:

1. Finding the material that is Pathway to English, an English Textbook for tenth grade for senior high school.
2. Choosing the sample vocabulary exercise.

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<sup>5</sup> Arikunto S, *Prosedur Penelitian Suatu Pendekatan Praktek Edisi Revisi VI* (Jakarta: Rineka Apta, 2007), 134.

<sup>6</sup> Bowen Glen A, "Document Analysis as a Qualitative Research Method," *Qualitative Research Journal* 9, no. 2 (2009): 27.

3. Gathering the data from the chosen samples.
4. Analyze data from selected samples.

#### **F. Data Analysis Technique**

The researcher employs a qualitative data analysis approach in this study. Data analysis is a time-consuming and challenging procedure in qualitative research. It is the method through which researchers methodically examine and organize their data in order to gain a better understanding of the data and convey the results to others. The process of managing data and arranging it into a good pattern, category, and fundamental unit is known as data analysis<sup>7</sup>. Qualitative research is a complex and nonlinear process. In qualitative research, data analysis is frequently done immediately or simultaneously with data gathering.

After the data has been collected, the following step is to analyze it. In data analysis, there are five basic steps:

1. Analyzing the data by intensively reading samples from textbooks.
2. Determine the type of vocabulary and the type of vocabulary exercise
3. Finding the appropriateness of the data according to the four components of the comprehensive grave approach.
4. Discussion related to the previous theory.
5. Then, concluding.

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<sup>7</sup> Moleong L J, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2012), 122.