

CHAPTER III

RESEARCH METHOD

A. Type of Research

This study deals with analysis of the content of the textbook especially in the form of document book, the researcher used a descriptive qualitative research design. Bogdan and Biklen (2003) stated that descriptive is the characteristic of data in qualitative research because it was taken from documents, audio-video recordings, transcripts, words, pictures, etc. This study was aimed to identify the textbook based on the criteria of Cunningsworth, this study categorized as a descriptive qualitative research design. The researcher used a qualitative research method by using content analysis. Content analysis is one of many types of analyzing data in qualitative research. It is described as a scientific study to discuss the content of a communication. It is related to the content with reference to the meanings (Ary et al.,2010). Textbooks are one example of a human work that can be analyzed (Frankael, Wallen, and Hyun, 1932). Based on the description above it concluded that the research design use in analyzing the “Work in Progress” English textbook for the 10th grade students of Senior High School is categorized as descriptive qualitative content analysis.

B. Source of Data

In this study, the researcher obtained some data in the English textbook used in the Merdeka Belajar curriculum with the title "work in progress" for

grade X students. The main topic of "content" covers almost everything in the English textbook, such as materials, texts, images, work activities, chapter reviews, questions to think about, assessments, etc. This English textbook uses the latest curriculum, namely the Merdeka curriculum, to support learning as a supporting tool in learning and teaching student achievement through interesting and outdoor activities/necessary if necessary. There are 182 pages and six chapters included in this book.

Data sources are divided into two parts, namely primary data and secondary/alternative data. Here is the explanation.

1) Primary Data Source

Primary data is the main source in analyzing textbooks. The researcher took primary data only from an English textbook entitled “work in progress” for 10th grade students published by the Indonesian Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) in 2022. This textbook was written by Budi Hermawan, et al., which consists of 6 chapters and 182 pages. This textbook uses the Merdeka Belajar curriculum as the standard in this textbook. The researcher only focused on one book and analyzed all chapters or materials in the English textbook to find out whether the book met the criteria for good reading assessment according to Jeremy Harmer's theory

2) Secondary Data Sources

In secondary data sources, the researcher will collect some data obtained from this research topic such as from journals, articles, and various books and other sources that support the researcher in achieving the research objectives.

C. Research Instruments

Research instruments are tools for researchers in collecting data. The quality of the instrument will determine the quality of the data collected. Therefore, the preparation of research instruments is an important step that must be fully understood by researchers (Arikunto, 2007; 134). In a study, research instruments play an important role in determining the success of the study. Therefore, it is through this research instrument that data will be obtained to answer research problems.

In this study, the research instruments for this study are divided into two parts, namely as follows:

- 1) Primary Instrument: This means that in this study, the researcher makes himself a research instrument during the analysis process. According to (Sugiyono: 2013 p. 306) states that "In qualitative research, there is no other choice but to make humans the main instrument." At the same time, the researcher is the planner, implementer of data collection. Collecting, analyzing, and interpreting data, and in the end the researcher becomes the reporter of the results of his research later.

- 2) Secondary Instrument: This means that in this study, in addition to the primary instrument, the researcher also uses secondary instruments. These secondary instruments are mostly in the form of books, journals, articles, newspapers, and so on.

However, to help obtain the data needed in this study, the researcher used another instrument, namely a checklist. The checklist instrument was carried out by reviewing an English textbook entitled "work in progress" for grade 10 of high school and then providing a checklist mark on the table used to determine whether the quality of the material content and the suitability of the material to the curriculum had been met or not based on the research indicators contained in the English textbook. The checklist instrument will help researchers to review the contents of the English textbook. The checklist instrument is in the appendix. Before making the research instrument, the researcher first made a research instrument grid according to the research indicators, namely the first is the quality of the material in the internal evaluation and the second is the suitability of the material to the curriculum in the overall evaluation. The instrument with research indicators based on Jeremy Harmer is as follows.

Table 3.1 Research Instrument Reading Assesment type

Chapter		Indicator of Reading Assesment type						Total
		1	2	3	4	5	6	
Total								

Table 3.2 Research Instrument Level of Reading Assesment type

NO	Cognitive level	(LOTS)			(HOTS)		
		Remembering	Understanding	Applying	Analyzing	evaluating	Creating
1	Assesment						
2	Percentage						
3	Total						

Based on the table above, the researcher will examine and make a research instrument and develop it consist in the categories: theory,

element or indicator and analysis. The researcher can undertake a content analysis with the use of these categories.

D. Technique of The Data Collection

The researcher used documentation and observation techniques to obtain data for this study, which involved reviewing, editing, evaluating, and verifying several books, journals/scientific articles related to the textbooks to be analyzed. The researcher collected data using reading assessment criteria as a source to assess whether the ideas presented in this textbook were accurate. The researcher also used the Merdeka Belajar curriculum to determine whether the textbooks used were in accordance with the current curriculum objectives, the researcher also compared it with the Merdeka Belajar curriculum guidelines. Furthermore, the information was coded and arranged into detailed categories. Its application encourages, among other things, observations of the growth or evolution of individuals, groups, concepts, abilities, attitudes, and actions. Furthermore, the purpose of each data collection from English textbooks is to collect reliable information that will help in-depth data analysis and the creation of a strong case for the topic to be assigned. Checking and classifying data according to the specified categories. The researcher ensures that the information from the textbook is in line with additional theories, ideas, and categories. Simulation of data collection from English textbooks to collect reliable information that will help in-depth data analysis and the creation of a strong case for the topic to be assigned. Documentary techniques that are in

accordance with library research can help researchers to answer the formulation of problems/research questions in the English textbook entitled "work in progress" which is explained before conducting the research.

E. Technique of The Data Analysis

After collected data, the result from the English textbook analysis explained descriptively according to Revised Bloom's Taxonomy checklist. To analyze the data, the researchers followed four essential steps:

1. Analyzing the reading assessment in the English textbook.
2. Classifying the assesment based on Revised Bloom's taxonomy (2001).
3. Interpreting the analysis results in the form of percentages depending on the level of suitability.

$$\text{Persentase LOTS} = \frac{(\text{Number of questions LOTS})}{\text{Total questions}} \times 100$$

$$\text{Persentase HOTS} = \frac{(\text{Number of questions HOTS})}{\text{Total questions}} \times 100$$

4. The researcher then interrelated and intrepreted the data with the theoretical framework of Revised Bloom's taxonomy.
5. Described the result and conclusion. Because this is a content analysis study, the findings presented in the form of sentences and table which appropriate for this study.