

CHAPTER III

Research Method

This chapter consists of research type, evaluating research, role of the researcher in the study, research site, source of the data, data collection procedures, data analysis procedures, and method for verification of the research finding.

A. Research Type

In this study, the research design will be descriptive qualitative design because this study concerned with process. It means the data will not be statistic data. In the qualitative study the writer observe organizations or communities to understand the behaviors, interactions, and tacit understanding of the error.¹According to Bogdan and Biklen that the characteristics of qualitative are: a) Qualitative research has natural setting, as the direct source of data and researcher is the key instruments. b) Qualitative research is descriptive the data collected is in the form of words of pictures rather the number. c) Qualitative research are concerned with process rather than the simply with outcomes or product, d) Qualitative research tend to analysis there data inductively. e) Meaning is of essential to the qualitative approach.²

The writer will use qualitative approach to get data for this study. The qualitative approach suggest that inquiry is always value bound, it can never be

¹ Given, *The Sage Encyclopedia Of Qualitative Research Methods*, california: sage publication, inc, 2008,p.9.

²Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R& D)*, Bandung: Alfabeta, 2007, p. 21.

considered value free, and inquires must be explicit about the roles that values play in any given study.³ The writer will analyses textbook by the title “BAHASA INGGRIS”. The textbook is used as a main guideline in language teaching especially where the teacher is lease cable to deliver the material, but the fact said that not all the textbook can reflect the material well.⁴

In short, textbook analysis also belongs to qualitative approach since it shares the criteria of it.

B. Evaluating Research

There is a design methodology called evaluative research that can help guide you as you design studies for future publication. According to Weiss that evaluation is the “systematic assessment of the operation and/or the outcomes of a program or policy, compared to a set of explicit or implicit standards, as a means of contributing to the improvement of the program or policy”⁵ The emergence and expansion of evaluation research since the mid-1960s has had a significant impact on the social science research landscape and community. Originally the social science research arena was dominated by *academic (basic)* research primarily located at the universities and funded by independent research funding agencies. Even when it took an *applied policy* orientation, social science research remained essentially committed to the academic/basic

³Donal Ary, Lucy Cheser Jacob, Christine K. Sorensen, *Intoduction to Research in Education*, United States of America: Wadsworth Cengahe Learning, 2010, Eight Edition, p. 420.

⁴Bachtiar Bima Mustriana, Andreas Winardi and Siti Nurmalina S, *Let's Talk Grade IX for Junior High School*, Bandung : Pakar Raya Pustaka, 2005, P 114-115.

⁵www.Natco1.Org/research/files/evaluativereseach_000.pdf, (accessed May 06 2015)

formula. By contrast, evaluation research, insofar as it is undertaken as “contractual research”, commissioned and financed by a political or administrative institution, involves a shift from “academic to entrepreneurial settings” Academic social science research, typically university-based, has been premised on four imperatives. The first has been a commitment to *seek the truth* as the pivotal aim and criteria of scientific research. The second relates to intra-scientific autonomy in the selection of the subject-matter and the methods of its research. The third has been independent funding, be it from university sources or through peer review-based funding by research foundations such as the National Science Foundation. And the final component has been the testing of the quality of the research findings to an open scientific debate and peer-review.

While applied social science still holds on to the independence and autonomy of social science research, *contractual research*, which now constitutes a main vehicle of evaluationresearch, hinges on a quite different formula. It is characterized by a commissioner/produceror consumer/contractor principle: "the consumer says what he wants, the contractor does it (if he can), and the consumer pays".

Thus, when commissioned and funded by government, evaluation research confronts three crucial challenges related to the subject-matter, the leading questions, and the methods of its research. In contract research, unlike traditional evaluation research, these considerations are set by the agency commissioning the evaluation. Also, by providing the funding, the agency also

jeopardies the autonomy of the researchers ('who pays the piper, calls the tune'). And finally, the findings of commissioned research are often held in secret, or at least are not published, thus bypassing an open public and peer debate. So, contractual research is exposed and may be vulnerable to an *epistemic drift* and to a *colonization process* in which the evaluators may induced to adopt the perspective and conceptual framework of the political and administrative institutions and actors they are commissioned to evaluate.

In the face of the challenges to the intellectual integrity and honesty of contractual research, initiatives have taken by professional evaluators to formulate standards that could guide them in their contractual work, in particular in their negotiations with their 'clients'.⁶

In short, textbook analysis also belongs to evaluation research since it shares the criteria of it.

C. Role of the Researcher in the Study

In this study, the writer will analyse the textbooks used by MAN Model of Palangka Raya. The writer will focus of the reading questions used in the textbooks.

⁶Amor.Cms.Hu-berlin.De/~h0598bce/docs/hw-evaluation-and-evaluation-research..pdf
(Accessed May 06 2015)

D. Research Site

The writer will choose a textbook used at the school MAN Model Palangka Raya with the title “BAHASA INGGRIS” SMA/MA/SMK/MAK kelas XI Semester 1, by BachtiarBima M &CicikKurniawati.

E. Source of the data

Source of data in the study will be a textbook. “BAHASA INGGRIS”. That is used in MAN MODEL Palangka Raya.

F. Data Collection Procedures

1. The data needed for this study was the textbook that is used by MAN Model in Palangka Raya.
2. The writer listed the reading text in the textbook
3. The writer analyzed of the reading questions by establishing criteria.
4. The Correlation of reading questions and theory
5. The writer used the research method:

The procedures of collecting data are as follow:

| Source of the Data | Instrument | Data Needed |
|--|-------------|---|
| Textbook Unit 1 : “I suggest that” | Observation | Level of Reading Question 1. Literal Level 2. Interpretation level 3. Critical level |
| Textbook Unit 2 : “What do you Think about that,,,” | Observation | Level of Reading Question 1. Literal Level 2. Interpretation level 3. Critical level |
| Textbook Unit 3 : “My Hope and Dreams” | Observation | Level of Reading Question 1. Literal Level 2. Interpretation level 3. Critical level |

| | | |
|--|-------------|---|
| Textbook Unit 4 :“ I’d like to Invite you” | Observation | Level of Reading Question 1. Literal Level 2. Interpretation level 3. Critical level |
| Textbook Unit 5 : “All about Personal Letters” | Observation | Level of Reading Question 1. Literal Level 2. Interpretation level 3. Critical level |

G. Data Analysis Procedures

According to Miles and Huberman in Qodir mention there are three techniques used to analyze the data as follows:

1. Data Collection

The writer studied all of the data that have been collected and obtained in the field, it was soon molded in reading form in order to be easy to understand and analyze.

2. Data reduction

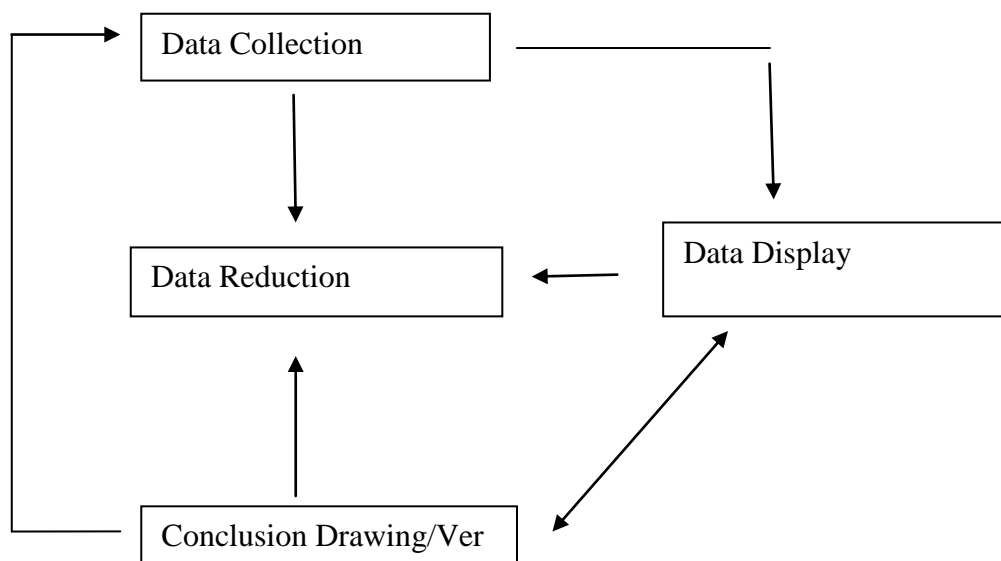
In this reduction process, the writer will select and chose the data that relevant of the study. It will be focuses on the data directly to solve the problem or answer a research. Further, simplicity of the data and arrange question. Then, the writer focused on that data that indicate toward the answer of the problem of study.

3. Data display

The result of the data reduction make in report systematically that can be understood and reasonable of the data namely gotten in the field by the writer.

4. Conclusion drawing verifying

Data that is processed such as stages above then they are concluded by using inductive method after that the conclusion verified by seeing back of the data reduction, data display before, while and after collecting the data, so the conclusion will be the quality of reading questions in the textbook.⁷



H. Method for Verification of the Research Finding

1. Content Analysis

A content analysis is applied as approach method in this research: there are some definition of content analysis.

According to Wuradji that an analysis that make effort to analyze document to know the meaning and containing of it. Kinds of document such as: article, picture, graphic, painting, carton, biography, photography, report, textbook,

⁷Abdul Qodir, *Metodologi Riset Kualitatif, Pedoman Melakukan Penelitian Ilmiah*, STAIN Palangka Raya, 1999, p. 86.

newspaper, film, drama, diary, magazine and bulletin.⁸ According to Klaus that Content analysis is a technique research to make inferences that replicable and validity of data without ignored the contexts.⁹

According to Weber who is quoted by, Moleong that Research methodology that exploit a set of procedure to take valid conclusion from a book or document.¹⁰ According to Donal Ary that Content analysis focuses on analyzing and interpreting recorded material to learn about human behavior. The material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents. Content analysis usually begins with a question that the researcher believes can best be answered by studying documents.¹¹ In relation to the statements above, this study uses a content analysis as suitable approach method, which analysis reading skills in the textbook and describes the finding.

2. Observation

According to Nasution in Sugiyono states that observation is the basic of all of knowledge. Besides that, Marshall states that “through observation, the researcher learns about behaviour and the meaning attached to those behaviours.¹² Observation was started by general observation and followed by specific observation to focus more on the object of the research. In relation to

⁸Wuradji, *Methodology Penelitian Sastra*, Yogyakarta: PT. Hanindika Graha Widya, 2001, p. 1.

⁹Klaus Krippendorff, *Analisis Isi: Pengantar Teori dan Metodologi*, Jakarta : PT. Raja Grafindo Persada, 1993, p.15.

¹⁰Lexy J. Moleong, MA, *Metodologi Penelitian Kualitatif*, Bandung : PT: PT Remaja Rosdakarya, 2004, p. 163

¹¹Donal Ary, Lucy Cheser Jacob, Christine K. Sorensen, *Intoduction to Research in Education*, United States of America: Wadsworth Cengahe Learning, 2010, Eight Edition, p. 29.

¹²Sugiyono, *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, dan R&D*, p. 310.

the statement above, the writer came to the class when there was an English teaching learning activity and the writer asked to the teacher about textbook used in teaching learning.