

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

Research methodology was the plan used to fully address the research problem, research methods were all the instruments and techniques used to conduct research.¹ There were two different kinds of research that were used namely library research and field research.

This research used a library research because it is related to the analysis of textbooks. Library research can be defined as research conducted in a library setting to gather information about a subject through books or audiovisual aids.² This type of research can also be defined as research whose question formulation can only be handled by library data or literature.

The research approach can also be divided into two types: qualitative and quantitative approach. In this research, the researcher used a descriptive qualitative approach in conjunction with the assessment design of content material evaluation studies. The purpose of qualitative descriptive research was to provide an explanation of any object, especially an English textbook. Descriptive techniques were used to explain, research, and categorize something using various techniques such as questionnaires, observations, surveys, interviews, and texts.³ As a result, in this research appears descriptive qualitative as a result of content evaluation as it grew to investigate any material provided or documented.

B. Research Subject

The subject of this research was an English textbook entitled "English For Nusantara" for eighth grade students of Junior High School published by the Ministry of Education, Culture, Research and technology in 2022. This book consists of five chapters and each chapter has three units with different topics, and contains four English language skills, namely reading, writing, listening, and

¹ Shanti Bhushan Mishra and Shashi Alok, *Handbook of Research Methodology: A Compendium for Scholars & Researchers*, New Delhi: Education Publishing, (2017), 1.

² Kinayati Djojuroto and M.L.A. Sumaryati, *Prinsip-Prinsip Dasar Penelitian Bahasa & Sastra*, Bandung: Nuansa, (2004), 10

³ Malikhatus Naimah, *An Analysis of Writing Materials in "Bahasa Inggris" An English Textbook Published By Mahrugh Bashir of Islamic Senior High School Grade XI Darul Huda Ponorogo*, University of institute agama Islam Negeri Kudus, (2023), p. 42.

speaking. While the object of this research was the assessment or speaking task contained in the textbook. To conducted this research, the researcher analyzed the type of speaking assessment using the theory of Douglas Brown.

C. Source of Data

In this section the researcher discuss and identify the source of research data. Source of data refers to the topic from which research data can be gathered. Source of data can be people, objects, documents or others.⁴ Source of data are divided into two categories, namely:

1. Primary Data

The researcher can obtain information directly from primary data sources. The primary data source in this research is the English textbook “English For Nusantara” for the 8th grade of Junior High School. This textbook was published by the Ministry of Education, Culture, Research and technology in 2022. This textbook used the merdeka curriculum in line with the curriculum used in Indonesia today.

2. Secondary Data

Secondary data sources were complementary data sources to meet the difficulties of data obtained from primary data sources.⁵ Secondary data sources were obtained to improve or support primary data sources. In this research, secondary data taken from several books and other supporting journals related to the discussion of speaking assessment in textbooks that researcher feel can be a supporting source in the writing of this research.

D. Instruments and Data Collection Technique

Document like a book or jurnal was the instrument in this research. The researcher used documentation studies in collecting data. Data collection techniques through documentation means assisting researcher in collecting data or information by reading letters, announcements, meeting summaries, written statements of certain policies and other written materials.⁶

⁴ Sugiyono, ‘Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D’, *Bandung: Alfabeta*, (2010),193

⁵ Sugiyono, “Metode Penelitian Pendidikan.....”, p.193

⁶ Jonathan Sarwono, *Metode Penelitian Kuantitatif & Kualitatif*, *Yogyakarta: Graha Ilmu*, (2006), 225.

In this research, the method of documenting was carried out on the speaking task contained in an English textbook entitled "English For Nusantara" for eighth grade students of Junior High School, which was analyzed based on different types of assessments as proposed by H. Douglas Brown. To do this, the researcher will do as follows:

1. Observing

Before choosing a textbook, the researcher reviewed several relevant previous studies. This gave the researcher the knowledge of other researchers who have used the same focus of study and textbooks. In addition, the researcher also consider whether the textbook was still used in the classroom or not. These factors aim to avoid the recurrence of the same or similar studies.

2. Reading

After choosing the textbook to be studied, the next step was to read the contents of the textbook. Through reading, the researcher become familiar with the content and subject matter of English language skills as presented in the textbook, especially with the speaking assessment that is in the textbook. To observed it, the researcher read textbooks from chapter one to the last chapter, namely chapter five.

3. Identifying

After the researcher read the contents of the textbook, the researcher identified the type of speaking assessment that exists in the textbook according to Brown's theory. In this step, the focus of the researcher was to find out the type of speaking assessment of each chapter.

E. Data Analysis Technique

The researcher used content analysis as a method of data analysis. Content analysis was one of the most widely used qualitative research methodologies. "Analysis" includes both the computation of particular measurements and the identification of patterns of correlation between data sets.⁷ The process of systematic searching and gathering data from field work, interviews, records, and documentation was known as data analysis. Data analysis activities include categorizing, breaking down, synthesizing, and organizing data into patterns, choosing what was significant and what

⁷ C. R. Kothari, *Research Methodology: Methods and Techniques*, New Delhi: *New Age International Publisher*, (2004), 122.

3. Data Display

Data Display was the process of presenting data in the form of a narrative, sentences or table. As a result, the data that had been reduced to the form of a pattern were displayed. It is advantageous to assist the researcher in comprehending data. In this research, the researcher displayed the data in a table to make it easier to understand.

4. Data Conclusion

The next activity in the continuous data analysis activities carried out by researcher was the withdrawal of data conclusions. The conclusion activity was an integral part of the analysis. The data from this study will be analyzed by data reduction, which will take the main things or important things, and the results of data reduction will be presented in the form of tables and narrative data, from which conclusions will be drawn.

