CHAPTER III
RESEARCH METHOD

This chapter presents the research design, focus to the study, the data of the study, research instrument, data collection and data analysis techniques used in this study. All of them are presented and discussed as follows.

A. Research Design

The purpose of this study is to answer whether the materials in the English textbook entitled published by Erlangga is relevant with the material in English Curriculum. The relevance is analysed based on its leval of suitability of the speaking materials contained in the book with the speaking basic competencies in the indonesian English National Curriculum for senior high school and whether they have fulfilled the criteria of good speaking materials . Since this study dealt with analysis of the content of the textbook especially the material, the data are analyzed qualitatively without any statistical calculation. As stated by fraenkel and wallen that research studies that investigate the quality of relationships, activities, situations or materials are frequently offered as qualitative research.[1]

B. Focus of the Study

The Focus of the study is an English textbook for eleventh Grade of Senior High School entitled "Look Ahead 2" published by Erlangga. The textbook is designed and created by Th. M. Sudarwati and Eudia Grace. The

[1] Franklen and wallen, *Qualitative research*

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textbook consists of six units and 204 pages. The topics of unit one to six are; Tell Me about It, Telling Stories (1), Figuring Out Conclusion, Telling Stories (2), Telling Funny Stories, It should Be Like This (will be discussed further in chapter IV).

The "Look Ahead 2" is chosen based on the following. Firstly, the textbook is one of the textbooks which are labeled "based on English curriculum on its cover and deluging the market in Surabaya. By concentrating on one textbook, it is hoped that detailed information could be obtained. Secondly, the textbook is used by the majority of senior high schools in Surabaya. Thirdly, there have been no other researchers analyzed the particular English textbook yet.

This study is only limited to the speaking materials, found in the textbook

C. Data of the Study

The data of this study is the speaking materials "Look Ahead 2" published by *Erlangga*. The transactional and interpersonal text, the *short* functional text, report text, narrative text, analytical exposition, spoof, the hortatory exposition text and the criteria good speaking materials are in the form of documented materials existing in the textbook. The data are analyzed in order to answer the research problems stated in chapter I. The data of this study will be discussed further in chapter IV.

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D. Research Instrument

In this study, the researcher is the key instrument. As Merriam states that, one of the *characteristics* of all forms of qualitative research is that the researcher is the primary instrument for data collection and data analysis.[2]. The English textbook entitled "Look Ahead 2" published by *Erlangga* was analyzed, examined and investigated. To analyze the data, table containing checklist of the book's speaking material and the basic competencies of english speaking for senior high school based on Standar isi 2006 was used (appendix 2) to know the relevance of the material with the curriculum. Another checklist of criteria of good speaking material was used to know the quality of the speaking material in the book (appendix 3). This second checklist was developed based on the guidance in (language teaching methodology)

E. Data Collection Techniques

To get the data, the researcher collected the data of the study through several steps. First, she determined the textbook to be analyzed. The determination is done through survey on various textbooks that are deluging the market and put English curriculum on the cover. Second, he read and observed the materials of the textbook carefully. This was done factually and systematically. The purpose of doing this is to get a picture of how the materials

[2] Merriam, sharan B, *Qualitative Research and Case Study Applications in Education*, (San Fransisco: Jossey-Bass Publishers, 1998), p.7

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in the textbook are presented and organized. Then, the writer compared the organization of the materials with the English curriculum.

F. Data Analysis Techniques

In order to make the data analysis easies these following steps were applied in this study.

1. Classifying materials suggested in English curriculum speaking basic competences; based on the kinds of text which include transactional and interpersonal, short functional text and the genre by using observation checklist
2. Comparing the speaking materials presented in the textbook with the kind of text which has been classified from English curriculum by using observation checklist.The description of observation checklist will be presented in Appendix 2.
3. Using the data and the observation checklist to make the descriptions on how the speaking materials are presented in the textbook.
4. Using the criteria of good speaking materials considerations which have been discussed in Chapter II to describe whether the textbook presents good speaking materials or not. (appendix 3)
5. Making conclusion.

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