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PADANG

CHAPTER III

RESEARCH METHODOLOGY

A. Research Type

This study employs a qualitative approach with the method of content analysis, often also referred to as document analysis. A qualitative approach was chosen because this research aims to understand and interpret phenomena in-depth, rather than to measure variables numerically. Creswell (2014) explains that qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. In this context, the research seeks to understand how the quality of reading skill development is presented in a textbook as a phenomenon within the educational context. This approach is relevant because the research questions focus on "how" and "what," which demand rich description and evaluation, not statistical generalization.

More specifically, this is a descriptive qualitative study. According to Sugiyono (2018), the descriptive method is used to analyze data by describing or illustrating the collected data as it is, without intending to make conclusions that apply to the general public or to generalize. The purpose of descriptive research is to create a systematic, factual, and accurate description of the facts and characteristics of a particular population or object (Moleong, 2017). In this study, the aim is to provide a detailed and systematic overview of the materials, tasks, and reading activities found in the "English for Nusantara" textbook for Grade VIII.

The main method applied is content analysis. Krippendorff (2018) defines content analysis as a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use. In this study, the "English for Nusantara" textbook is treated as the "text" or document to be analyzed. Data in the form of reading texts, instructions, and questions will be identified, classified, and evaluated based on categories established from Cunningsworth's (1995) framework to produce a valid conclusion about its quality.

B. Data Source

The data source in a research study refers to the origin from which data is obtained. In this qualitative study using content analysis, the primary data source is a document. The document that serves as the primary data source in this research is the English language textbook for Grade VIII junior high school (SMP/MTs) students. The complete identity of the textbook is as follows:

Tabel 3.1: Table of identify of the textbook

Book Title	English for Nusantara untuk SMP/MTs Kelas VIII
Authors	Ika Lestari Damayanti, Iyena Nurlaelawati, Mahmud Layan Hutasuhut, Yusnita Febrianti, Raymon Rahmadhani, and Gilang Asri Devianty
Publisher	Ministry of Education, Culture, Research, and Technology
Year of Publication	First Printing, 2022

ISBN	978-602-427-941-7 (vol. 2)
Number of Pages	xxiv, 312 pages

The selection of this textbook as the primary data source is based on several considerations.

First, this book is the official textbook prepared by the Government of Indonesia through the Ministry of Education, Culture, Research, and Technology to support the implementation of the Kurikulum Merdeka. Its status as the main textbook makes it highly relevant and influential on the practice of English language teaching at the SMP/MTs level throughout Indonesia.

Second, as a relatively new book, not many academic studies or evaluations have been conducted on it, especially those focusing specifically on the development of reading skills. This makes the textbook a current and significant object for research.

Table 3.2: Table of Chapters in "English for Nusantara"

No	Chapter	Theme
1	Chapter 0	The Beginning
2	Chapter 1	Celebrating Independence Day
3	Chapter 2	Kindness Begins with Me
4	Chapter 3	Love Our World
5	Chapter 4	No Littering
6	Chapter 5	Embrace Yourself

1. **Chapter 1: Celebrating Independence Day.** This first chapter's theme is the celebration of Indonesian Independence Day. Its main focus is on developing students' ability to narrate past personal experiences, directly targeting the mastery of recount texts. The reading materials and activities revolve around typical August 17th events, such as the *panjat pinang* (pole climbing) contest, parades, and various traditional games.
2. **Chapter 2: Kindness Begins with Me.** The main theme of this chapter is kindness, friendship, and appreciating differences. This chapter intensively uses narrative texts, such as fables and fairy tales (*The Ugly Duckling* and *Elephant and Friends*), to convey moral messages while also training reading comprehension of plot, characters, and setting.
3. **Chapter 3: Love Our World.** This chapter focuses on the theme of environmental care. Students are encouraged to give opinions and instructions on simple ways to protect the environment, such as saving water and managing waste. The genre focus in this chapter leans towards procedural texts, especially in the form of instructions presented through posters and other visual media.
4. **Chapter 4: No Littering.** Continuing the environmental theme from the previous chapter, this chapter specifically discusses the negative impacts of littering. The reading material presented is in the form of factual recount texts, which narrate real incidents like floods or the impact of plastic waste on marine animals. This provides a variation on the recount text, shifting from personal to event-based accounts.

5. **Chapter 5: Embrace Yourself.** This final chapter addresses themes of self-development, self-confidence, and self-acceptance. The topics discussed are highly relevant to the world of teenagers, such as beauty standards, the use of makeup, and the process of discovering and nurturing talents. The text types used tend to be narrative and descriptive, exploring the feelings and personal experiences of the characters in the stories.

Overall, the structure of this book shows a planned thematic and genre progression, starting from personal experience (recount), moving to the world of imagination (narrative), then to practical actions (procedure), and ending with self-reflection. This sequence will be the scope of analysis in this research, to be evaluated using the Cunningsworth framework.

C. Research Instrument

In qualitative research, the primary instrument or key instrument is the researcher themselves (human instrument). This is in line with the views of Creswell (2014) and Sugiyono (2018), who state that in a qualitative approach, the researcher is the most central data collection tool due to their ability to understand context, adapt, and interpret meaning deeply. In this study, the researcher will directly read, identify, classify, and analyze the content of the "English for Nusantara" textbook.

However, to ensure that the analysis process is systematic, objective, and focused, the researcher requires a supporting instrument. The supporting instrument used in this study is a document analysis sheet or checklist. This

analysis sheet is specifically designed and adapted from the textbook evaluation framework proposed by Cunningsworth (1995), and is tailored to answer the research questions. The analysis sheet will serve as a guide for the researcher to collect relevant data from each chapter of the textbook and evaluate it based on predetermined criteria. This instrument will be divided into several main sections covering the analysis of reading materials, analysis of reading activities and tasks, and an overall suitability evaluation.

The following are the details of the research instrument to be used:

Table 3.3: Analysis Sheet for Reading Skills in the "English for Nusantara" Grade VIII Textbook (Adapted from Cunningsworth, 1995)

No.	Aspect of Analysis	Indicators / Guiding Questions	Data/Findings from the Textbook (Chapter/Page/Task)	Initial Description & Evaluation
A. Analysis of Reading Materials				
1.	Variation of Text Genres	- What text genres are presented (recount, narrative, procedure, etc.)? - Is there a balance in the presentation of genres across chapters?		
2.	Topics and Relevance	- Are the topics relevant to the world of teenagers and the Indonesian cultural		

		context? - Are the topics potentially interesting and motivating for students?		
3.	Text Authenticity	- Are the texts authentic (taken from real sources), adapted, or specially written for this book? - What is the linguistic quality of the adapted/specially written texts?		
4.	Difficulty Level and Progression	- Is there a logical progression of text difficulty from chapter to chapter? - Is the complexity of vocabulary and sentence structure appropriate for Grade VIII students?		
B. Analysis of Reading Activities and Tasks				
1.	Structure of Reading Activities	- Is each reading material preceded by a pre-reading activity? - What types of while-reading activities are presented? - Is there a post-reading activity that extends comprehension?		
2.	Types of	- What sub-skills are		

	Reading Sub-Skills	practiced (e.g., skimming, scanning, identifying main idea, inferring, understanding vocabulary)? - Is there variation in the sub-skills being trained?		
3.	Cognitive Level of Questions	- Are comprehension questions predominantly at the LOTS level (remembering, understanding) or do they already encourage HOTS (analyzing, evaluating)? - Are students asked to give opinions or critical responses to the text?		
C. Overall Evaluation based on Cunningsworth's Framework				
1.	Suitability with Aims	- Are the reading materials and tasks as a whole aligned with the stated aims of the book and the objectives of the <i>Kurikulum Merdeka</i> ?		
2.	Socio-cultural Aspects	- Is the reading content free from stereotypes and in accordance with the cultural values prevailing in Indonesia?		

By using this analysis sheet, the data collection process will become more structured. The researcher will fill in the "Data/Findings" and "Initial Description & Evaluation" columns for each chapter in the textbook, the results of which will then be comprehensively analyzed in Chapter 4 of the research.

D. Data Collection Technique

The data collection technique is a systematic procedure used by the researcher to gather the necessary data to answer the research questions. Given that this research is a qualitative content analysis with a document as the data source, the data collection technique used is the documentary technique. According to Sugiyono (2018), documentation is a method used to obtain data and information in the form of books, archives, documents, writings, numbers, and images that can support the research. In this context, the researcher will collect data by thoroughly analyzing the content of the "English for Nusantara" textbook for Grade VIII.

The data collection process will be carried out through several systematic stages as follows:

1. Preparation Stage

In the initial stage, the researcher will prepare the primary data source, namely the "English for Nusantara" textbook for SMP/MTs Grade VIII, in both print and digital formats. In addition, the researcher will prepare the designed research instrument, which is the document analysis sheet adapted from Cunningsworth's (1995) framework.

2. Comprehensive Reading Stage

The researcher will carefully read the entire content of the textbook, from Chapter 0 to Chapter 5. The purpose of this stage is to gain a holistic understanding of the book's structure, the flow of material presentation, the themes raised, and the general pedagogical approach used by the authors.

3. Data Identification and Selection Stage

After understanding the book's content in general, the researcher will conduct a focused identification and selection of data. The researcher will comb through each chapter and unit again to mark and select all components relevant to the development of reading skills. The data to be collected includes:

- a. All main reading passages.
- b. Dialogues in comic strips that contain narrative or information.
- c. All instructions, tasks, and activities accompanying the reading texts (including pre-reading, while-reading, and post-reading activities).
- d. All comprehension questions related to the reading materials.

4. Data Recording and Classification Stage

The identified and selected data will then be recorded and classified into the prepared document analysis sheet. This process involves:

- a. Recording: Noting the chapter number, page, and task number where the data is found for easy retrieval.
- b. Extraction: Directly quoting relevant examples of texts, instructions, or questions.

- c. Classification: Grouping the collected data into categories that correspond to the indicators on the research instrument (e.g., classifying text genre, type of sub-skill trained, or cognitive level of questions).

Through the application of this structured documentary technique, it is expected that the collected data will be comprehensive, relevant, and adequate for analysis in the next stage to answer all research questions.

E. Data Analysis Technique

After the data is collected through the documentary technique, the next step is to conduct a systematic data analysis. This study will use the interactive model of qualitative data analysis developed by Miles, Huberman, and Saldaña (2014). This model was chosen for its systematic and comprehensive nature, allowing the researcher to effectively manage rich and complex qualitative data.

According to Miles, Huberman, and Saldaña (2014), qualitative data analysis consists of three concurrent flows of activity (interactive and cyclical): (1) Data Condensation, (2) Data Display, and (3) Conclusion Drawing/Verification. The application of these three activity flows in this study is as follows:

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the "raw" data that appear in field notes or documents. This is an ongoing analytical process throughout

the research. In this study, the data condensation stage will involve several activities:

a. Selection and Focus

The researcher will select the data recorded in the document analysis sheet, focusing on the data most relevant to answering each research question. For example, to answer the first research question, the researcher will focus on data about the types of genres and topics of the reading texts.

b. Summarizing

The researcher will create narrative summaries of the initial findings that emerge during the coding process for each chapter in the textbook.

2. Data Display

Data display is the process of organizing condensed information into a compact and accessible format that allows the researcher to see the overall picture and draw conclusions. A good data display is a critical step in qualitative analysis. In this study, data will be presented in various forms, including:

a. Tables and Matrices

Data will be presented in the form of frequency tables (e.g., a table showing the number of occurrences of each text genre) and evaluation matrices (e.g., a matrix comparing each chapter against Cunningsworth's criteria).

b. Quotation and Examples

To support descriptions and evaluations, the researcher will present direct quotes from the textbook as empirical evidence. Specific examples from reading texts, instructions, and questions will be displayed to illustrate the findings.

c. Narrative Text

All findings will be elaborated in the form of structured narrative text, explaining the patterns that emerge from the presented data.

3. Conclusion Drawing

This is the final stage where the researcher begins to interpret the meaning of the displayed data. The researcher will look for patterns, relationships, and consistent themes, and make explanations and propositions. This process will involve:

a. Interpretation

The researcher will interpret the data presented in tables and narratives. For example, if the data shows a dominance of LOTS-level questions, the researcher will interpret this as a weakness in promoting critical thinking.

b. Critical Evaluation

The researcher will compare these findings with the ideal criteria from Cunningsworth's (1995) framework and other relevant theories to make an argumentative judgment or evaluation regarding the quality of the reading skill components in the textbook.

By following this interactive analysis model, the research is expected to yield findings that are in-depth, trustworthy, and comprehensively answer all research questions



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