

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

##### **A. Research Design**

This study assesses the suitability of the "Bupena Merdeka English" textbook for eighth-grade students using a descriptive qualitative research design. By employing content analysis, the research systematically examines various data sources, including documents and transcripts, to evaluate the textbook's alignment with educational standards based on Cunningsworth's criteria.

The focus on descriptive data allows for a comprehensive understanding of the textbook's relevance and effectiveness in supporting learning objectives. Ultimately, this study aims to inform the selection of appropriate teaching materials through critical analysis of the content within the textbook.

##### **B. Data and Source of Data**

This primary data source of this research is English Textbook used by eight grade of Junior High School "Bupena Merdeka English" by *Erlangga*. Writer Nur zaida. Editors are Mustika Busana K, R. Intan Al Baluni, Dwi Wahyu P. There are has cover, cp, profil pelajar pancasila and five chapter for the second semester. The chapter consist of;

a. My life, My Adventure ,

- b. Kindness Brings Happiness,
- c. Lovely Indonesia,
- d. We only have one earth!,
- e. I know myself better.

In chapter 1 provided learning objective material, how to tell past event's, how to ask questions about past events, spoken and written recount and how to write recount texts, Lesson 1 features 14 activities that cover foundational concepts, allowing students to explore the material through diverse methods such as group discussions, hands-on exercises, and interactive tasks. Lesson 2 includes 8 activities that build on the knowledge gained in the first lesson, encouraging students to apply their skills in practical scenarios and fostering critical thinking. Finally, Lesson 3 comprises 13 activities that challenge students to synthesize their learning and demonstrate their understanding through creative projects and presentations.

Chapter 2 with learning objectives: the sequence of events of an imaginative story, characters' actions, feelings, behaviors in an imaginative story and how to tell and write an imaginative story. Has 3 lessons, first lesson includes 6 activities about kind of text, lesson 2 features 6 activities order following sentence, work pairs. Lesson 3 comprises 9 activities that exercise student to write texts.

In Chapter 3, the material provided includes how to use quantifiers to express the amount of things, people, and animals, how to express opinions,

and how to give instructions. This chapter is divided into three lessons. Lesson 1 features 14 activities that cover foundational concepts, allowing students to explore the material through diverse methods such as group discussions, hands-on exercises, and interactive tasks. Lesson 2 includes 8 activities that build on the knowledge gained in the first lesson, encouraging students to apply their skills in practical scenarios and fostering critical thinking.

Finally, Lesson 3 comprises 13 activities that challenge students to synthesize their learning and demonstrate their understanding through creative projects and presentations.

Chapter 4 provides learning material on how to talk about past incidents or events, how to formulate questions for a short interview about past events, how to identify the main idea and detailed information regarding a series of past incidents, how to write about a series of past events, and how to create an engaging piece of work to encourage people to reduce plastic waste.

This chapter is divided into three lessons: Lesson 1 consists of 9 activities that include individual, pair, and group tasks, as well as texts, games, and practical exercises. Lesson 2 also includes 9 activities focused on individual text assignments, while Lesson 3 comprises 6 activities centered on environmental observation tasks and group text assignments.

Chapter 5 introduces learning material on asking for and giving opinions, identifying sequences of main events in a story, and writing the

main events of a story. This chapter is similarly divided into three lessons: Lesson 1 contains 7 activities involving completing texts, sentences, and dialogues in pairs or groups; Lesson 2 consists of 7 activities that require individual work on image descriptions; and Lesson 3 focuses on interpreting the meanings of words and texts, both individually and in groups. Throughout Chapters 1 to 5, all material is grounded in the character of Pancasila students and is complemented by evaluations, critical thinking tasks, "On Your Own" assignments, and a concluding evaluation.

This comprehensive approach not only enhances language skills but also fosters critical thinking and character development in students. Additionally, the curriculum incorporates evaluation components to assess student progress, critical thinking exercises to stimulate analytical skills, and "Own Your Own" tasks that empower students to take ownership of their learning by exploring topics of personal interest. This comprehensive approach ensures a well-rounded educational experience that caters to various learning styles and promotes independent thought.

### **C. Instrument of the study**

Using tools in research is content from Alan Cunningsworth 1995 with categories coloum. For this section will describe the intrusment section which consists of components, indicators, and sub-indicators.

Component is an order consisting of indicators and sub-indicators Fatansyah (2015: 11), indicators are variables that can determine what

points can be used by a researcher Lawrence Green (1992). Sub-indicators are the smallest part after the indicator as the clearest description in a research tool Ludwig von Bertalanffy (1940).

**Tabel 1.**  
**Table Instrument 1.**

| No | Component | Indicator                  | Sub indicator                                                                                                                                                                                                                                                                                                                                                     | Suitable<br>not<br>Suitable |
|----|-----------|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| 1. | Content   | a. Variety                 | 1) A variety of topics that are effectively used to attract and maintain student interest.<br><br>2) Using strategi in a variety of themes is relevant to students lives and experiences, while expanding global awareness.<br><br>3) Method of incorporating the diversity of topics in the book's material in away that is effective and engaging for students. |                             |
|    |           | b. Cultural Representation | 4) Steps the writer takes in ensuring accuracy and student understanding of diverse cultures.<br><br>5) The approaches this book takes encouraging students to think critically, develop empathy and appreciate cultural difference.                                                                                                                              |                             |

|  |             |                                |                                                                                                                                                                                 |  |
|--|-------------|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |             |                                |                                                                                                                                                                                 |  |
|  |             | c. Currency                    | 6) Mechanism used by this book in term of material currency.<br><br>7) The method the book takes in describing the changes and developments that occur in language and culture. |  |
|  | Total       |                                |                                                                                                                                                                                 |  |
|  | Calculation | $P = \frac{f}{n} \times 100\%$ |                                                                                                                                                                                 |  |
|  | Score       |                                |                                                                                                                                                                                 |  |

UIN IMAM BONJOL  
PADANG

#### **D. Procedure of Data Collection**

The researcher analyzed the condition of the materials presented in the English textbook "Bupena Merdeka English." The first procedure of this study involved collecting data based on Alan Cuningsworth's (1995) theory regarding English materials for grade 8 in junior high school, which would serve as a guideline for determining whether the provided materials meet the established criteria.

The second procedure involved gathering data from the English textbook, followed by an examination of its content to identify and analyze the materials included in "Bupena Merdeka English." The data was then categorized and organized into detailed information regarding the sources of content and related information.

After that, the data analysis process was conducted to evaluate the materials found in the "Bupena Merdeka English" textbook. Finally, the evaluation process of the data from the "Bupena Merdeka English" textbook was interpreted.

#### **E. Technique of Data Analysis**

The researcher employed the interactive model of data analysis developed by Miles and Huberman (1994:429), which encompasses data reduction, data display, and conclusion drawing. The details of this interactive model in data analysis are elaborated below:

## 1. Data Reduction

Data reduction, as described by Yin (2018), involves streamlining extensive data by focusing on specific conceptual frameworks and research questions. This process requires the researcher to filter out irrelevant information that does not align with the established criteria. In the context of evaluating the "Bupena Merdeka English" textbook, this means prioritizing data that directly addresses the research questions regarding its quality.

By concentrating on pertinent data, the researcher can conduct a more targeted analysis, ensuring that only relevant information is retained. This approach not only clarifies the analysis but also enhances the validity of the findings. Ultimately, effective data reduction is crucial for providing insights that align instructional materials with educational goals and improving the overall evaluation process.

## 2. Data Display

Data display is a vital aspect of qualitative research, serving to organize and condense information in a way that facilitates analysis and decision-making. This process is essential for researchers who need to distill large volumes of data into more manageable sets that highlight significant patterns and themes. In evaluating the "Bupena Merdeka English" textbook, the researcher focused on criteria related to the textbook's suitability as outlined by Cunningsworth's framework.

To achieve clarity and coherence, the data was systematically organized into tables and descriptive formats. This structured presentation

allowed for easier comparisons and a more straightforward interpretation of the findings. For instance, by creating tables that categorize various aspects of the textbook—such as content relevance, pedagogical alignment, and learner engagement—the researcher could quickly identify strengths and weaknesses.

Descriptive formats further supplemented this by providing contextual explanations and insights that tables alone might not convey. Employing effective display techniques not only aids in the clarity of the analysis but also enhances the interpretative process. By presenting data in an organized manner, researchers can draw more informed conclusions and make recommendations based on clear evidence.

This rigorous approach ensures that the evaluation of the textbook is thorough, grounded in relevant data, and aligned with educational objectives. Ultimately, a well-executed data display contributes significantly to the overall quality and reliability of the research findings.

### 3. Conclusion

The final stage of data analysis is centered around drawing conclusions. As highlighted by Cohen, Manion, and Morrison (2011), “Conclusion drawing and verification engage the researcher in interpretation: deriving meaning from the presented data.” In this phase, the researcher integrates the findings concerning the appropriateness of the “Bupena Merdeka English” textbook according to the evaluation criteria outlined by Cunningsworth’s framework. To determine the percentage of

results, the researcher utilized the method suggested by Sudjono (2010), ensuring a systematic approach to quantifying the analysis.

This thorough methodology, which incorporates various theoretical viewpoints, emphasizes the significance of a structured approach to data analysis in educational research, ultimately strengthening the validity and reliability of the results. The formula used is as follows:

$$P = \frac{f}{n} \times 100\%$$

Notes:

P = Percentage

F = Frequency of fulfilled aspect criteria

N = The total number of criteria in each aspect. To find the conversion of fulfillment, it will be used the formula below:

#### The Conversion of Fulfillment

| Range of Fulfillment Score | Categorized    |
|----------------------------|----------------|
| 80%-100%                   | Excellent      |
| 60%-79%                    | Satisfactory   |
| 50%-59%                    | Adequate       |
| 0-50%                      | Unsatisfactory |